College Catalog
2019 – 2020

Lewis & Clark
College

http://docs.lclark.edu/undergraduate/
The online catalog of the College of Arts and Sciences is the official document of record.
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CONTACT INFORMATION

Lewis & Clark College

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Dean of the College of Arts and Sciences  503-768-7100
Vice President for Student Life and Dean of Students  503-768-7110
Registrar  503-768-7335
Business and Finance  503-768-7800

Accreditation

Lewis & Clark College is accredited by the Northwest Commission on Colleges and Universities.

Lewis & Clark is on the approved list of the American Chemical Society.

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

Lewis & Clark Graduate School of Education and Counseling programs are approved and accredited by the following associations and agencies:

- Council for Accreditation of Counseling & Related Educational Programs (http://cacrep.org/template/index.cfm) (CACREP)
- Commission on Accreditation for Marriage & Family Therapy Education (https://coamfte.org) (COAMFTE)
- National Association of School Psychologists (http://nasponline.org) (NASP)
- National Council for the Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (http://ncate.org) (CAEP)
- Oregon Board of Licensed Professional Counselors and Therapists (http://oregon.gov/oblpct/Pages/index.aspx) (OBLPCT)
- Oregon Teacher Standards and Practices Commission (http://oregon.gov/tspc/Pages/index.cfm) (TSPC)

Disclaimer

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

Nondiscrimination Statement

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission.

Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws, and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, as well as their implementing regulations.

Questions regarding Title IX may be directed to Lewis & Clark’s Title IX coordinator or a deputy Title IX coordinator. Contact information can be found at go.lclark.edu/about/title_ix. Questions regarding Section 504 of the Rehabilitation Act may be directed to Lewis & Clark’s associate vice president of human resources.

Concerns regarding Title IX or other civil rights issues may also be directed to:

Office for Civil Rights
U.S. Department of Education
Seattle Office
915 Second Avenue, Room 3310
Seattle, Washington 98174-1099
Phone: 206-607-1600
Fax: 206-607-1601
TDD: 800-877-8339
OCR.Seattle@ed.gov

ADA Statement

Lewis & Clark is committed to serving the needs of our students with disabilities and learning differences. Professional staff in the office of Student Support Services are available to ensure students receive all the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504. Please route undergraduate and graduate student requests for accommodations through, and view the full text of Lewis & Clark’s disability policy (http://lclark.edu/offices/student_support/services/rights/disability_policy) at, Student Support Services (http://lclark.edu/offices/student_support/services).

Security

The security of all members of the campus community is of vital concern to Lewis & Clark. The Office of Campus Safety exists to serve the campus community by protecting life and property, preventing crime, enforcing laws, and maintaining general order. It is located at the Gate 3 entrance to Lewis & Clark, on the Undergraduate Campus, and can be reached at 503-768-7777. The office and phone line are staffed 24 hours a day, 365 days a year. Community members and their guests should report any on-campus crime, suspicious activity, or other emergency directly to Campus Safety. Visit the Office of Campus Safety (http://lclark.edu/about/campus_safety) website for information about safety and enforcement authority, policies (http://lclark.edu/about/campus_safety/policies) concerning the reporting of crimes that may occur on campus, and to review Lewis & Clark’s annual Crime Awareness, Security and Fire Safety Report (https://lclark.edu/about/campus_safety/crime_awareness), as required by the Jeanne Clery Disclosure of Campus Security and Policy and Campus Crime Statistics Act, for the most recent three-year period.

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ABOUT THE COLLEGE

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College Profile

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

Location
Campus on 137 acres in a wooded, residential area 6 miles from downtown Portland, Oregon (metropolitan area population 2 million). Pacific Ocean 80 miles to the west; Mount Hood and the Cascade Mountains 50 miles to the east.

Climate
Temperate (winter temperatures rarely reach freezing, summer temperatures rarely go above 85 degrees). Average annual precipitation is 37 inches.

Academics

Undergraduate Degree
Bachelor of Arts

Academic Calendar
Two 15-week semesters and summer school

Faculty Within the College of Arts and Sciences
151 full-time instructional faculty
77 full-time female faculty
26 faculty of color
0 graduate assistants teaching courses
93% of full-time faculty hold a PhD or highest degree in field.

Faculty-Student Ratio
1:12

Class Size
89% of classes have fewer than 30 students. Average class size is 17.

Preprofessional Preparation
Business (4-2 BA/MBA Program)
Education (4-1 BA/MAT Program with Lewis & Clark Graduate School)
Engineering (3-2 and 4-2 Programs)
Enterprise Curriculum
Law (3-3 BA/JD Program with Lewis & Clark Law School)
Pre-Law Advising
Pre-Med Curriculum

Additional Offerings
Academic English Studies (ESL)
Geological Sciences
Overseas and Off-Campus Study
Physical Education
ROTC (Army)

Major Distribution, Graduating Class of 2019
40% Social Sciences
25% Math and Natural Sciences
23% Humanities
8% Visual and Performing Arts
3% Interdisciplinary Programs
(11% of students chose to double major; 31% chose a minor)

Alumni Association
College of Arts and Sciences students become part of the Alumni Association, which currently features more than 23,000 members, upon graduation. Coordinated by the Office of Alumni and Parent Programs and governed by the Board of Alumni, the association promotes both on-campus and regional events around the globe with the purpose of fostering connections among alumni, parents of current and former Lewis & Clark undergraduates, current students, and other members of the Lewis & Clark community, as well as providing opportunities for continuing education, career networking, and lifelong learning. An annual calendar of events includes worldwide Black and Orange Parties, Homecoming and Family Weekend, the Alumni Honors Banquet, and Alumni and Reunion Weekend, as well as several events in major cities around the United States and overseas. The Alumni Gatehouse is the home of the Alumni Association, and includes a lounge available to small groups of alumni and students for meetings and social activities.

Members of the Board of Alumni serve as 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 are nominated by the Lewis & Clark community, elected by the sitting board, and may serve in various capacities, including event promotion, diversity and inclusion awareness, fundraising, career networking, and other special projects.

International Programs
Lewis & Clark offers 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
Overseas and off-campus study forms an integral part of the total educational experience at Lewis & Clark. Through our consistently top-ranked program—one of the top 10 for undergraduates, according to the U.S. Department of State—our students perform research in dynamic environments, build cultural and linguistic proficiency, and prepare for lives as global leaders. Sixty percent of Lewis & Clark students take advantage of these opportunities, with approximately 300 students participating in one of our more than 35 overseas and off-campus study offerings each year.

Scheduled Programs, 2019–22
Language-intensive programs: Chile, China, France, Germany, Japan, Mexico, Russia, Senegal, Spain, Taiwan.

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

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

Summer programs: Australia

Academic English Studies/Intensive English-Language Program
Since 1972, Lewis & Clark has enrolled students from around the world in English-language courses. During the 2018–19 academic year, there were 65 Academic English Studies students representing 7 different countries. Forty percent of these students were female; 60 percent were male.

Student Life

Campus Living
Our 11 residence halls are staffed by full-time area directors and student resident advisors. To help foster the sense of community at Lewis & Clark, we have a 4-semester on-campus residency requirement. Living-learning community options are available. Our campus, including all buildings, is smoke-free and tobacco-free. Food service options range from 10 to 19 meals per week, some with flex points; vegetarian and vegan options are offered at all meals.

Clubs, Interest Groups, and Other Student Organizations
More than 120 student-run clubs and groups (http://college.lclark.edu/student_life/activities), plus athletics, music ensembles, and more, featuring:

• International, cultural, and diversity groups
• Religious and spiritual life organizations
• Academic organizations and student-led symposia
• Social justice and service organizations
• Wide variety of special-interest groups and club sports
• Student-run media groups including a radio station, biweekly newspaper, and annual academic journals
• Comprehensive arts program of films, speakers, music concerts, theatre, dance performances, and art exhibits
• Numerous ensembles (https://college.lclark.edu/departments/music/ensembles) sponsored by the music department and several student-run a cappella groups
• 19 varsity sports (http://lcpioneers.com/landing/index) (NCAA Division III, member of the Northwest Conference) and several intramural sports
• College Outdoors (https://lclark.edu/programs/college_outdoors) program, offering more than 70 outdoor expeditions throughout the year
• No fraternities or sororities

Students

Enrollment, fall 2018
College of Arts and Sciences: 2,087
Visiting/nondegree students: 76
Degree-seeking students: 2,011

States represented: 47, as well as Washington, D.C., Puerto Rico, several U.S. territories and overseas military bases
Countries represented: 55
U.S. students of color: 31%
International students: 8%
First-generation students: 15%
Pell-eligible students: 20%
U.S. students abroad: 6%

For additional details, visit the Office of Institutional Research (http://www.lclark.edu/offices/institutional_research).

Also enrolled at Lewis & Clark:

Graduate School of Education and Counseling: 730
School of Law: 579
History of Lewis & Clark

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

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

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

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

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

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

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

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

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

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


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 following language, drawn from *A Strategic Plan for Lewis & Clark: Exploring for the Global Good*, was adopted by the Board of Trustees in October 2018. It pertains to all three schools of Lewis & Clark: the College of Arts and Sciences, the Graduate School of Education and Counseling, and the School of Law.

Mission

Lewis & Clark’s mission is to be an internationally leading liberal arts institution consisting of an undergraduate college and two professional schools, each of which has a reputation that enhances the whole.

Vision

Lewis & Clark will be a national leader in higher education that prepares students for meaningful careers, civic engagement, and lifelong
discovery. Together we seek a just and sustainable society here in Portland, across our nation, and around the world.

**Purpose**

Lewis & Clark’s three distinctive schools are united by a core purpose: to empower our graduates to make a positive impact on the world.

Our graduates are explorers. With the guidance of faculty and staff, Lewis & Clark students discover their interests, pursue their passions, and embark on paths that lead to expertise in their chosen fields.

Our graduates are critical and creative thinkers. Lewis & Clark students develop a mastery of inquiry through writing, analysis, and evaluation.

Our graduates are collaborators. Lewis & Clark students learn to understand themselves and the value each person brings. They are global citizens who consider multiple perspectives as they work with others to address challenges.

**Values**

- Collaboration, creativity, and critical thinking
- A caring and supportive community
- Sustainability
- Global perspectives
- Diversity, equity, and inclusion
- Curiosity, adventure, innovation, and leadership

**Campus Buildings**

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

**Fir Acres Estate, Core of the Undergraduate Campus**

In 1942, the Lloyd Frank family offered the Fir Acres estate to Lewis & Clark College on generous terms. 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 Frank Manor House serves as the administrative core of Lewis & Clark. It houses the offices of the president and chief of staff, College of Arts and Sciences Admissions, and the Business Office. The main lounge, named for Thomas and Katherine Moore Armstrong, was refurbished in 1991. The terrace and estate gardens on the east side of the building were named for Edna L. Holmes, one of the home’s original occupants and a Lewis & Clark trustee for more than three decades.

The Alumni Gatehouse, dedicated to Morgan S. Odell, is a stone and brick building that was part of the original Frank estate. It stands at the main entrance to the campus. Originally the home of the estate’s gardener, it has since served Lewis & Clark as the president’s home, a residence hall, and administrative offices. It currently houses the Office of Alumni and Parent Programs and the Albany Society. The Estate Gardens include four terraces sloping down from the manor house to the rose garden and overlooking Mount Hood to the east.

Designed by Brookman as service buildings for the estate, the Albany Quadrangle is distinguished by its dovecote, which is topped by an ornate weather vane. The building, named for Lewis & Clark’s origins as Albany College, was extensively renovated and expanded in 2002. It houses the Office of the Dean of the College of Arts and Sciences, the College Advising Center, Academic English Studies, Overseas and Off-Campus Programs, Student Support Services, and the Dovecote Café. Albany Quadrangle was also the site of events commemorating the bicentennial of the Lewis and Clark Expedition from 2003 to 2006.

The Dressing Pavilion, also known as the Bathhouse, is in the eastern recreational area, or lower campus. It has dressing rooms for men and women and faces the outdoor Lawrence Memorial Swimming Pool, named in honor of F.D. Lawrence in recognition of gifts by his wife and daughters.

**Academic Buildings**

Evans Music Center was built with funds from Herbert Templeton and named at his suggestion for John Stark Evans, director of music at Lewis & Clark from 1944 to 1957. Rae Seitz Lounge and Browsing Room was named in honor of the Portland musician and composer. Glenn and Cora Townsend Foyer was named in recognition of the generosity of that couple. C.C. Bechtold Studio was given in tribute to the founder of the National Hospital Association. Anna B. Swindells Classroom was donated by William Swindells Sr. in honor of his mother. Maud Bohlmant Place 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, was named in memory of Margaret Steinmetz, a member of the music faculty until her death in 1955. Christopher James Roberts Studio, which houses a Baldwin grand piano donated by Mr. James, was named in recognition of his generosity and support.

The Biology-Psychology building, designed by Paul Thiry, opened in 1972. Classrooms, faculty offices, and laboratories occupy the three levels.

Opened in 1946, BoDine was named in memory of Dr. Charles BoDine, a Portland physician, and his wife, Elizabeth BoDine, a Lewis & Clark trustee. BoDine houses faculty research labs and the Department of Mathematical Sciences.

Fir Acres Theatre, made possible by the generosity of 465 individuals, foundations, and corporations, opened its first production in 1977. Performance space includes two separate areas. The Main Stage offers seating for 225 people. The Black Box studio-theatre allows seating to be arranged for each performance, and is also used as a classroom and dance studio.

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, was named for James H. Karle ’51, professor emeritus of physics. A research greenhouse is also located outside of Olin.

In 1996 Lewis & Clark opened a cluster of academic buildings designed by Thomas Hacker and Associates. James F. Miller Center for the Humanities, Fred W. Fields Center for the Visual Arts, and the south wing of 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 donors whose names are inscribed on steps and on a plaque at the edge of the circle.

Fields Center, home to the Department of Art, was named for trustee Fred W. Fields. Support for the photography studio came from Julia M. Robertson BA ’94 and the Eastman Kodak Company. Faculty office
space was made possible in part by 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 was 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 was named for Patti Babler and trustee Lloyd Babler ’57, parents of an alumna, and a lecture room was named for the Collins Foundation. The drawing porch overlooking the Estate Gardens from the east end of the building was named for the late Samuel C. Wheeler, a trustee.

Miller Center provides 13 classrooms and houses the Departments of English, World Languages and Literatures, and History. James F. Miller, investment advisor and philanthropist for whom the building was named, was a trustee of Lewis & Clark. Auditoriums on the ground floor were named for Keith E. Lindner BS ’81 and trustee Mary Bishopholt and Broughton Bishop, parents of an alumnus. The Interactive Learning Center on the second floor was dedicated to the W.M. Keck Foundation. Classrooms were named for William K. Blount, trustee; the Collins Foundation; the late W. Burns Hoffman, trustee; former trustee Wan Koo Huh, parent of a Lewis & Clark alumnus; trustee Charles J. Swindells BS ’66; trustee Bruce Willison and Gretchen Willison; and the late John Harrington, professor of philosophy from 1946 to 1975.

John R. Howard Hall, named for Lewis & Clark’s second president on Palatine Hill and a steward of the social sciences, was dedicated in 2005. The building brings under one roof the instructional and office spaces of nearly all of the College of Arts and Sciences’ social science disciplines: communication, economics, environmental studies, gender studies, international affairs, philosophy, religious studies, political economy, political science, and sociology and anthropology. J.R. Howard Hall also houses the John E. and Susan S. Bates Center for Entrepreneurship and Leadership, the Symbolic and Quantitative Resource Center (SQRC), and the Copy Center. Designed by Thomas Hacker and Associates, the building set a new standard for energy efficiency and adaptability in Lewis & Clark’s use of sustainable architectural materials to minimize the building’s ecological impact. A conference room was dedicated in memory of James F. Miller, and classrooms were dedicated to the Meyer Memorial Trust; the Ben B. Cheney Foundation; Arthur Throckmorton, 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 the Portland lumber executive and philanthropist, Aubrey R. Watzek Library opened in 1967. A renovation in 1994–95 more than doubled the library’s size. 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 Watzek Library is the Monroe A. Jubitiz Atrium, named for a Lewis & Clark benefactor, longtime trustee, and life trustee. The large reading room in the south wing was named for James E. Bryson and Jane Templeton Bryson, trustee. Also in the south wing, two large halls were named to honor foundation donations: the lower level for the M.J. Murdock Charitable Trust, and the upper level for the Meyer Memorial Trust.

Additional spaces in the library include the Dr. Robert B. Pamplin Jr. Society of Fellows Room; the Ann J. Swindells Seminar Room, named for the trustee; the Claude Louise Rosenberg Director’s Office Suite, named for the parents of an alumna; and the Christopher E. Jay ’72 New Book Lounge. An Information Technology classroom was 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 were 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. McColl and Carol McCall, parents of an alumna; and Donald Leonard, a friend of Lewis & Clark. Scores of library carrels and study tables carry the names of parent donors.

The Office of Information Technology (including the IT Service Desk) and the Writing Center are located in the library, and the Ronna and Eric Hoffman Gallery of Contemporary Art occupies the ground floor of the south wing addition. The gallery is named for trustee Ronna Hoffman and her husband, Eric Hoffman.

Chapel and Pavilion

Agnes Flanagan Chapel, designed by Paul Thiry, was dedicated in 1969. George and Agnes Flanagan donated approximately half of the total cost of the 16-sided structure. They also initiated the fund that would bring an 85-rank Casavant organ to the chapel. With seating for 600 people, the chapel serves as a meeting place for lectures, musical performances, and religious services. It also houses the Office of the Dean of Religious and Spiritual Life and the Ombuds Office. The Wallace Howe Lee Memorial Bridge, the broad walkway into the main entrance, was named for the former president and lifelong friend of Albany College. The statues that flank the bridge, depicting the gospel writers Matthew, Mark, Luke, and John through Northwest Coast Indian images, are by the late artist Chief Lelooska. In 2010 the chapel was renovated with a new wooden stage and improved lighting and sound systems.

Diane Gregg Memorial Pavilion, dedicated in 2011 and designed by Bora Architects, completed Thiry’s original architectural design for the chapel. The pavilion honors Diane Gregg BA ’57, wife of trustee and longtime staff member Glenn Gregg BS ’55. It serves as a flexible space for meetings, performances, and events.

Athletics Facilities

Pamplin Sports Center was designed by Stanton, Boles, McGuire, and Church and opened in 1969. The building is named in recognition of the Pamplin family’s service and leadership at Lewis & Clark. Robert B. Pamplin Sr. joined the Board of Trustees in 1956 and was twice elected chair. His son, Dr. Robert B. Pamplin Jr., earned degrees from Lewis &
Clark in 1964, 1965, and 1966. Dr. Pamplin chaired the Board of Trustees from 1991 to 1996. The expansive facility includes a main gymnasium that can seat 2,300 people and has three full basketball courts, as well as a fully equipped weight room, an aerobics room, locker rooms, a theatre-style classroom, a training room, and offices.

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

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

Eldon Fix Track was named for Lewis & Clark’s track and field coach from 1946 to 1981. The track was renovated in 1991 and resurfaced in both 1999 and 2013.

Zehntbauer Swimming Pavilion holds a competition-size pool and spectator seating for 200 people. It is named for two friends of Lewis & Clark, C.R. and John Zehntbauer, founders of the company that became Jantzen.

Joe Huston Memorial Sports Complex is named in honor of Lewis & Clark’s football coach from 1947 to 1964. He was also director of athletics and taught health and physical education courses. The complex, located just behind the law campus, is the home of Lewis & Clark’s baseball and softball teams, and is equipped with dugouts, scoreboards, and batting cages.

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

### Residence Halls

The first permanent residence hall on campus, Akin Hall, was completed in 1949. Its name honors Otis and Mabel Akin for their service to Lewis & Clark.

Stewart Hall, opened in 1951, was 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 was named in honor of the wife of Morgan Odell, former president of Lewis & Clark. The lower level houses the Office of Health Promotion and Wellness.

Platt Hall, completed in 1954, and C. Howard Hall, completed in 1960, were 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 Complex consists of five residential buildings named for Pacific Northwest trees: Alder, Juniper, Manzanita, Ponderosa, and Spruce. Juniper was completely renovated in 2014 and will serve as a model for future renovations throughout the Forest Complex. Tamarack Lounge is a central location for student gatherings.

Hartzfeld Hall was designed by Paul Thiry and named for Freeda Hartzfeld Jones, dean of women and assistant to the president from 1943 to 1968.

In 2002, Lewis & Clark completed three apartment-style residence halls—West Hall, Roberts Hall, and East Hall—for junior and senior students. The apartments were designed by SERA Architects. Roberts Hall was named in honor of Reverend Harold Roberts and Gertrude Roberts, the parents of donor Maggie Roberts Murdy. It also houses Maggie’s Café. East Hall contains a student recreation center and the Office of the Dean of Students.

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

### Templeton Campus Center

Built in three stages, Templeton Campus Center opened in 1956. It was named for Herbert A. Templeton and his family, who contributed to its funding. The main student dining room, Arthur L. Fields Dining Room, was named for the 1962–63 chair of the Board of Trustees. Edward Stamm, for whom Stamm Dining Room was named, was a Lewis & Clark trustee and chair of the board. The courtyard that lights the inner rooms of Templeton was named for Thornton Munger, who was a Lewis & Clark trustee.

The Thayer Room was named for Lewis Thayer, professor of chemistry from 1946 to 1973 and a former dean of faculty. The U.G. Dubach Computer Lab was named for the professor who founded the political science department. The Monteith Room honors a family that played a central role in founding Albany College in 1867. The Gray Room was named for William Henry Gray, whose daughter was a donor to Lewis & Clark for many years. The Council Chamber, added in 1963, was modeled after the Assembly Hall of the United Nations in New York.

Successive renovations of Templeton Campus Center from 1990 to 2016 brought under one roof all the major undergraduate student organizations, as well as most administrative offices directly serving students. In 2013 the Fields Dining Hall was completely refurbished and in 2015 a new addition was built to house the Career Center. Facilities include the offices of Bon Appétit Food Service, Campus Living, College Outdoors, the Dean of Diversity and Inclusion, Inclusion and Multicultural Engagement, International Students and Scholars, the Registrar, Summer Sessions, Student Activities, Student Leadership and Service, Student and Departmental Account Services, Student Financial Services, and Sustainability. Offices for student government, programming, scheduling, and media are located near each other on the main level. The Bookstore, Counseling Service, Mail Room, Trail Room (cafe-style dining), and Student Health Service are also located in Templeton Campus Center.

### Law Campus

Five years after the 1965 merger of Northwestern College of Law with Lewis & Clark College, the law school’s initial three buildings, located on a site overlooking forested Tryon Creek State Park, were completed. 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.
Campus Buildings

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 Flint Gantenbein JD ’34, son of Judge Calvin Gantenbein, Northwestern College of Law’s first dean. During World War II, John Gantenbein pledged all of his personal assets to keep the school going. The Gantenbein Building, which was extensively renovated in 2018, houses Law School Admissions and the Career and Professional Development Center.

William Swindells Sr. Legal Research Center, completed in 1977, was named in honor of a member of the Board of Trustees and the Law School Standing Committee. The quiet benefactor requested that his name not be included on the building itself. The structure houses a cafeteria, student lounge, faculty and administrative offices, research facilities, meeting rooms, and student services.

Wood Hall, dedicated in 2002, was named for the late Louise Wood and Erskine Wood Sr., a noted admiralty lawyer. The building houses the environmental and 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.

Sunderland Plaza, dedicated in 2018, is named in honor of Thom Sunderland JD ’14 and his family. It is the primary entrance to the law school.

Graduate Campus

In 2000, Lewis & Clark added to its holdings 18 acres located immediately to the south of the Undergraduate Campus. The former Hamilton F. Corbett estate had been owned and used as a novitiate and then a retreat center by the Sisters of St. Francis of Philadelphia since 1943—one year after Lewis & Clark moved to the Fir Acres estate.

The mansion on the Corbett estate, finished in 1929, was the first solo commission for architect Pietro Belluschi, who during the following three decades went on to design and inspire some of this nation’s most impressive and stately buildings. The Olmsted brothers, sons of the architect who laid out Central Park in New York City, designed the gardens. The Franciscans later added other buildings and facilities to accommodate the needs of their novitiate. In 2012, Lewis & Clark transformed the Corbett garage into a state-of-the-art classroom, the Corbett Annex.

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

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

Cooley House

In 2002, Sue D. Cooley, widow of Edward H. Cooley, the founder and longtime head of Precision Castparts Corporation, donated the family home for use as a presidential residence. The house was designed in an English Tudor style by architect Ellis F. Lawrence in 1920 for Cameron Squires. The Olmsted brothers designed the landscaping of the 8-acre estate, which is located in the Dunthorpe neighborhood near Lewis & Clark. In addition to serving as the president’s home, the newly renovated Cooley House provides a venue for hosting a variety of Lewis & Clark functions.
### ACADEMIC CALENDAR

#### Fall 2019 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
<td>August 28-September 1</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2</td>
</tr>
<tr>
<td>Classes begin</td>
<td>September 3</td>
</tr>
<tr>
<td>Last day to add/drop courses</td>
<td>September 13</td>
</tr>
<tr>
<td>Last day to file overload or underload</td>
<td>September 13</td>
</tr>
<tr>
<td>Last day to select credit/no credit grading option</td>
<td>September 13</td>
</tr>
<tr>
<td>Fall break</td>
<td>October 10-13</td>
</tr>
<tr>
<td>Registration advising</td>
<td>October 14-November 1</td>
</tr>
<tr>
<td>Midterm grades available on WebAdvisor</td>
<td>Week of October 28</td>
</tr>
<tr>
<td>Last day to request leave of absence for following semester</td>
<td>November 1</td>
</tr>
<tr>
<td>Registration for following semester</td>
<td>November 4-14</td>
</tr>
<tr>
<td>Last day to receive tuition refund in the case of a full semester withdrawal</td>
<td>November 5</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>November 8</td>
</tr>
<tr>
<td>Thanksgiving break</td>
<td>December 11</td>
</tr>
<tr>
<td>Reading days</td>
<td>December 12-13</td>
</tr>
<tr>
<td>Final examinations</td>
<td>December 14, 16, 17, 18</td>
</tr>
<tr>
<td>Vacation period begins</td>
<td>December 19</td>
</tr>
<tr>
<td>Final grades available on WebAdvisor</td>
<td>beginning January 6</td>
</tr>
</tbody>
</table>

#### Spring 2020 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>January 20</td>
</tr>
<tr>
<td>Classes begin</td>
<td>January 21</td>
</tr>
<tr>
<td>Last day to add/drop courses</td>
<td>January 31</td>
</tr>
<tr>
<td>Last day to file overload or underload</td>
<td>January 31</td>
</tr>
<tr>
<td>Last day to select credit/no credit grading option</td>
<td>January 31</td>
</tr>
<tr>
<td>Registration advising</td>
<td>Week of March 16</td>
</tr>
<tr>
<td>Midterm grades available on WebAdvisor</td>
<td>March 9-April 3</td>
</tr>
<tr>
<td>Last day to receive tuition refund in the case of a full semester withdrawal</td>
<td>March 19</td>
</tr>
<tr>
<td>Spring break</td>
<td>March 21-29</td>
</tr>
<tr>
<td>Last day to request leave of absence for following semester</td>
<td>April 1</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>April 3</td>
</tr>
<tr>
<td>Registration for following semester</td>
<td>April 7-16</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 30</td>
</tr>
<tr>
<td>Reading days</td>
<td>May 1-2</td>
</tr>
<tr>
<td>Final examinations</td>
<td>May 4-7</td>
</tr>
<tr>
<td>Vacation period begins</td>
<td>May 8</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 9, 2020</td>
</tr>
<tr>
<td>Final grades available on WebAdvisor</td>
<td>beginning May 21</td>
</tr>
</tbody>
</table>

#### Summer Session I 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration opens</td>
<td>March 5</td>
</tr>
<tr>
<td>First day of classes</td>
<td>May 18</td>
</tr>
<tr>
<td>Last day to settle summer account</td>
<td>May 19</td>
</tr>
<tr>
<td>Last day to add/drop courses</td>
<td>May 19*</td>
</tr>
<tr>
<td>Last day to file overload</td>
<td>May 19*</td>
</tr>
<tr>
<td>Last day to select credit/no credit grading option</td>
<td>May 19*</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25</td>
</tr>
</tbody>
</table>
Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to withdraw from a course¹</td>
<td>June 12</td>
</tr>
<tr>
<td>Last day of class</td>
<td>June 26</td>
</tr>
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</table>

**Summer Session II 2020**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration opens¹</td>
<td>March 5</td>
</tr>
<tr>
<td>First day of classes</td>
<td>June 29</td>
</tr>
<tr>
<td>Last day to settle summer account</td>
<td>June 30</td>
</tr>
<tr>
<td>Last day to add/drop courses¹</td>
<td>June 30*</td>
</tr>
<tr>
<td>Last day to file overload</td>
<td>June 30*</td>
</tr>
<tr>
<td>Last day to select credit/no credit grading option</td>
<td>June 30*</td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 3</td>
</tr>
<tr>
<td>Last day to withdraw from a course¹</td>
<td>July 24</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>August 7</td>
</tr>
</tbody>
</table>

**Last Day to Make up Incomplete Grades**

Grades are due as specified on the incomplete grade form, and in any case, no later than the Friday of the fourth week of the following semester (fall or spring), unless the instructor of record has filed an extension form with the Office of the Registrar.

**Degree Filing Dates**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>For December 2019 Degree</td>
<td></td>
</tr>
<tr>
<td>Official degree date</td>
<td>December 31, 2019</td>
</tr>
<tr>
<td>Filing deadline</td>
<td>May 1, 2019</td>
</tr>
<tr>
<td>For May 2020 Degree</td>
<td></td>
</tr>
<tr>
<td>Official degree date</td>
<td>May 9, 2020</td>
</tr>
<tr>
<td>Filing deadline</td>
<td>October 15, 2019</td>
</tr>
<tr>
<td>For August 2020 Degree</td>
<td></td>
</tr>
<tr>
<td>Official degree date</td>
<td>August 31, 2020</td>
</tr>
<tr>
<td>Filing deadline</td>
<td>March 1, 2020</td>
</tr>
</tbody>
</table>

¹ For the policy of enrollment changes and charge adjustment, see Changes in Registration and Enrollment Status (p. 30) and Costs (p. 213). Please note that noncredit AES classes may adhere to a different refund policy than credit-bearing courses.

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

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

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

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

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

Graduation Requirements

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

- Satisfactory completion of a minimum of 128 semester credits.  
- Academic residency is defined as 60 semester credits taken at Lewis & Clark. Only 4 credits** of transfer coursework that is earned after the student reaches senior status (93 credits) may be applied to the degree. This limitation does not apply to coursework transferred from Lewis & Clark’s Graduate School of Education and Counseling or Law School, or for coursework completed as part of an approved dual-degree program.  
- A cumulative grade point average of 2.000 or higher.  
- Satisfactory completion of the General Education requirements (p. 16).  
- Satisfactory completion of a major program approved by the chair of the appropriate department or by the Curriculum Subcommittee on Petitions, Appeals, and Student-Designed Majors. Students are required to complete at least 20 semester credits of coursework offered by the major department at Lewis & Clark.  
- A cumulative grade point average of 2.000 or higher in all majors and minors.

*Graduation requirements in this catalog apply to students entering Lewis & Clark in fall 2019 or later. Other students are subject to the requirements in effect when they entered and should refer to the appropriate catalog.

**The registrar’s office may approve the transfer of up to 6 semester credits during the senior year under the following conditions:  
- After reaching senior status, the student proposes to transfer a single course that exceeds the 4 credit maximum.  
- After reaching senior status, the student proposes to transfer two courses from an institution that operates on the quarter system, the total of which exceeds the 4 credit maximum.
General Education Requirements

Lewis & Clark’s General Education requirements consist of the Core course (Exploration and Discovery) (p. 67) and courses in the areas of international studies, scientific and quantitative reasoning, creative arts, language other than English, and physical education/activity. In addition, content-area courses require students to demonstrate skills involving writing/rhetoric, bibliographic knowledge, and information/electronic competency.

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

Exploration and Discovery (8 semester credits)

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

The course offers students numerous opportunities to develop and hone their skills in critical thinking, reading and writing, effective speaking and listening, and conducting independent research. Students advance their strength and confidence as writers of college-level work through regular practice, constructive feedback from faculty and peers, and opportunities to revise and polish their work. They also develop as speakers in command of rhetorical choices and strategies as they learn to converse persuasively and present ideas with some formality in front of a group as well as informally in class discussion. Class sessions are structured to foster thoughtful and articulate discussion of key texts and central ideas of the course.

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

Core Requirements

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

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

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

Students Enrolled in our Academic English Courses

With the approval of the directors of Core and AES, undergraduate students enrolled in one or more AES courses may be eligible to defer Exploration and Discovery coursework while enrolled in AES courses. Students will be required to enroll in CORE in the semester following the successful completion of AES 222. Official notification must be made to the Office of the Registrar by the director of AES each semester. At the end of the approved deferral period, students who have deferred Exploration & Discovery are required to take CORE 106 and 107, in either order but in consecutive semesters, regardless of class standing. Students who have deferred Exploration and Discovery are bound by all other Core requirements as stated above.

Transfer Students

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>ART</th>
<th>Visual Perspectives on Dante’s Divine Comedy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 450</td>
<td>Topics in Classical Studies</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>ENG 100</td>
<td>Introductory Topics in Literature</td>
</tr>
<tr>
<td>ENG 105</td>
<td>The Art of the Novel</td>
</tr>
<tr>
<td>ENG 204</td>
<td>Masterpieces of Ancient Literature</td>
</tr>
<tr>
<td>ENG 209</td>
<td>Introduction to American Literature</td>
</tr>
<tr>
<td>ENG 241</td>
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<td>Popular Culture and Everyday Life in Japanese History</td>
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**Music**

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**Philosophy**

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**Political Science**

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**Religious Studies**

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<td>RELS 243</td>
<td>Buddhism: Theory, Culture, and Practice</td>
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**Sociology and Anthropology**

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**World Languages and Literatures**

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**International Studies (8 semester credits)**

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

- By completing approved IS courses on a Lewis & Clark overseas study program (p. 126) (8 semester credits).
- By successfully completing 12 or more credits on a fall or spring semester Lewis & Clark overseas study program.
- By completing a total of 8 semester credits from a Lewis & Clark overseas study program (p. 126) 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) from courses listed below.

**Art**

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<td>Pre-Columbian Art</td>
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<td>ART 257</td>
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<td>Art and Empire</td>
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**Chinese**

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**Classics**

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<td>Britain in the Age of Revolution, 1688 to 1815</td>
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<td>Borderlands: U.S.-Mexico Border, 16th Century to Present</td>
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<td>Humanism in Renaissance Europe</td>
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<td>Race and Nation in Latin America</td>
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<td>HIST 347</td>
<td>Modern Mexico: Culture, Politics, and Economic Crisis</td>
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**International Affairs**

All courses, except IA 244, IA 299, IA 444, IA 499

**Japanese**

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**Latin American Studies**

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**Overseas Programs**

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<td>IS 215</td>
<td>Morocco: Development &amp; Sustainability</td>
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<td>Moroccan Modernity</td>
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<td>Gender and Society in Morocco</td>
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<td>The Politics of Cultures: Religion, Education, Environment, and the Arts</td>
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**Philosophy**

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<td>Transitions to Democracy and Authoritarianism</td>
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<td>Russian Politics in Comparative Perspective</td>
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<td>PSY 190</td>
<td>Culture, Film, and Psychology</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Overseas Internship</td>
</tr>
<tr>
<td>PSY 390</td>
<td>Cross-Cultural Psychology</td>
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</tbody>
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**Religious Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RELS 224</td>
<td>Jewish Origins</td>
</tr>
<tr>
<td>RELS 225</td>
<td>Christian Origins</td>
</tr>
<tr>
<td>RELS 241</td>
<td>Religion and Culture of Hindu India</td>
</tr>
<tr>
<td>RELS 242</td>
<td>Religions and Cultures of East Asia</td>
</tr>
<tr>
<td>RELS 243</td>
<td>Buddhism: Theory, Culture, and Practice</td>
</tr>
<tr>
<td>RELS 246</td>
<td>Religions of Japan</td>
</tr>
<tr>
<td>RELS 251</td>
<td>Medieval Christianity</td>
</tr>
<tr>
<td>RELS 262</td>
<td>Judaism Encounters Modernity</td>
</tr>
<tr>
<td>RELS 273</td>
<td>Islamic Origins</td>
</tr>
<tr>
<td>RELS 274</td>
<td>Islam in the Modern World</td>
</tr>
<tr>
<td>RELS 350</td>
<td>Social and Religious World of Early Judaism and Christianity</td>
</tr>
<tr>
<td>RELS 356</td>
<td>Buddhism and Gender</td>
</tr>
<tr>
<td>RELS 357</td>
<td>Family, Gender, and Religion: Ethnographic Approaches</td>
</tr>
<tr>
<td>RELS 450</td>
<td>Seminar: Social and Religious World of Early Judaism and Christianity</td>
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<tr>
<td>RELS 452</td>
<td>Seminar in Asian Religions</td>
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**Rhetoric and Media Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RHMS 315</td>
<td>Comparative Rhetoric</td>
</tr>
<tr>
<td>RHMS 340</td>
<td>Media Across Cultures</td>
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**Russian**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RUSS 230</td>
<td>Introduction to Russian Literature in Translation</td>
</tr>
<tr>
<td>RUSS 290</td>
<td>Topics in Russian Literature and Culture in Translation</td>
</tr>
</tbody>
</table>

**Sociology/Anthropology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOAN 215</td>
<td>International Migration</td>
</tr>
<tr>
<td>SOAN 225</td>
<td>Race and Ethnicity in Global Perspective</td>
</tr>
<tr>
<td>SOAN 250</td>
<td>Southeast Asia: Development, Resistance, and Social Change</td>
</tr>
<tr>
<td>SOAN 261</td>
<td>Gender and Sexuality in Latin America</td>
</tr>
<tr>
<td>SOAN 265</td>
<td>Critical Perspectives in Development</td>
</tr>
<tr>
<td>SOAN 266</td>
<td>Social Change in Latin America</td>
</tr>
<tr>
<td>SOAN 270</td>
<td>Cultural Politics of Youth in East Asia</td>
</tr>
<tr>
<td>SOAN 274</td>
<td>Chinese Culture Through Film</td>
</tr>
<tr>
<td>SOAN 281</td>
<td>South Asian Cultures</td>
</tr>
<tr>
<td>SOAN 282</td>
<td>Pacific Rim Cities</td>
</tr>
<tr>
<td>SOAN 284</td>
<td>Anthropology of Print Media</td>
</tr>
<tr>
<td>SOAN 285</td>
<td>Culture and Power in the Middle East</td>
</tr>
<tr>
<td>SOAN 347</td>
<td>Borderlands: Tibet and the Himalaya</td>
</tr>
<tr>
<td>SOAN 349</td>
<td>Indigenous Peoples: Tibet and the Himalaya</td>
</tr>
<tr>
<td>SOAN 350</td>
<td>Global Inequality</td>
</tr>
<tr>
<td>SOAN 355</td>
<td>African Migration and Diaspora</td>
</tr>
<tr>
<td>SOAN 360</td>
<td>Colonialism and Postcolonialism</td>
</tr>
<tr>
<td>SOAN 363</td>
<td>Imagining the Nation: Culture and Identity in Nation-State Formation</td>
</tr>
<tr>
<td>SOAN 367</td>
<td>Anthropology of Tourism: Travel in Asia</td>
</tr>
<tr>
<td>SOAN 386</td>
<td>Migration in the Global South</td>
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</tbody>
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**Spanish**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPAN 230</td>
<td>Hispanic Literature in Translation</td>
</tr>
<tr>
<td>SPAN 260</td>
<td>Cultural Production of the Spanish-Speaking World</td>
</tr>
<tr>
<td>SPAN 440</td>
<td>Topics in Hispanic Literatures</td>
</tr>
</tbody>
</table>
Scientific and Quantitative Reasoning
(12 semester credits)

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

All graduates from Lewis & Clark are expected to have gained experience in quantitative reasoning, ranging from making rough quantitative estimates to solving word problems using algebra and logic, understanding graphically presented information, and using modern electronic devices such as calculators and computers. To foster this understanding and experience, Lewis & Clark students must complete at least two courses in natural science study and an additional course in quantitative reasoning.

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

Category A: Science Laboratory
All students must take one course.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Perspectives in Biology</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Biological Investigations</td>
</tr>
<tr>
<td>BIO 114</td>
<td>The Origins of Life in the Universe</td>
</tr>
<tr>
<td>BIO 115</td>
<td>Explorations in Regional Biology</td>
</tr>
<tr>
<td>BIO 317</td>
<td>Invertebrate Zoology</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Vertebrate Diversity</td>
</tr>
</tbody>
</table>

Category B: Mathematical and Quantitative Reasoning: Sciences
All students must take one course, and may take two courses.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHEM 100</td>
<td>Perspectives in Environmental Chemistry</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Perspectives in Nutrition</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>The Origins of Life in the Universe</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 220</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 290</td>
<td>Technologies of the Future</td>
</tr>
<tr>
<td>GEOL 114</td>
<td>The Origins of Life in the Universe</td>
</tr>
<tr>
<td>GEOL 150</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>GEOL 170</td>
<td>Climate Science</td>
</tr>
<tr>
<td>GEOL 270</td>
<td>Issues in Oceanography</td>
</tr>
<tr>
<td>GEOL 280</td>
<td>The Fundamentals of Hydrology</td>
</tr>
<tr>
<td>GEOL 340</td>
<td>Spatial Problems in Earth System Science</td>
</tr>
<tr>
<td>PHYS 114</td>
<td>The Origins of Life in the Universe</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>Introductory General Physics I</td>
</tr>
<tr>
<td>PHYS 142</td>
<td>Introductory General Physics II</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Physics I: Motion</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>Physics II: Waves and Matter</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>Experimental Methods in the Physical Sciences</td>
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</tbody>
</table>

Biological Core Concepts: Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIO 114</td>
<td>The Origins of Life in the Universe</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Biological Core Concepts: Systems</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Biological Core Concepts: Mechanisms</td>
</tr>
</tbody>
</table>

Chemical Core Concepts: Mechanisms

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CHEM 100</td>
<td>Perspectives in Environmental Chemistry</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>The Origins of Life in the Universe</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>General Chemistry II</td>
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</tbody>
</table>

Environmental Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENVS 220</td>
<td>Environmental Analysis</td>
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</table>

Geology

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>GEO 111</td>
<td>The Origins of Life in the Universe</td>
</tr>
<tr>
<td>GEO 170</td>
<td>Climate Science</td>
</tr>
<tr>
<td>GEO 210</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>GEO 220</td>
<td>Organic Chemistry II</td>
</tr>
</tbody>
</table>
GEOL 280  The Fundamentals of Hydrology

**Mathematical Sciences**
All mathematics and computer science courses except CS 299, CS 444, CS 499, MATH 115, MATH 244, MATH 281, MATH 282, MATH 299, MATH 352, MATH 444, MATH 499, and QR 101.

**Physics**
- PHYS 105  Astronomy
- PHYS 106  The Physics of Music
- PHYS 110  Great Ideas in Physics
- PHYS 114  The Origins of Life in the Universe
- PHYS 141  Introductory General Physics I
- PHYS 142  Introductory General Physics II
- PHYS 151  Physics I: Motion
- PHYS 152  Physics II: Waves and Matter
- PHYS 205  Deep Space Astronomy
- PHYS 251  Physics III: Electromagnetism
- PHYS 252  Physics IV: Thermodynamics and Statistical Mechanics

**Category C: Quantitative Reasoning: Humanities and Social Sciences**
Students may take one course.

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

**Economics**
- ECON 100  Principles of Economics
- ECON 103  Statistics
- ECON 215  Game Theory

**Philosophy**
- PHIL 101  Logic

**Political Science**
- POLS 201  Research Methods in Political Science
- POLS 252  Public Opinion and Survey Research

**Psychology**
- PSY 200  Statistics I
- PSY 300  Psychology Methodology
- PSY 311  Statistics II

**Rhetoric and Media Studies**
- RHMS 260  Argument and Empirical Research

**Sociology/Anthropology**
- SOAN 201  Quantitative Research Methods
- SOAN 203  Topics in Quantitative Research

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

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

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

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

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

**Art**
All courses except ART 244, ART 299, ART 444, ART 491, ART 492, ART 499.

**Asian Studies**
- AS 156  The Art of Tea in Japanese Culture I

**Business Studies**

**Classics**
- CLAS 252  Art and Archaeology of the Aegean
- CLAS 253  Attic Tragedy
- CLAS 314  Topography and Monuments of Athens

**English**
- ENG 200  Fiction Writing 1
- ENG 201  Introduction to Poetry and Poetry Writing
- ENG 203  Nonfiction Writing 1
- ENG 241  Text and Image
- ENG 281  From Scroll to Codex: Working With Medieval Manuscripts
- ENG 300  Fiction Writing 2
- ENG 301  Poetry Writing

**Gender Studies**
- GEND 300  Gender and Aesthetic Expression

**Japanese Studies**

**Music**
All courses except MUP 100, MUP 141, MUP 142, MUP 143, MUP 299, MUP 499, MUS 244, MUS 299, MUS 301, MUS 444, MUS 489, MUS 499.

**Overseas Programs**
- IS 262  20th Century Art and Architecture
IS 267  
Art and Architecture of Dublin

IS 273  
Topics in Art History

IS 278  
Art History of Spain

IS 282  
Art and Culture in Modern Cuba

Philosophy

PHIL 203  
Philosophy of Art and Beauty

Theatre

TH 104  
Stage Makeup

TH 106  
Fundamentals of Movement

TH 107  
Ballet I

TH 113  
Acting I: Fundamentals

TH 201  
Contact Improvisation

TH 209  
Social Dance Forms: History, Practice, and Social Significance

TH 213  
Acting II: Realism

TH 214  
Dance in Context: History and Criticism

TH 218  
Fundamentals of Design

TH 219  
Dance Technique: Application of Fundamental Principles and Imagery

TH 220  
Theatre Graphics

TH 234  
Stage Lighting

TH 249  
Oregon Shakespeare Festival

TH 250  
Theatre in New York

TH 251  
Theatre in London

TH 275  
Introduction to Playwriting

TH 280  
Theatre and Society: Global Foundations

TH 283  
Theatre and Society: Modern Continental Drama

TH 308  
Dance Composition and Improvisation

TH 313  
Acting III: Style

TH 351  
Rehearsal and Performance: Main Stage Production

TH 381  
British Theatre and Drama: 19th Century to Present

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

TH 383  
Topics in Global Theatre and Performance

World Language  
(proficiency requirement)

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

At Lewis & Clark in particular, studying a second language has a place of central importance—both because of Lewis & Clark’s historical commitment to international studies and because providing all students with an encounter with another culture has become a defining feature of the undergraduate program of studies. Not only does language study open up our appreciation for and sensitivity to other parts of the world, it also better enables us to understand and appreciate our own native language. For these reasons, Lewis & Clark requires of its students the serious study of at least one language other than English.

Lewis & Clark has a world language proficiency requirement for all students. A student can satisfy this requirement in any of the following ways:

- By completing study of a language other than English through the 201 level.
- By completing an approved language-based overseas program. (The list of approved programs is available from the Office of Overseas and Off-Campus Programs (p. 126).)
- By placing into LC’s 202 or above on a language placement examination for a language other than English. (Language placement examinations must be provided by a regionally accredited institution.)

Students admitted as international students whose first language is not English are exempt from the world language requirement.

Students admitted as U.S. citizens or dual citizens who have acquired non-English language proficiency by virtue of living in another country must complete a language placement examination from a regionally accredited institution. If no regionally accredited institution offers a placement examination in the language, other testing alternatives may be available. Please see the registrar’s office for information and procedure.

Physical Education/Activity  
(two semester courses)

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

Physical Education and Athletics courses that may be counted toward this requirement are:

PE/A 101  Activities
PE/A 102  Varsity Athletics
PE/A 142  Wilderness Leadership

Theatre dance courses that may be counted toward this requirement are:

TH 106  Fundamentals of Movement
TH 107  Ballet I
TH 201  Contact Improvisation
TH 219  Dance Technique: Application of Fundamental Principles and Imagery
TH 252  Rehearsal and Performance: Dance Extravaganza
TH 308  Dance Composition and Improvisation

Music performance courses that may be counted toward this requirement are:

MUP 150  Beginning Ghanaian Music and Dance Ensemble
Students may register for no more than one 101 course per semester, except in the summer semester when one course may be taken each session. The maximum credit in Activities (PE/A 101), Varsity Athletics (PE/A 102), and Wilderness Leadership (PE/A 142) courses that may be applied toward the 128 credits required for graduation is 4 semester credits.

**Library Use, Bibliographic Instruction, and Information/Electronic Competency**

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

Academic Integrity (p. 24)
Standard Academic Progress (p. 24)
Academic Standing (p. 24)
Advanced Standing (p. 26)
Attendance (p. 29)
Class Standing (p. 29)
Course Registration (p. 29)
Changes in Registration and Enrollment Status (p. 30)
Degree Application Deadlines (p. 31)
FERPA (p. 31)
Final Examinations (p. 31)
Grading (p. 32)
Honors (p. 33)
Independent Study/Internship (p. 33)
Majors and Minors (p. 34)
Modification of Requirements (p. 36)
Transfer Credit (p. 36)

Academic Integrity Policy

Purpose
Academic integrity emerges from the fundamental values of honesty, fairness, and the rigorous pursuit of truth. Scholarly work is at the heart of our academic community, and mutual respect is essential to the achievement of quality scholarship. As we seek knowledge for its own sake and prepare students for civic leadership, we maintain this policy to promote responsible decision-making and personal accountability throughout Lewis & Clark College.

Academic Integrity in Practice
Each member of the Lewis & Clark community is responsible for the integrity of their individual academic performance. As each act of dishonesty harms the entire community, each student, faculty, or staff member is expected to report potential violations of this policy to the Office of the Dean of the College. Through these actions, we are committed to maintaining standards of academic integrity.

Prohibited Conduct
The following are prohibited forms of conduct under the Academic Integrity Policy. Any attempted or completed action outlined below is subject to disciplinary action:

1. Cheating: Using unauthorized materials or accessing information not explicitly permitted as part of an academic exercise.
2. Falsification: Falsification of any information, data, or citation as part of an academic exercise.
3. Plagiarism: Reproduction of the ideas, words, or statements of another without due acknowledgment.
4. Resubmission: Resubmission of an academic product, such as a paper or project, for which credit has previously been obtained or is being sought, without knowledge or approval of the currently involved faculty.
5. Sabotage: Interference with or theft, alteration, or destruction of the academic work, educational resources, materials, or documents of others.
6. Exploitation of Academic Assistance: Unfairly benefitting from the assistance provided by another in the process of completing an academic exercise.
7. Facilitating Academic Dishonesty: Knowingly helping another to violate the Academic Integrity Policy.

For more information about Lewis & Clark’s Academic Integrity Policy, consult the guides for student conduct (http://college.lclark.edu/student_life/student_conduct), the Office of the Dean of the College of Arts and Sciences (http://college.lclark.edu/administration/dean), or the Office of the Vice President for Student Life and Dean of Students (http://college.lclark.edu/student_life/dean_of_students).

Standard Academic Progress

Standard academic progress is based on the completion of 128 semester credits over a four-year or eight-semester period, which will normally require completion of 32 semester credits per year. Some variation of up to 3 semester credits below this level is permitted, but the cumulative total of semester credits completed by the end of each year must be equivalent to the number required for promotion to the next class standing. Thus, students are deemed to be making standard academic progress if they complete 29 semester credits by the end of the first year, 61 semester credits by the end of the second year, and 93 semester credits by the end of the third year.

Lewis & Clark recognizes that personal circumstances sometimes interfere with the ability to make standard academic progress. Students who plan to complete their degree over a longer-than-normal period should consult with their advisor or the director of academic advising, and, if necessary, with the Office of Financial Aid (http://lclark.edu/offices/financial_aid).

Academic Standing

Academic Standing Rules and Regulations
Academic standing and credit completion are monitored for all students* at the end of each semester (including summer) by the registrar. The student and academic advisor(s) are notified when the student’s performance is found to be unsatisfactory. Students receiving financial aid need also to be aware of the satisfactory-progress requirements for continued eligibility for financial aid. For details, see Financial Assistance (p. 217).

The registrar monitors a student’s GPA (both semester and cumulative) to determine Academic Standing. If a student has been awarded one or more incomplete grades, standing will be calculated using the listed default grade(s).

Academic Standing Calculation
The registrar uses a set of report categories to inform a student when performance is unsatisfactory. These categories are as follows:
Warning Academic warning expresses concern that a possible problem is developing. Warning is not recorded on the student’s official transcript. The student is still considered to be in good academic standing. Warning is assigned when a student:

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

While on warning, a student is:

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

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

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

While on probation, a student:

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

To be removed from a standing of warning or probation, a student must earn at least 12 semester credits within a single semester, with a semester GPA of at least 2.000 and a cumulative GPA of 2.000 or higher.

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

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

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

To be reinstated after suspension, a student must:

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

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

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

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 within the time frame specified in the standing notification. Please note that a student who was awarded one or more incomplete grades may appeal standing only after all incomplete grades have been resolved. The appeal must be submitted within two weeks of the expiration date of the incomplete grade(s) **

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

Detailed information regarding appeals can be found on the Appeals (https://college.lclark.edu/offices/registrar/appeals) page of the Office of the Registrar website, but in general, the appeal must contain:

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

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

Cocurricular Eligibility

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>EXAM</th>
<th>EXAM SCORE</th>
<th>EQUIVALENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
<td>5</td>
<td>Equivalent to CHEM 110; only 4 credits awarded; placement into CHEM 210.</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>4</td>
<td>Equivalent to CHEM 120; only 4 credits awarded; placement into CHEM 210.</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>5</td>
<td>Equivalent to CHEM 110; only 4 credits awarded; placement into CHEM 210.</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>4 or 5</td>
<td>Equivalent to MATH 131; math placement exam waived.</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>4 or 5</td>
<td>Equivalent to MATH 131 and 132; math placement exam waived.</td>
</tr>
<tr>
<td>AP Calculus BC, AB subscore</td>
<td>4 or 5</td>
<td>Equivalent to MATH 131; math placement exam waived.</td>
</tr>
<tr>
<td>AP Computer Science A</td>
<td>5</td>
<td>Equivalent to CS 171.</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>4 or 5</td>
<td>Equivalent to MUS 100; no equivalencies for aural or nonaural subscores.</td>
</tr>
<tr>
<td>AP Physics C: Mechanics</td>
<td>5</td>
<td>Equivalent to PHYS 151; only 4 credits awarded.</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>4 or 5</td>
<td>Equivalent to PSY 100.</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>4 or 5</td>
<td>May be equivalent to either ECON 103 or PSY 200; students are not eligible to earn credit for AP Statistics and MATH 105, PSY 200, or ECON 103.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>EXAM</th>
<th>EXAM SCORE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Art History</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: 2-D Design</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: 3-D Design</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: Drawing</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Biology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AP Comparative Government and Politics</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Computer Science A</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP European History</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>AP Credit</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Language and Culture (Chinese, French,</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>German, Italian, Japanese, Spanish)</td>
<td>Students with AP credit in a language other than English are required to take a placement exam.</td>
<td></td>
</tr>
<tr>
<td>AP Latin</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Literature and Culture (Spanish)</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Macroeconomics</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Microeconomics</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Physics 1</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Physics 2</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Physics C: Electricity and Magnetism</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP Physics C: Mechanics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AP United States Government and Politics</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP United States History</td>
<td>4 or 5</td>
<td></td>
</tr>
<tr>
<td>AP World History</td>
<td>4 or 5</td>
<td></td>
</tr>
</tbody>
</table>

**International Baccalaureate (IB)**

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

**IB Course Equivalencies**

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

<table>
<thead>
<tr>
<th>EXAM</th>
<th>EXAM SCORE</th>
<th>EQUIVALENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Biology</td>
<td>7</td>
<td>Equivalent to one non-lab biology elective; only 4 credits awarded.</td>
</tr>
<tr>
<td>IB Chemistry</td>
<td>5</td>
<td>Equivalent to CHEM 110; only 4 credits awarded; placement into CHEM 120.</td>
</tr>
<tr>
<td>IB Chemistry</td>
<td>6 or 7</td>
<td>Equivalent to CHEM 110 and 120; only 8 credits awarded; placement into CHEM 210.</td>
</tr>
<tr>
<td>IB Computer Science</td>
<td>5, 6, or 7</td>
<td>Consult Mathematical Sciences Department chair for equivalency and placement.</td>
</tr>
<tr>
<td>IB Mathematics HL</td>
<td>5, 6, or 7</td>
<td>Equivalent to MATH 131; math placement exam waived.</td>
</tr>
<tr>
<td>IB Physics</td>
<td>7</td>
<td>Consult Physics Department chair for equivalency and placement.</td>
</tr>
<tr>
<td>IB Psychology</td>
<td>5, 6, or 7</td>
<td>Equivalent to PSY 100.</td>
</tr>
</tbody>
</table>

**IB Elective Credit**

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

<table>
<thead>
<tr>
<th>EXAM</th>
<th>EXAM SCORE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Biology</td>
<td>5 or 6</td>
<td>Students with IB credit in a language other than English are required to take a placement exam.</td>
</tr>
<tr>
<td>IB Classical Languages</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Dance</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Economics</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Film</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Further Mathematics</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Geography</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB History</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Language A</td>
<td>5, 6, or 7</td>
<td>Students with IB credit in a language other than English are required to take a placement exam.</td>
</tr>
<tr>
<td>IB Language B</td>
<td>5, 6, or 7</td>
<td>Students with IB credit in a language other than English are required to take a placement exam.</td>
</tr>
<tr>
<td>IB Music</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Philosophy</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Score(s)</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>IB Physics</td>
<td>5 or 6</td>
<td></td>
</tr>
<tr>
<td>IB Social &amp; Cultural Anthropology</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Theatre</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
<tr>
<td>IB Visual Arts</td>
<td>5, 6, or 7</td>
<td></td>
</tr>
</tbody>
</table>

**Credit by Examination**

Lewis & Clark College does not offer credit by examination. Credit is not granted for College-Level Examination Program (CLEP), life experience, or credit by examination from other colleges.
Attendance

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

Class Standing

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>0-28 semester credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>29-60 semester credits</td>
</tr>
<tr>
<td>Junior</td>
<td>61-92 semester credits</td>
</tr>
<tr>
<td>Senior</td>
<td>93 semester credits and above</td>
</tr>
</tbody>
</table>

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

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 overload (register for fewer than 12 credits) shall notify the registrar by submitting an underload card. The underload card must be submitted to the Office of the Registrar before the end of the add/drop period to qualify for per-credit tuition.

Students who wish to overload (register for more than 19 semester credits) must have a 3.000 cumulative grade point average and obtain written approval from their academic advisor on a form provided by the registrar. Faculty policy recommends that a request to overload be carefully reviewed, taking into account the student’s overall academic performance, as well as his or her current schedule. The maximum for which a student may enroll in one semester is 21 semester credits.* Note that all coursework, including that taken at another college during the LC semester, is considered to be part of a student’s course load. The overload card and accompanying add form must be submitted to the Office of the Registrar before the end of the add/drop period. Students are not allowed to overload in their first semester.

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.

Course Requisites and Restrictions

Many courses have listed prerequisites—other courses that, taken previously, build knowledge necessary for success in the course. A student must satisfy stated prerequisite(s) before being allowed to register. Courses with corequisites require that another course (or courses) be taken concurrently. Restrictions are listed when the course requires a student to have a given class level (such as sophomore) or when registration is restricted to certain majors (such as music or sociology/anthropology). Other restrictions (such as required auditions or participation on overseas trips) may also apply.

Prerequisites and restrictions are imposed to assure that all students in the course are prepared and have the knowledge and skills necessary to succeed. These criteria should be taken seriously, as students with deficient knowledge may struggle with the course material.

If a student believes that the prerequisite or restriction has been satisfied in an alternate manner, the student may ask the instructor for special permission to register. The instructor is not obligated to override the official prerequisite or restriction, but may do so if satisfied that the prerequisite and/or restriction criteria have been met. Instructors may require documentation from the student or verification from the registrar’s office.

Students who have transfer credit that is similar to the required prerequisite may need to have the transfer course evaluated for equivalency and/or obtain special permission from the instructor to register.

Please note that some courses have prerequisites and/or restrictions that are not typically waived. This information will be included in the prerequisite or restriction notation. Required corequisites are never waived.

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 of 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. Credit will be recorded under the LCINST (LC Institutional Credit) subject designation.

**Law School** An undergraduate student may be eligible to register for specified courses (see below) in Lewis & Clark’s Law School if the student meets all of the following criteria:

- Has completed 93 undergraduate semester credits.
- Is in good academic standing.
- Has obtained the consent of the law school course instructor.
- 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 law school course) during the semester of cross-registration, unless otherwise allowed to overload. Regular College of Arts and Sciences rules for overloading apply.

Each year the Law School determines which courses will allow undergraduate registration. Check with the CAS registrar’s office for a list of available courses in a given academic year. Credit will be recorded under the LCINST (LC Institutional Credit) subject designation.

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

Please note that the cross-registration policy is not intended to cover courses taken by a student participating in the CAS/Law School dual-enrollment program. Please see information on the Pre-Law page (p. 151) of this catalog.

**Other Private Colleges and Universities** Lewis & Clark participates in a cross-registration program with other members of the Oregon Alliance of Independent Colleges and Universities (OAICU). Under this program, full-time Lewis & Clark students may enroll in one undergraduate course per semester at another OAICU campus without paying additional tuition. However, the host campus may charge special course fees (such as laboratory fees) that apply to all students enrolled in the course. Not all courses at host institutions are covered by the program.

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

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

**Practica, Internships, Directed Study, and Independent Study**

**Important:** A written agreement between the faculty member and the student is to be finalized, and the internship or independent study form submitted to the registrar’s office, before the end of the semester add/drop period. See Practica, Internships, Directed Study, and Independent Study (p. 33) for regulations and procedures.

**Repeated Courses**

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

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

**Changes in Registration and Enrollment Status**

**Adding, Dropping, and Withdrawing From Courses**

Students may add courses online via WebAdvisor during the first two weeks of the semester* by first obtaining the permission of the instructor. Students are not permitted to add courses after the second week of the semester.**

Any student seeking to change sections of the required first-year course, Exploration and Discovery (p. 67), must have the approval of the Core program coordinator. 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 not permitted to withdraw from Exploration and Discovery.

Before the end of the second week of the semester, students may drop courses online via WebAdvisor. After the add/drop period has ended, students may use a Course Withdrawal form (available from the Office of the Registrar) to withdraw from individual courses up until the end of 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). Students are not allowed to withdraw from individual courses after the 10th week of the semester. Please note that students wishing to drop all of their classes must contact the registrar’s office to withdraw from all courses. WebAdvisor will not permit students to drop from all courses. Please see information below regarding a complete withdrawal during the semester.

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

**Complete Withdrawal During the Semester**

If a student needs to withdraw from all courses due to an emergency, medical situation, disciplinary suspension, or administrative withdrawal, he or she must meet with the registrar to complete the form. This meeting should be in person if circumstances allow. The policy for withdrawing from individual courses is outlined above, but in the case of a complete withdrawal from all classes during the semester, the
10th-week limitation will not be enforced. Additional information may be obtained from the Office of the Registrar (http://college.lclark.edu/offices/registrar).

Semester charges to the student’s account are adjusted on the basis of the date the Office of the Registrar receives written notification of withdrawal. For details, please refer to the Policy of Charge Adjustment (p. 215).

**Leave of Absence**

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

Before filing a request for a leave of absence, the student must meet with his or her faculty advisor (p. 206) to explore how the leave will fit into the overall academic plan. The request for the leave of absence is completed through the Office of the Registrar (http://college.lclark.edu/offices/registrar). The student will be notified by email of the decision. If the request is denied, the student may appeal the decision to the Curriculum Subcommittee on Petitions.

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

Students who do not apply for a leave of absence or whose period of absence exceeds two semesters will be withdrawn from Lewis & Clark. They must apply to the registrar for readmission, and will be subject to the graduation requirements in effect at the time of their return. (Students participating in approved dual-degree programs may be granted up to a two-year leave.)

Students intending to complete academic coursework during their leave are strongly advised to consult with the Office of the Registrar in advance to obtain approval for transfer credit. Any transfer credits that the student wishes to apply to major or minor requirements or use as a prerequisite for registration must also be approved by the appropriate department or program chair. (See transfer credit policies (p. 36).) Students wishing to study abroad with a non-Lewis & Clark program must also have their program approved by the International Studies Coordinating Committee. Students will not be able to receive federal financial aid through Lewis & Clark, and should not expect to be granted transfer credit without prior approval of their overseas program and courses. Students exploring this option are strongly encouraged to meet with the director of Overseas and Off-Campus Programs (p. 126) 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 email addresses to confirm their intention to return the next semester. Students must meet all regular deadlines for registration, housing reservations, financial aid applications, and similar matters. Students are also required to contact their faculty advisor prior to registration in order to obtain approval for registration, and must meet with their faculty advisor in person when they return to campus. Students register online using WebAdvisor (https://webadvisor.lclark.edu) during the regular on-campus registration period.

**Permanent Withdrawal**

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

**Readmission**

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

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*Dates are compressed for the summer semester and the add/drop period spans only the first two days of the summer session. For summer session courses that begin after the first day of the session, the deadline to add/drop or select the credit/no credit option is 4 pm on the day of the second class meeting. (Students in the AES program have an add/drop period which extends through the first week of the session.) The withdrawal deadline is the end of the fourth week. (AES four-week sessions have earlier deadlines. Consult the registrar’s office.) See the academic calendar (p. 13).

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

**Degree Application Deadlines**

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

- **October 15, 2019,** for May 2020 degree date
- **March 1, 2020,** for August 2020 degree date
- **May 1, 2020,** for December 2020 degree date

**Family Educational Rights and Privacy Act**

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

**Final Examinations**

Lewis & Clark College has a four-day final examination period. Students who have three examinations scheduled on the same day will be allowed to reschedule one of their exams to another day. Students who have courses in periods that share the same final exam time will be allowed to reschedule, as necessary, the conflicting exam(s). Students must initiate a request to the faculty involved, and the faculty will determine which examination may be rescheduled within the examination period. Examinations are not to be rescheduled for any other reason.
Grading Systems

Grades

The registrar (http://college.lclark.edu/offices/registrar) compiles and maintains permanent academic records for all students. Grades are assigned by instructors as follows:

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

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

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

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

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

DFD Deferred. A temporary designation used at the end of a semester for a designated course continuing for two semesters. When the full sequence is completed, the given grade applies to both semesters. If a student fails to register for or withdraws from the second semester course, the student will be awarded a credit or no-credit designation for the first semester course.

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

When an Incomplete grade is assigned, the completed coursework must be submitted to the instructor of record no later than the end of the fourth week of the following semester. (Instructors may set an earlier deadline.) Extensions may be requested by the faculty member if a further extenuating circumstance prevents the student from completing the work by the previously arranged due date. Extensions must be requested on the Incomplete Grade Extension form and must have the approval of the CORE director in the case of CORE 106 or CORE 107. An Incomplete grade for a CORE course cannot be carried longer than six months from the end of the semester in which the course was taken. In no case will an Incomplete grade be carried longer than 12 calendar months from the last day of the semester in which the course was taken. An Incomplete grade may not be carried beyond a student’s graduation date. Upon expiration, an unresolved Incomplete grade will be changed to the listed default grade consistent with the grading option for the course. Incomplete grades from Lewis & Clark overseas programs that are not resolved within 12 calendar months will be changed to a failing grade.

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

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

Note: Courses taken to fulfill General Education requirements (p. 16) (except physical education/activity courses) may not be taken with the CR-NC option.

W Withdrawal. A Withdrawal grade is recorded when a course is dropped after the second week of the semester. Withdrawal after the end of the 10th week is not permitted. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points/Semester Credit</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
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<tr>
<td>C-</td>
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</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F, DFD, I, W, CR-NC</td>
<td>no points</td>
</tr>
</tbody>
</table>

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

Grade Reports

The Office of the Registrar (http://college.lclark.edu/offices/registrar) processes grades during the two weeks following examinations. Students may access their grades online.

Academic Grievance Procedure

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

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

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

*The single exception to this rule is that a faculty member may assign a grade of F if a student is found guilty of a violation of Lewis & Clark’s Academic Integrity Policy (p. 24).

Honors

Most departments recognize student academic achievement through an honors program for which students may be nominated or apply depending on the rules of individual departments. Honors standing requires a minimum major grade point average (GPA) of 3.500 or higher and successful completion of a department’s additional requirements, which may include a senior project in the student’s major. Details are included under the appropriate departmental headings. Individual departments may require a higher minimum major GPA and/or a minimum overall GPA; in such cases, students must conform to departmental standards.

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. Pampolin Jr. Society of Fellows (https://college.lclark.edu/academics/honors/pampolin_society) singles out and brings together students and teachers of the highest caliber in a lifelong association beginning with study at Lewis & Clark. The fellows are chosen by the president of Lewis & Clark from students who show exceptional potential for leadership, maintain a superior GPA (normally 3.750 or higher), demonstrate an interest in physical fitness, and conduct themselves in an exemplary manner marked by integrity and service to others. Within its fundamental commitment to recognize outstanding merit, the Pampolin Society is strongly committed to ethnic diversity in its membership.

The Rena Ratte Award (https://college.lclark.edu/academics/honors/college_awards) 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 the distinguished philosopher and esteemed teacher.

Phi Beta Kappa (http://go.lclark.edu/phi_beta_kappa), the nation’s oldest honor society, established a Lewis & Clark chapter in 1997. Members are chosen for their academic excellence and breadth in the liberal arts, as well as good character.

The AAUW Senior Woman Award (https://college.lclark.edu/academics/honors/college_awards), sponsored by the American Association of University Women, recognizes a senior of outstanding scholarship, character, personality, contribution to campus and community life, and potential for future achievement.

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

Practica, Internships, Directed Study, and Independent Study

Important: A written agreement between the faculty member and the student is to be finalized, and the internship or independent study form submitted to the registrar’s office, before the end of the add/drop period for the semester in which the activity occurs. See Registration Procedures below.

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

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

244/444 Practica and Internships

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

299/499 Directed and Independent Studies

Courses numbered 299 and 499 are available for directed and independent pursuit of faculty-supervised study. Topics are limited to those not addressed by the existing curriculum. Such experiences range from studies in which an instructor provides considerable supervision (e.g., convenes small classes or meets regularly with research teams) to independent studies in which students consult with faculty to develop a more autonomous project. Departments determine whether 299 or 499 credit is more appropriate and whether to title a particular experience directed or independent study. Letter grades are the default, but these activities can also be graded on a credit-no credit basis (following the normal procedures for credit-no credit grading).

Regulations

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

• Students may earn 1 to 4 semester credits from any single course numbered 244/444 or 299/499, and up to 4 credits from such courses in a single semester. Students may not apply more than 16 total of these practicum, internship, directed, or independent study credits
toward graduation requirements, and no more than 8 of those 16 semester credits may be from courses numbered 244 or 444.

- Practicum, internship, directed study, and independent study courses may not be used to fulfill General Education requirements.

- Field learning experiences must be relevant to the disciplinary studies and skills learned in the classroom.

- 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, the grading criteria, 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 end of the add/drop period. Credit will be awarded only for work completed within the semester.

- The amount of credit awarded should be based on the academic component of the activity as well as the amount of time spent on the activity. The minimum requirement is 3 hours per week per credit over a 15-week semester.

- The student must submit a product of the activity to the faculty member by an agreed date. The nature of the product, to be determined by the faculty member and the student before activity commences, should be appropriate for the activity. It is recommended that for a written product, the required length be commensurate with the amount of credit being granted.

- The faculty member will submit a grade (whether letter or credit-no credit) to the registrar at the appropriate time.

- A paid position may qualify for academic credit if the student, faculty member, department, and, in some instances, an off-campus organization or institution determine that there is an academic component to the experience that warrants credit.

**Registration Procedures**

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

1. Obtain the appropriate online form from the Office of the Registrar.
2. Meet with the faculty member to complete the form and develop the written agreement and learning objectives.
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 the end of the add/drop period for the semester in which the activity occurs.

**Tuition and Fees**

During the fall and spring semester, courses numbered 244, 299, 444, and 499 are treated like any other course for tuition purposes. In the summer semester, independent study courses (299 and 499) are subject to standard per-credit tuition charges. Practica, on-campus internships (244 and 444), and internships supervised by LC faculty and staff are also charged the standard per-credit tuition rate. However, off-campus internships at third-party organizations may be eligible for a flat-fee rate in lieu of tuition. More information can be found at the Summer Sessions (https://college.lclark.edu/programs/summer/internandis.php) website.

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

### Majors and Minors

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<tr>
<th>Major</th>
<th>Minor</th>
<th>Discipline</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Anthropology, see Sociology and Anthropology</td>
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<tr>
<td>X</td>
<td>Art (Studio)</td>
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<tr>
<td>X</td>
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<td>X</td>
<td>Asian Studies</td>
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<td>Biochemistry and Molecular Biology</td>
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<td>Hispanic Studies</td>
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<td>X</td>
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<td>X</td>
<td>Mathematics</td>
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<td>X</td>
<td>Middle East and North African Studies</td>
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<td>Music</td>
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<td>Rhetoric and Media Studies</td>
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<td>Russian</td>
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<td>X</td>
<td>Sociology and Anthropology</td>
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<td>X</td>
<td>Spanish, see Hispanic Studies</td>
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<td>X</td>
<td>Student-Designed Major</td>
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<tr>
<td>X</td>
<td>World Languages</td>
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</tbody>
</table>
**Majors**

Lewis & Clark offers 29 majors. A student’s major presents an opportunity to explore an area of interest in depth, to develop knowledge and skills for that particular field of inquiry, and to learn both the discipline and the satisfaction of pursuing a rigorous course of study.

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

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

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

A major normally constitutes approximately one-third of a student’s academic program, but in no case may a student receive credit toward graduation for more than 60 semester credits in one academic department. Majors consist of a group of required and elective courses. At least 20 semester credits for the major must be taken at Lewis & Clark with a cumulative GPA of 2.000 or higher in the major. See academic department listings for major requirements. (See also Graduation Requirements (p. 15).)

**Double Majors**

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

**Student-Designed Majors**

A student may propose a major focusing on a body of knowledge that has a definable character and extends beyond the bounds of existing majors or departments. The course of study for a student-designed major must be planned and submitted for approval before the major may be officially declared, and approval of the student-designed major may be granted only if a student has achieved a GPA of 3.000 or higher for the previous 32 semester credits. Students undertaking a student-designed major may not double major.

Development of a student-designed major involves selection of and consultation with a three-member faculty advisory committee (SDM Advisory Committee), and submission of a formal proposal to the Curriculum Subcommittee on Petitions, Appeals, and Student-Designed Majors (SPAS). Students are urged to begin constructing a proposal early during the sophomore year, as they must submit the proposal no later than the fifth week of the second semester of the sophomore year. Transfer students seeking to undertake a student-designed major must follow the same timeline.*

**Proposals**

Proposals for student-designed majors will be evaluated according to the extent to which the proposal meets the following criteria:

1. **Definable intellectual merit**
   a. Proposal must focus on a body of knowledge and inquiry within or across defined academic disciplines.
   b. Proposal should include an example of requirements for this major (or a closely related major) from another regionally accredited institution.

2. **Extends beyond existing majors**
   a. Proposal must make the case that the intellectual and academic goals of the major cannot be achieved within the bounds of existing majors and minors.

3. **Faculty support**
   a. Proposal must have the support of faculty having sufficient expertise relevant to the proposed area of study. There must exist sufficient expertise on campus to guide the students along their academic trajectory.
   b. Key faculty, whose courses are most central to the proposal, must indicate that they intend to teach those relevant courses during the semester(s) indicated.
   c. If faculty whose areas of expertise intersect with the topic of the SDM are not listed as supporting, justification for their omission should be included.

4. **Appropriate structure:** A minimum of 40 credits and maximum of 60 credits from at least two departments or programs that includes:
   a. A small collection of “core” or “foundational” courses.
   b. A relevant methodology course (or an explanation why the inclusion of such a course is not necessary).
   c. A specified number of upper-level elective credits, drawn from a specified collection of courses that build upon the foundational/core courses and provide breadth at the advanced level.
   d. A senior project, taking the form of a thesis, internship, creative project, or artistic performance for which students receive 4 credits in SD 490.
   e. In general, independent study courses are strongly discouraged.

5. **GPA of 3.000 or higher** for the 32 previous semester credits is required at the time the proposal is approved.

**Procedure**

1. The completed proposal must be submitted to the Office of the Registrar by the deadline. Proposal forms and examples may be obtained from the Office of the Registrar.
2. The Curriculum Subcommittee on Petitions, Appeals, and Student-Designed Majors (SPAS) will schedule a meeting with the student and the members of the student’s SDM Advisory Committee to discuss the proposal. The SPAS will provide the student and SDM Advisory Committee with suggestions for revision.
3. The student must submit a final, revised proposal to the Office of the Registrar within two weeks of receiving the request for revision.
4. The SPAS will approve or reject the revised proposal. The decision will be communicated to the student and SDM Advisory Committee by the chair of the SPAS. The decision of the SPAS is final.

Approved Proposals
Students whose student-designed major has been approved must submit a prospectus of the senior project to the faculty advisory committee and to the Office of the Registrar in the semester prior to registering for the required thesis course SD 490 (using the SDM Prospectus Agreement form, available from the Office of the Registrar).

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

*Transfer students entering as juniors may submit a proposal no later than the fifth week of the first semester of enrollment. Final approval will be contingent upon the student earning a GPA of 3.000 or above in the first semester at Lewis & Clark.

Minors
At Lewis & Clark, students are expected to devote roughly one-third of their studies to fulfilling major requirements and one-third to General Education requirements (p. 16). This leaves one-third available for electives.

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

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

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

Modification of Requirements
Students may petition to have an academic requirement modified. Before submitting a petition, a student should meet with his or her advisor and/or the Office of the Registrar to consider ways of fulfilling the requirement without the need for modification. If that is not possible, the student may obtain a petition form from go.lclark.edu/college/registrar. This form should be filled out online, printed, given to the advisor for his or her signature, and returned to the Office of the Registrar. The Curriculum Subcommittee on Petitions reviews the petition and approves or denies the request. The subcommittee’s decision is final.

Transfer Credit
Transfer students generally receive full credit for satisfactory work completed at other regionally accredited colleges and universities in courses judged to be equivalent to those offered at Lewis & Clark. Coursework is evaluated for transferability only on a course-by-course basis. No “block” credit will be granted for associate or transfer degrees. Transfer credit is not granted for coursework with a grade below C (2.000), College-Level Examination Program (CLEP), life experience, or credit by examination. Credit may not be granted for college coursework completed more than 20 years ago.

In order to be awarded a Lewis & Clark degree, students must fulfill the institution’s academic residency requirement by completing at least 60 semester credits at Lewis & Clark out of the 128 semester credits required for the degree. Only four credits* of transfer coursework that is earned after the student reaches senior status (93 credits) may be applied to the degree. Thus, a maximum of 68 semester transfer credits may be applied to the degree, and in the senior year, a maximum of 4 credits may be transferred from other institutions.

A maximum of 4 semester credits of physical education/activity may be transferred.

One quarter credit equals .67 semester credits.

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

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

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

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

Lewis & Clark cannot give prior approval of transfer credit for independent study, internships, or practica coursework being completed at another school. In order to evaluate such coursework for transfer, the registrar must receive a detailed description of the project and list of required readings and assignments, along with a written narrative from the instructor or on-site supervisor about the method of evaluation, the academic component of the project, and, after the project has been completed, the student’s performance in the course. In some instances, a student’s final project must be evaluated at Lewis & Clark.

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

General Education Requirements
The Office of the Registrar evaluates transcripts of all previous college work to determine credit that is transferable toward Lewis & Clark’s general education requirements (p. 16). The course content must be judged to satisfy the spirit of the requirement at Lewis & Clark and must carry credit equal to a minimum of 75 percent of the normal LC credit requirement. That judgment is made by the registrar, in consultation with appropriate faculty if necessary. Courses other than physical education/athletics activity courses must be taken for a letter grade.

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

Overseas Study
Students planning to earn credit at a non-U.S. institution or to study abroad through another U.S. college or university program should obtain preapproval from the Overseas and Off-Campus Programs director or designee. The Non-LC Study Abroad Transfer Application (http://lclark.edu/live/files/6980-nonlc-study-abroad-form) is available in the Office of the Registrar. Transfer credit is not granted for “standalone” travel/study programs (i.e., programs where credit is not granted by an accredited U.S. college or university). Credit is not transferred from language schools or institutes in other countries.

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

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

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

*The Registrar’s Office may approve the transfer of up to 6 semester credits during the senior year under the following conditions:

• After reaching senior status, the student proposes to transfer two courses from an institution which operates on the quarter system, the total of which exceeds the 4 credit maximum.

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

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

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

Admission
AES offers English courses to all Lewis & Clark students who are nonnative speakers. Placement in AES courses is determined by a proficiency exam administered when those students arrive on campus. The low-intermediate courses, AES 101 Low-Intermediate Reading for Nonnative Speakers through AES 107 Low-Intermediate Reading/Writing Core for Nonnative Speakers, may not be counted toward graduation from Lewis & Clark. However, students may apply up to 24 elective credits earned in AES 110 and above toward the 128 credits required for graduation. If students earn more than 24 AES credits, it is the final 24 credits that will be counted and included in cumulative GPA calculations. For more information on the undergraduate admission process for international students, see International Student Admission (p. 204).

Costs
For information regarding AES program fees (p. 214), Lewis & Clark’s withdrawal policies (p. 215), and other financial matters, please refer to the Costs (p. 213) section in this catalog.

Faculty
Erica Harris. Instructor in English language. MA 2009, BA 2004 Portland State University.
David Hoffman. Instructor in English language. MA 2010 Portland State University. BA 2007 Western Oregon University.
Laura Shier. Director of Academic English Studies Program and Instructor in English language. MA 1989, BA 1985 University of Wisconsin, Madison.

Courses
Academic English offered for undergraduate credit
AES 101 Low-Intermediate Reading for Nonnative Speakers
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. May be repeated for a total of 8 semester credits.
Prerequisites: Placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 102 Low-Intermediate Writing for Nonnative Speakers
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. May be repeated for a total of 8 semester credits.
Prerequisites: Placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 103 Low-Intermediate Communication Skills for Nonnative Speakers
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. May be repeated for a total of 8 semester credits.
Prerequisites: Placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 105 Low-Intermediate Integrated Skills for Nonnative Speakers
Content: This English-language course emphasizes academic language practice using integrated skills for critical reading, discussion, academic writing, and formal presentations. Students explore simplified and authentic content from a specific academic discipline, learning concepts, theories, and vocabulary related to the discipline. Topics vary from term to term and are representative of liberal-arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences. Duration: first/second half-semesters spring and fall; three four-week sections with changes in topic summer semester. May be taken three times for credit with change of topic.
Prerequisites: Placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.
AES 106 Low-Intermediate Integrated Skills for Nonnative Speakers
Content: This English-language course emphasizes academic language practice using integrated skills for critical reading, discussion, academic writing, and formal presentations. Students explore simplified and authentic content from a specific academic discipline, learning concepts, theories, and vocabulary related to the discipline. Topics vary from term to term and are representative of liberal-arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences. Duration: first/second half-semesters spring and fall; three four-week sections with changes in topic summer semester. May be taken three times for credit with change of topic.
Prerequisites: Placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.

AES 107 Low-Intermediate Reading/Writing Core for Nonnative Speakers
Content: English-language study, 10 hours/week. Reading component focusing on strategies, vocabulary expansion, and critical thinking through intensive reading exercises and extensive reading of adapted literary sources. Writing component focusing on sentence, paragraph, and essay structure. Sentence variety, punctuation, grammar, and process writing emphasized. Introduction to a variety of rhetorical patterns.
Prerequisites: English proficiency exam.
Restrictions: Credits do not count toward graduation.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 8.

AES 108 Low-Intermediate Integrated Skills for Nonnative Speakers
Content: Literature for language development. Focus on development of language through intensive and extensive reading of adapted and graded readers of fiction and nonfiction.
Prerequisites: Language placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 110 Intermediate Reading for Nonnative Speakers
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. May be repeated for a total of 8 semester credits.
Prerequisites: AES 101 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 112 Intermediate Reading/Writing Core for Nonnative Speakers
Content: English-language study, 10 hours/week. Reading component focusing on strategies, vocabulary-building, and critical thinking through intensive and extensive reading of adapted and unadapted texts. Writing component focusing on paragraph and essay structure and developing grammatical competence and idiomatic usage. Introduction to library research skills and academic integrity. Research paper required.
Prerequisites: AES 107 or English placement test.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 8.

AES 127 Intermediate Reading/Writing Core for Nonnative Speakers
Content: English-language study, 10 hours/week. Reading component focusing on strategies, vocabulary-building, and critical thinking through intensive and extensive reading of adapted and unadapted texts. Writing component focusing on paragraph and essay structure and developing grammatical competence and idiomatic usage. Introduction to library research skills and academic integrity. Research paper required.
Prerequisites: AES 107 or English placement test.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 8.

AES 130 Intermediate Communication Skills for Nonnative Speakers
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. May be repeated for a total of 8 semester credits.
Prerequisites: AES 103 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 150 Intermediate Integrated Skills for Nonnative Speakers
Content: This English-language course emphasizes academic language practice using integrated skills for critical reading, discussion, academic writing, and formal presentations. Students explore simplified and authentic content from a specific academic discipline, learning concepts, theories, and vocabulary related to the discipline. Topics vary from term to term and are representative of liberal-arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences. Duration: first/second half-semesters spring and fall; three four-week sections with changes in topic summer semester. May be taken three times for credit with change of topic.
Prerequisites: AES 105 and AES 106 or AES 108, or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.

AES 151 Intermediate Integrated Skills for Nonnative Speakers
Content: This English-language course emphasizes academic language practice using integrated skills for critical reading, discussion, academic writing, and formal presentations. Students explore simplified and authentic content from a specific academic discipline, learning concepts, theories, and vocabulary related to the discipline. Topics vary from term to term and are representative of liberal-arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences. Duration: first/second half-semesters spring and fall; three four-week sections with changes in topic summer semester. May be taken three times for credit with change of topic.
Prerequisites: AES 105 and AES 106 or AES 108, or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.

AES 161 High Intermediate Reading for Nonnative Speakers
Content: English language study with a focus on abstract topics and theories explored through authentic source material, including unadapted newspaper articles, journal articles, literature (novels, short stories, plays, and poetry), and excerpts from undergraduate textbooks. Strategies to facilitate reading in a second language are reinforced. Emphasis placed on critical reading and evaluating and synthesizing sources, as well as expanding working knowledge base of academic vocabulary and repertoire of complex grammatical structures and rhetorical patterns. May be repeated for a total of 8 semester credits.
Prerequisites: AES 110 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.
AES 163 High Intermediate Communication Skills for Nonnative Speakers
Content: English language study with a focus on exploring academic disciplines through authentic video content and lectures by undergraduate faculty. Student-led discussions and debates on academic themes. Practice synthesizing abstract concepts and theories and developing seminar-oriented discussion skills. Research and give formal presentations on academic topics. May be repeated for a total of 8 semester credits.
Prerequisites: AES 130 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 165 High-Intermediate Integrated Skills for Nonnative Speakers
Content: English-language study with an emphasis on developing integrated skills in critical reading, discussion, consensus-building, research, argumentative writing, and giving substantive formal presentations. Exploration of authentic content in a specific academic discipline, abstract concepts and theories, and appropriate field-specific terminology. Topics vary from term to term and typically are representative of the humanities, social sciences, or natural sciences. Students take two half-term modular courses (AES 165 and AES 166) each fall and spring term. Summer course offered three times with change of topic. May be taken three times for credit with change of topic.
Prerequisites: AES 150 and 151, or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.

AES 166 High-Intermediate Integrated Skills for Nonnative Speakers
Content: English-language study with an emphasis on developing integrated skills in critical reading, discussion, consensus-building, research, argumentative writing, and giving substantive formal presentations. Exploration of authentic content in a specific academic discipline, abstract concepts and theories, and appropriate field-specific terminology. Topics vary from term to term and typically are representative of the humanities, social sciences, or natural sciences. Students take two, half-term modular courses (AES 165 and AES 166) each fall and spring term. May be taken twice for credit with change of topic.
Prerequisites: AES 150 and AES 151, or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 2.

AES 167 High-Intermediate Reading/Writing Core for Nonnative Speakers
Content: English-language study, 10 hours/week. The process of academic writing: paraphrasing, summarizing, citing, and critically responding to abstract concepts in written form, using authentic source material. Reading component focusing on unadapted source material, including undergraduate textbooks. Emphasis on evaluating and synthesizing sources. Expansion of academic vocabulary, complex grammatical structures, rhetorical patterns. Documented research paper required.
Prerequisites: AES 127 or English placement test.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 8.

AES 210 Advanced Reading for Nonnative Speakers
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. May be repeated for a total of 8 semester credits with change of text.
Prerequisites: AES 161 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 211 Advanced Writing for Nonnative Speakers
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.
Prerequisites: AES 161 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 222 Advanced Writing for Nonnative Speakers
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.
Prerequisites: AES 221 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 230 Advanced Speech Communication for Nonnative Speakers
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.
Prerequisites: AES 163 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 240 Seminar for Nonnative Speakers
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. May be repeated for a total of 8 semester credits with change of topic.
Prerequisites: AES 163 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 244 Practicum
Content: Opportunities for well-prepared students to apply English language training to practical work in the private or public sector. Specific activities vary, usually involving work with a public agency or private group. Students must consult the faculty supervisor about the program prior to enrolling, submit a weekly e-mail journal, and write a final report on the practicum experience. This course is not available to AES-only students. Federal authorization is required for curricular practical training for international students. May be repeated for credit.
Prerequisites: AES 162, AES 221, or AES 222
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.
AES 250 Advanced Integrated Skills for Nonnative Speakers
Content: English-language study with an emphasis on developing integrated skills in critical reading, discussion, consensus-building, research, argumentative writing, and giving substantive formal presentations. Topics include media, information technology, controversial issues, linguistics, and literature. Development of analytical, critical thinking, and problem-solving skills. Duration: first half-semester. Students take two modular courses each fall or spring term (AES 250 and AES 251), or three times in summer. May be taken up to three times for credit with change of topic, for a maximum of 4 credits.
Prerequisites: AES 165 and AES 166 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.

AES 251 Advanced Integrated Skills for Nonnative Speakers
Content: English-language study with an emphasis on developing integrated skills in critical reading, discussion, consensus-building, research, argumentative writing, and giving substantive formal presentations. Topics include media, information technology, controversial issues, linguistics, and literature. Development of analytical, critical thinking, and problem-solving skills. Duration: second half-semester. Students take two modular courses (AES 250 and AES 251) each fall and spring term. May be taken twice for credit with change of topic.
Prerequisites: AES 165 and AES 166 or placement exam.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.

AES 260 Introduction to Modes of Inquiry
Content: Requires full participation in undergraduate class. Focus on note-taking, aural comprehension, and application of language skills required to succeed in an academic setting. Weekly meetings with audit supervisor to synthesize course content. May be repeated for up to 8 credits.
Prerequisites: Consent of instructor.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

AES 299 Independent or Directed Study
Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.

EAPP 011 Low-Intermediate Reading/ Writing for English for Academic and Professional Purposes
Content: English-language study, 10 hours/week. Reading component focusing on strategies, vocabulary expansion, and critical thinking through intensive reading exercises and extensive reading of adapted literary sources. Writing component focusing on sentence, paragraph, and essay structure. Sentence variety, punctuation, grammar, and process writing emphasized. Introduction to a variety of rhetorical patterns. May be taken multiple times as part of a three, 4-week summer English-language course sequence.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 012 Low-Intermediate Communication for English for Academic and Professional Purposes
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, audiosvisual materials. Not applicable toward graduation. May be taken multiple times as part of three 4-week summer English-language course sessions.
Prerequisites: English placement test or AES permission.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 013 Low-Intermediate Integrated Skills Study English for Academic and Professional Purposes
Content: This English-language course emphasizes academic language practice using integrated skills for critical reading, discussion, academic writing, and formal presentations. Students explore simplified and authentic content from a specific academic discipline, learning related concepts, theories, and vocabulary. Topics vary from term to term and are representative of liberal arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 021 Intermediate Reading/ Writing for English for Academic and Professional Purposes
Content: English-language study, 10 hours/week. Reading component focusing on strategies, vocabulary-building, and critical thinking through intensive and extensive reading of adapted and unadapted texts. Writing component focusing on paragraph and essay structure and developing grammatical competence and idiomatic usage. Introduction to library research skills and academic integrity. Work leads toward research paper writing.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

English for Academic and Professional Purposes offered as non-credit courses only under our Community Education program
Courses may be taken multiple times as part of a three, 4-week summer English-language course sequence.
EAPP 022 Intermediate Communication for English For Academic and Professional Purposes
Content: English-language study with a focus on development of academic note-taking and listening skills, vocabulary, and extensive oral work. Extensive practice in discussion and presentation skills. Some activities encourage community engagement.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 023 Intermediate Integrated Skills Study for English for Academic and Professional Purposes
Content: This English-language course emphasizes academic language practice using integrated skills for critical reading, discussion, academic writing, and formal presentations. Students explore simplified and authentic content from a specific academic discipline, learning related concepts, theories, and vocabulary. Topics vary from term to term and are representative of liberal arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 031 High-Intermediate Reading/Writing for English for Academic and Professional Purposes
Content: English-language study, 10 hours/week. The process of academic writing: paraphrasing, summarizing, citing, and critically responding to abstract concepts in written form, using authentic source material. Reading component focusing on unadapted source material, including undergraduate textbooks. Emphasis on evaluating and synthesizing sources. Expansion of academic vocabulary, complex grammatical structures, rhetorical patterns. Work leads to writing cited research paper.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 032 High-Intermediate Communication for English for Academic and Professional Purposes
Content: English-language study with a focus on exploring academic disciplines through authentic video content and lectures by undergraduate faculty. Student-led discussions and debates on academic themes. Students will practice synthesizing abstract concepts and theories and develop seminar-oriented discussion skills, as well as research and give formal presentations on academic topics.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 033 High-Intermediate Integrated Skills Study for English for Academic and Professional Purposes
Content: This English-language course emphasizes integrated skills in critical reading, discussion, academic writing, and formal presentations. Students explore authentic content from a specific academic discipline, learning related concepts, theories, and vocabulary. Topics vary from term to term and are representative of liberal arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 041 Advanced Reading/Writing for English for Academic and Professional Purposes
Content: English-language study based on unadapted readings of cultural and academic interest, fiction and nonfiction, and extensive practice in academic writing. Focus on reading strategies, critical reading, and thinking skills, as well as vocabulary acquisition skills and increased reading speed. 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.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 042 Advanced Communication for English for Academic and Professional Purposes
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.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

EAPP 043 Advanced Integrated Skills Study for English for Academic & Prof Purposes
Content: This English-language course emphasizes integrated skills in critical reading, discussion, academic writing, and formal presentations. Students explore authentic content from a specific academic discipline, learning related concepts, theories, and vocabulary. Topics vary from term to term and are representative of liberal arts themes in the arts and humanities, social sciences, and/or mathematical and natural sciences.
Prerequisites: None.
Restrictions: English placement test.
Usually offered: Annually, summer only.
Semester credits: 0.

Art
Chair: Matthew Johnston
Administrative Coordinator: Alison Walcott
The Department of Art offers students an exciting learning environment in which to practice the visual arts and study art in its historical and theoretical contexts. Our faculty work to ensure all students graduate with the ability to think creatively and critically, both about the art they produce and the art they study. We are committed to helping students achieve the visual literacy that is essential to negotiating the world today.
by preparing students for careers as visual artists; for work in galleries, museums, and arts administration; and for a life enriched by the visual arts.

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

Resources for Nonmajors

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

Facilities

The Fred W. Fields Center for the Visual Arts houses the Arnold Gallery for students; painting, drawing, ceramics foundations, photography, and sculpture studios; and well-equipped classrooms for studio critique, digital art production, and art history lectures. Our students frequently take advantage of exhibitions at local art galleries and engage the facilities and collections of the Portland Art Museum (http://portlandartmuseum.org), the Lan Su Chinese Garden (http://portlandchinesegarden.org), the Portland Japanese Garden (http://japangesegarden.com), and the Oregon Historical Society (http://ohs.org), among many other sites. Students also make use of the Ronna and Eric Hoffman Gallery of Contemporary Art (http://lclark.edu/hoffman_gallery), across the Alumni Circle from the Fields Center. The year-end show of senior projects is held there each spring.

The Major Programs

The department offers two majors: studio art and art history. Students are not permitted to double-major in studio art and art history because there is significant overlap in courses required for each major.

Students majoring in studio art must complete at least one 300-level studio art course in ceramics, drawing, painting, photography, or sculpture prior to enrolling in ART 491 Senior Art Practice. (The course cannot be an internship or independent study.) In order to meet the studio art major requirements, students must declare the major and select a full-time faculty member as an advisor by the end of their sophomore year (preferably the faculty advisor the student will work with at the 300 level).

All studio art majors must take ART 311 Studio Seminar on Contemporary Art Theory and Practice in the junior year. Art majors are required to have completed one art history course prior to ART 311. In the spring semester of the senior year, all senior art majors are required to take ART 492 Senior Art Projects and work with their advisors on finalizing the installation of their proposed project(s) in the Senior Art Exhibition on campus.

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

Major Requirements: Studio Art

A minimum of 44 semester credits, distributed as follows:

- ART 100 Key Monuments and Ideas in the History of Art
- One additional art history course at the 200 level or higher
- One course in drawing, painting, or photography chosen from the following:
  - ART 115 Drawing I
  - ART 117A Painting Fundamentals
  - ART 117B Figure Painting
  - ART 120 Photography I
- One course in sculpture or ceramics, chosen from the following:
  - ART 113 Sculpture I
  - ART 116 Ceramics I
- Two elective courses in studio art
- One elective course at the 300 level in the student’s studio art concentration
- ART 327 Special Topics in Studio Art
- ART 311 Studio Seminar on Contemporary Art Theory and Practice. Must be taken in the junior year.
- ART 491 Senior Art Practice
- ART 492 Senior Art Projects

Major Requirements: Art History

A minimum of 44 semester credits, distributed as follows:

- ART 100 Key Monuments and Ideas in the History of Art
- One course chosen from the following:
  - ART 151 History of Early East Asian Art
  - ART 154 History of Buddhist Art
  - ART 207 Pre-Columbian Art
- Any two studio art courses
- One interdisciplinary course chosen from the following:
  - HIST 300 Historical Materials
  - PHIL 203 Philosophy of Art and Beauty
  - SOAN 245 Visual Anthropology
- One course in pre-1800 art history chosen from the list below. ART 151, ART 154, or ART 207 may only be applied once to the major.
  - ART 151 History of Early East Asian Art
  - ART 154 History of Buddhist Art
  - ART 207 Pre-Columbian Art

Resources for Nonmajors

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

Facilities

The Fred W. Fields Center for the Visual Arts houses the Arnold Gallery for students; painting, drawing, ceramics foundations, photography, and sculpture studios; and well-equipped classrooms for studio critique, digital art production, and art history lectures. Our students frequently take advantage of exhibitions at local art galleries and engage the facilities and collections of the Portland Art Museum (http://portlandartmuseum.org), the Lan Su Chinese Garden (http://portlandchinesegarden.org), the Portland Japanese Garden (http://japangesegarden.com), and the Oregon Historical Society (http://ohs.org), among many other sites. Students also make use of the Ronna and Eric Hoffman Gallery of Contemporary Art (http://lclark.edu/hoffman_gallery), across the Alumni Circle from the Fields Center. The year-end show of senior projects is held there each spring.

The Major Programs

The department offers two majors: studio art and art history. Students are not permitted to double-major in studio art and art history because there is significant overlap in courses required for each major.

Students majoring in studio art must complete at least one 300-level studio art course in ceramics, drawing, painting, photography, or sculpture prior to enrolling in ART 491 Senior Art Practice. (The course cannot be an internship or independent study.) In order to meet the studio art major requirements, students must declare the major and select a full-time faculty member as an advisor by the end of their sophomore year (preferably the faculty advisor the student will work with at the 300 level).

All studio art majors must take ART 311 Studio Seminar on Contemporary Art Theory and Practice in the junior year. Art majors are required to have completed one art history course prior to ART 311. In the spring semester of the senior year, all senior art majors are required to take ART 492 Senior Art Projects and work with their advisors on finalizing the installation of their proposed project(s) in the Senior Art Exhibition on campus.

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

Major Requirements: Studio Art

A minimum of 44 semester credits, distributed as follows:

- ART 100 Key Monuments and Ideas in the History of Art
- One additional art history course at the 200 level or higher
- One course in drawing, painting, or photography chosen from the following:
  - ART 115 Drawing I
  - ART 117A Painting Fundamentals
  - ART 117B Figure Painting
  - ART 120 Photography I
- One course in sculpture or ceramics, chosen from the following:
  - ART 113 Sculpture I
  - ART 116 Ceramics I
- Two elective courses in studio art
- One elective course at the 300 level in the student’s studio art concentration
- ART 327 Special Topics in Studio Art
- ART 311 Studio Seminar on Contemporary Art Theory and Practice. Must be taken in the junior year.
- ART 491 Senior Art Practice
- ART 492 Senior Art Projects

Major Requirements: Art History

A minimum of 44 semester credits, distributed as follows:

- ART 100 Key Monuments and Ideas in the History of Art
- One course chosen from the following:
  - ART 151 History of Early East Asian Art
  - ART 154 History of Buddhist Art
  - ART 207 Pre-Columbian Art
- Any two studio art courses
- One interdisciplinary course chosen from the following:
  - HIST 300 Historical Materials
  - PHIL 203 Philosophy of Art and Beauty
  - SOAN 245 Visual Anthropology
- One course in pre-1800 art history chosen from the list below. ART 151, ART 154, or ART 207 may only be applied once to the major.
  - ART 151 History of Early East Asian Art
  - ART 154 History of Buddhist Art
  - ART 207 Pre-Columbian Art
ART 208  Ancient Art of the Mediterranean World
ART 230  Baroque Art Worlds
ART 301  Italian Renaissance Art and Architecture
ART 333  Visual Perspectives on Dante’s Divine Comedy

- Three additional elective courses in art history
- ART 401 Art After 1945 or ART 451 Special Topics in Art History, ideally taken before ART 493
- ART 493 Senior Seminar: Art History to be taken the fall semester before graduation

Minor Requirements: Art and Art History
(Students majoring in studio art or art history may not pursue the combined minor.)

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

- ART 100 Key Monuments and Ideas in the History of Art
- One course chosen from the following:
  ART 151  History of Early East Asian Art
  ART 154  History of Buddhist Art
  ART 207  Pre-Columbian Art
- One course in two-dimensional studio art chosen from the following:
  ART 115  Drawing I
  ART 117A  Painting Fundamentals
  ART 117B  Figure Painting
  ART 120  Photography I
- One course in three-dimensional studio art chosen from the following:
  ART 113  Sculpture I
  ART 116  Ceramics I
- Two elective courses in studio art or art history.

Studio Art Courses
ART 106  Introduction to Video Art
ART 112  Digital Media I
ART 113  Sculpture I
ART 213  Sculpture II
ART 313  Sculpture III
ART 115  Drawing I
ART 215  Drawing II
ART 315  Drawing III
ART 116  Ceramics I
ART 216  Ceramics II
ART 316  Ceramics III
ART 117A  Painting Fundamentals
ART 117B  Figure Painting
ART 217  Painting II
ART 317  Painting III
ART 120  Photography I
ART 220  Photography II
ART 320  Photography III

ART 311  Studio Seminar on Contemporary Art Theory and Practice
ART 327  Special Topics in Studio Art
ART 491  Senior Art Practice
ART 492  Senior Art Projects

Art History Courses
ART 100  Key Monuments and Ideas in the History of Art
ART 151  History of Early East Asian Art
ART 154  History of Buddhist Art
ART 201  Modern European Art
ART 204  The History of American Art
ART 207  Pre-Columbian Art
ART 208  Ancient Art of the Mediterranean World
ART 230  Baroque Art Worlds
ART 257  Urban Experience in China
ART 301  Italian Renaissance Art and Architecture
ART 303  Realism, Photography, and Print Culture in the 19th Century
ART 309  Art of New York
ART 333  Visual Perspectives on Dante’s Divine Comedy
ART 355  Art and Empire
ART 401  Art After 1945
ART 451  Special Topics in Art History
ART 493  Senior Seminar: Art History

Other Art History Electives
EINV 211  Introduction to Curatorial Affairs in the Visual Arts

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

Honors in studio art are awarded to those students whose final senior projects are judged by the department faculty to be of superior quality.

In art history, faculty may nominate students for honors on the basis of exceptional work in the major. Students who accept nomination undertake an honors thesis that expands on the senior seminar paper. Honors are awarded to those students whose completed projects are judged by a faculty committee to be of superior quality.

Faculty
Debra Beers. Senior lecturer emerita in art. Drawing. MFA University of Iowa.


Dru Donovan. Assistant professor with term of art. Photography. MFA 2009 Yale University. BFA 2004 California College of the Art.


Courses

ART 100 Key Monuments and Ideas in the History of Art
Content: Overview of painting, sculpture, and architecture produced in Europe and North America, with a focus on work created between the 14th and 21st centuries. Exploration of key theoretical problems and ways of looking especially important to the history of art. Multiple perspectives and methods of analysis provided through lectures, scheduled discussions, and museum field work. Key monuments situated in a variety of contexts: the role of art in religious and memorial practices; the rise of the social status of the artist; drawing as a form of thinking; art as a tool of power and politics; art as constructor of gender and identity; visual narrative; the potentials and limitations of various technical media; definitions of "modernism"; the uses of "classicism."
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 104 Drawing I
Content: The rigorous investigation of drawing elements, techniques, and design principles. Students are introduced to a variety of drawing approaches and media informed by reference to historical, modern, and contemporary drawings. Development of observational and eye-hand coordination skills is achieved primarily through still life subjects and occasional life drawing. The ability to analyze a drawing utilizing drawing terms and critical thinking skills takes form in classroom discussions and group critiques.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 105 Introduction to Visual Art and Culture
Content: Hands-on exposure to working methods of contemporary visual artists from an interdisciplinary perspective. Intensive studio workshops and experimental exercises in two-dimensional, three-dimensional, and time-based media are accompanied by lectures, screenings, readings, discussion, and off-campus events. Emphasis on inventive and exploratory approaches to relevant issues of contemporary society and culture.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 106 Introduction to Video Art
Content: Introduction to history of video art and fundamentals of digital video production. Exposure, analysis, and critical thinking of course topics through lectures, artist/critic talks, readings, written assignments, discussion, journaling, field trips, group presentation, and feedback. Basic technical production skills, lab assignments, and creative projects explore video as an expressive medium within the context of historical, experimental, and contemporary art strategies.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

ART 107 Digital Media I
Content: Introduction to computer programming for artists. With creative coding, students will explore graphics and animation, sound, real-time video processing, the Web, physical sensors, and augmented reality. Accompanying critical discussion will unpack historical and contemporary issues in digital media. Through practical and theoretical investigations, students will gain a foundation for working with the digital as a material. No prior experience is required.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 108 Sculpture I
Content: Form and space explored through a variety of media and techniques such as wood, plaster, found object, and assemblage. Short exercises to explore materials and techniques, opening up a broader discussion about the possibilities and complexities of the three-dimensional form. Readings, critiques, and more involved assignments leading to in-depth discussions and approaches to understanding and exploring sculpture.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 109 Ceramics I
Content: Ideas and basic techniques exploring clay as an art material: pinch, coil, slab, modular construction, and wheel throwing, with focus on nonfunctional art. Introduction to glaze techniques, kiln loading, firing, and basic concepts of three-dimensional design. The aesthetics of form, visual thinking, the history of ceramics.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 110 Key Monuments and Ideas in the History of Art
Content: Overview of painting, sculpture, and architecture produced in Europe and North America, with a focus on work created between the 14th and 21st centuries. Exploration of key theoretical problems and ways of looking especially important to the history of art. Multiple perspectives and methods of analysis provided through lectures, scheduled discussions, and museum field work. Key monuments situated in a variety of contexts: the role of art in religious and memorial practices; the rise of the social status of the artist; drawing as a form of thinking; art as a tool of power and politics; art as constructor of gender and identity; visual narrative; the potentials and limitations of various technical media; definitions of "modernism"; the uses of "classicism."
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 111 Drawing I
Content: Hands-on exposure to working methods of contemporary visual artists from an interdisciplinary perspective. Intensive studio workshops and experimental exercises in two-dimensional, three-dimensional, and time-based media are accompanied by lectures, screenings, readings, discussion, and off-campus events. Emphasis on inventive and exploratory approaches to relevant issues of contemporary society and culture.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 112 Digital Media I
Content: Introduction to computer programming for artists. With creative coding, students will explore graphics and animation, sound, real-time video processing, the Web, physical sensors, and augmented reality. Accompanying critical discussion will unpack historical and contemporary issues in digital media. Through practical and theoretical investigations, students will gain a foundation for working with the digital as a material. No prior experience is required.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 113 Sculpture I
Content: Form and space explored through a variety of media and techniques such as wood, plaster, found object, and assemblage. Short exercises to explore materials and techniques, opening up a broader discussion about the possibilities and complexities of the three-dimensional form. Readings, critiques, and more involved assignments leading to in-depth discussions and approaches to understanding and exploring sculpture.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 114 Ceramics I
Content: Ideas and basic techniques exploring clay as an art material: pinch, coil, slab, modular construction, and wheel throwing, with focus on nonfunctional art. Introduction to glaze techniques, kiln loading, firing, and basic concepts of three-dimensional design. The aesthetics of form, visual thinking, the history of ceramics.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
ART 117B Figure Painting
Content: Fundamentals of using oil paints through a focus on the study of the human body. We address both historical and contemporary contexts and include specific approaches to figure painting such as old master, alla prima, direct observation, abstraction, color and pattern, and collage. Emphasis is on gaining technical proficiency with paint handling, finding self-direction, and identifying both contemporary and historical precedents. Through short readings, slide lectures and discussions, students will develop and use critical language that addresses inherent issues in figure painting including representation, phenomenology, post-structuralism, and feminism.
Prerequisites: None.
Usually offered: Annually, fall and spring semesters.
Semester credits: 4.

ART 120 Photography I
Content: In this introductory course, students will be introduced to photographic equipment, materials, analog and digital processes, and historical and contemporary photographic practice. Photography I will concentrate on the skills and technologies used for making photographs from image capture to print. Students can expect to learn to analytically and critically discuss photographically generated images through a series of critiques, lectures, discussions, and demonstrations. Students are required to have a 35 mm manual SLR film camera.
Prerequisites: None.
Usually offered: Annually, fall and spring semesters.
Semester credits: 4.

ART 151 History of Early East Asian Art
Content: This course provides an introduction to the arts of China, Korea, and Japan from the Neolithic period to the 14th century. We study objects in a range of media, including calligraphy, ink painting, secular and religious architecture, ceramics, and woodblock prints. Among other topics, the class explores how gender, ethnicity, and political authority affect and are affected by the visual culture of the region.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

ART 154 History of Buddhist Art
Content: Exploration of the artistic traditions engendered by the Buddhist faith as it originated in India and migrated to other parts of Asia. We examine the representation of Buddhist doctrine in a variety of media, including architecture, sculpture, painting, and illustrated books. In addition, we consider European and American responses to Buddhist art in the 19th and early 20th centuries.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

ART 201 Modern European Art
Content: Developments in the European tradition, 1860 to 1940, that culminate in experiments in abstraction in Europe at the beginning of the 20th century. Realism, impressionism, postimpressionism, expressionism, fauvism, cubism, dada, surrealism.
Prerequisites: ART 100 recommended.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ART 204 The History of American Art
Content: History of American art and architecture from the colonial period until the Great Depression. How social concerns were represented in the arts, including formative debates about nation, identity, environment, and industrialization. Special emphasis given to art that can be viewed within Washington, D.C., and its environs.
Prerequisites: None.
Restrictions: Participation in the Washington, D.C., off-campus program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

ART 207 Pre-Columbian Art
Content: Overview of the art of the Aztec, Maya, and Inca civilizations, other major early Central and South American cultures. Examination of architecture, sculpture, ceramics, painting; how the arts played a key role in developing a sense of continuity within these societies across time and distance.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ART 208 Ancient Art of the Mediterranean World
Content: A focused introduction to art and architecture of the ancient Mediterranean world from the Geometric period in the eighth century BCE to the end of the Roman Empire. Special attention given to the intersections of art and literature and the role of art as a tool of politics. Theories in classical culture about the visual image, the artist, and the practice of narrative; how our definition of classical art is often shaped by the views taken in the early modern period.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ART 213 Sculpture II
Content: Advanced study of form and space through more self-directed assignments. Developing technical skills learned in ART 113, with an introduction to metalworking and welding. Creating sculpture that demonstrates technical proficiency and radical explorations of content, materials, and context as it relates to form.
Prerequisites: ART 113.
Usually offered: Annually, fall and spring semesters.
Semester credits: 4.

ART 215 Drawing II
Content: Further development of the student’s observation, conceptual, and expressive skills. The refinement of drawing abilities and visual organization skills are heightened through the study of the human figure and additional subjects. A variety of drawing media is explored, including color. Traditional conceptions of drawing are challenged as the term progresses. Visual literacy and historical context is further advanced though examination of classical, modern, and contemporary drawing. Oral and written analysis is a critical component in this course.
Prerequisites: ART 115.
Usually offered: Annually, fall and spring semesters.
Semester credits: 4.

ART 216 Ceramics II
Content: Intermediate study of clay and its properties as an art material. Students may pursue handbuilding, wheel throwing, mold-making, glazing techniques, and kiln firing, with focus on nonfunctional art. Emphasis on design, form, visual thinking.
Prerequisites: ART 116.
Usually offered: Annually, fall and spring semesters.
Semester credits: 4.
ART 217 Painting II
Content: This course focuses on critical questions of contemporary painting by exploring a variety of approaches to pictorial space from 20th-century modernism through postmodernism and contemporary practice. Students will strengthen technique and material knowledge of working in oil paints, identify individual working processes, expand critical language through discussion and readings and develop a significant and informed body of work.
Prerequisites: ART 117A or 117B.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 220 Photography II
Content: Students build upon existing photographic skills and further investigate the making and meaning of photographically based images through a series of readings, lectures, discussions, demonstrations, and critiques. Students will explore problems leading to the mastery of technical skills regarding camera usage, exposure, film- and digital-image processing, lighting, printing, and photographic finishing with an emphasis on the development of craft and cultivation of a visual vocabulary. Students must have a 35 mm manual or dSLR camera.
Prerequisites: ART 120.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 230 Baroque Art Worlds
Content: Exploration of the work of artists such as Artemisia Gentileschi, Caravaggio, Rembrandt, Vermeer, and Rubens. Fundamental themes include relationships between art and science, the impact of the Reformation on the visual arts, early modern globalization, and the development of artistic self-consciousness.
Prerequisites: ART 100 recommended.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ART 244 Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ART 257 Urban Experience in China
Content: Examination of art produced during China's last imperial dynasty and Republican era (1644-1949), with a focus on art created in four cities: Beijing, Suzhou, Guangzhou, and Shanghai. Among other topics, we consider the artistic conventions and religious beliefs of the Manchu court, the influence of European and American trade on Chinese visual culture, and the effects of new reproductive technologies, such as photography, on Chinese art.
Prerequisites: ART 151 or ART 154 recommended.
Usually offered: Alternate Years, fall, spring, and summer.
Semester credits: 4.

ART 299 Independent Study
Content: Independent study topic to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ART 301 Italian Renaissance Art and Architecture
Content: Italian Renaissance art and architecture from 1300 to 1550. The working practices of artists; 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); the problems of visual narrative; conflicting interpretations of Christian iconography; representation of gender, among other themes.
Prerequisites: ART 100.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ART 303 Realism, Photography, and Print Culture in the 19th Century
Content: The intertwined history of realism and mass media as integral components of an emerging modernity in the United States and Europe during the 19th century. Focus on technical innovations and the examination of primary writings by artists, critics, authors, and other cultural figures to assess their aspirations for and anxieties about the innovations' social and cultural implications. Realism as a movement in academic art; debates about the artistic value of mass media and the impact on artistic practice; early mass media and the pursuit of political change; the relationship between art and science; the shaping of national, racial, class, and gender identities; the emergence of the modern commercial market and industrial production.
Prerequisites: ART 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 309 Art of New York
Content: Art and art history through the cultural resources of New York City. Exploration of how art gets made, how it reaches the public, and the process of its interpretation and display. Taught only on the New York off-campus program. Art majors may participate in the New York program only during their sophomore or junior year, because they must be on campus during the senior year.
Prerequisites: ART 100 recommended.
Restrictions: Sophomore standing required. Acceptance into the New York City off-campus program required.
Usually offered: Annually, fall semester.
Semester credits: 4.

ART 311 Studio Seminar on Contemporary Art Theory and Practice
Content: Issues in contemporary art critical for developing artists. Practical and theoretical questions artists face today: how art is defined and understood (or misunderstood) in our culture, varieties of theoretical practices, and the artist's relation to the institutions of art.
Prerequisites: None.
Corequisites: Upper-division studio course.
Restrictions: Studio art majors with junior standing.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 313 Sculpture III
Content: Advanced study of form and space through self-directed projects designed by the student in consultation with the instructor. In-depth exploration of advanced sculptural concerns, as directed by the student and presented through writing, presentation, and installation of artwork. May be taken twice for credit.
Prerequisites: ART 213.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
ART 315 Drawing III
Content: Further exploration of contemporary drawing and the development of an independent body of drawings. The major portion of the course is primarily designed to prepare the student for the senior thesis project, where an in-depth series of works is created and exhibited. Oral and written analysis, project proposals, and the artist's statement are also critical components in the furthering of the advanced student's studies. May be taken twice for credit.
Prerequisites: ART 215.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 316 Ceramics III
Content: Advanced aesthetic, technical, and conceptual problems in clay. May be taken twice for credit.
Prerequisites: ART 216.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 317 Painting III
Content: This course presents students in painting with the structure and tools needed to conduct original research and develop individual projects at the advanced painting level. Students will focus on developing a semester-long cohesive body of work through a series of advanced problems in concepts and material. Students produce writings and engage with texts for each of the projects. May be taken twice for credit.
Prerequisites: ART 217.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 320 Photography III
Content: Students will converge content with craft and polish technical analog and/or digital processing and printing skills while building upon the use of lens-based media as a means to convey image intent through a proposed term-long project. The goal of this course is for each student to be engaged in a critical dialog and discourse about his/her photographic process, and, also, to explore issues surrounding the impact of the medium on culture(s) and society as a whole. Students must have a 35 mm or larger film camera. May be taken twice for credit.
Prerequisites: ART 220.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ART 327 Special Topics in Studio Art
Content: A studio-based class organized around themes or topics in contemporary art practice. Focus varies depending on instructor, please refer to the Art Department website for detailed course descriptions. Topics may include heterogeneity, hybrids, environment, time, and the human-animal relationship.
Prerequisites: One 200-level studio art course.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ART 333 Visual Perspectives on Dante's Divine Comedy
Content: Dante’s “Divine Comedy” and visualizations of the poem created in a variety of media from the fourteenth century to the present. Exploration of how Dante’s poetry was influenced by the art and visual culture of his time, and how artists such as Botticelli, Michelangelo, Blake, Delacroix, Ingres, Rodin, and Rauschenberg have engaged the complex world Dante created. Examination of contemporary film and popular culture as well as high art. Consideration of the implications of Dante’s concept of visible speech.
Prerequisites: ART 100 or ENG 280.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ART 355 Art and Empire
Content: Exploration of relationships between visual culture and imperialism, with an emphasis on art produced for the Qing court of China, the Dutch Republic, and the newly formed United States in the years 1640-1800. The class examines art produced in the context of diplomacy, travel narrative, global trade, religious mission, cartography and ethnography, and personal biography.
Prerequisites: ART 100, 151, or 154.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ART 401 Art After 1945
Content: Art and art criticism from 1945 to the present, facilitated through exploration of current work, museums, galleries.
Prerequisites: ART 100. ART 201 recommended.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ART 444 Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Senior standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

ART 451 Special Topics in Art History
Content: Reading and critical analysis organized around themes or problems in art history. Focus varies depending on instructor’s teaching and research areas. Previous themes have included art history and memory and art and the environment. May be taken twice for credit.
Prerequisites: One 100- or 200-level art history course.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ART 491 Senior Art Practice
Content: First half of the capstone series in studio art. Provides a firm foundation and proficiency in a chosen medium, and fosters a critical dialogue and interdisciplinary discourse about art-making through critiques and visiting artists. Students will work on a series of writings and research including interviews and project proposals.
Prerequisites: 300-level studio art course.
Restrictions: Art major, senior standing, and instructor consent.
Usually offered: Annually, fall semester.
Semester credits: 4.
ART 492 Senior Art Projects
Content: Second half of the capstone series in studio art. Supports students' thesis work by focusing on professional practices and a professional exhibition. Students will refine their final thesis work through a series of critiques and discussions with both peers and faculty. Students will prepare artist statements; develop an understanding about gallery presentation; and design, plan, or curate an outside project with peers.
Prerequisites: ART 491.
Restrictions: Art major, senior standing, and instructor consent.
Usually offered: Annually, spring semester.
Semester credits: 4.

ART 493 Senior Seminar: Art History
Prerequisites: ART 401 or ART 451. Two courses at the 300 level or above. HIST 300, PHIL 203, or SOAN 245 strongly recommended.
Restrictions: Senior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

ART 499 Independent Study
Content: Independent projects designed in consultation with department faculty.
Prerequisites: The 300-level course in the medium or art historical period.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Asian Studies
Director: Susan Glosser
Administrative Assistant: Alison Walcott
Asian Studies is an interdisciplinary program focused on the study of historical and contemporary Asia, including China, Japan, Korea, Vietnam, and India, among others. The curriculum introduces students to the critical and methodological approaches that have informed the study of Asia and encourages them to examine the political, economic, social, cultural, environmental, and religious formations of different societies in the region. Students may focus on a particular region in its historical and contemporary manifestations or examine a conceptual theme. Themes could include literary, musical, and visual arts; environmental studies; transnational relations; economic development; state-building; cultural identities; gender roles and class distinctions; and social movements and popular protests, among many others. The program gives attention to the dynamic, interrelated, and sometimes contentious nature of the area's cultures, politics, and economies. Asian Studies provides students with the depth of knowledge and critical perspectives they need to understand the diverse societies, cultures, politics, and economics of Asia and their role in a globalized world.

The Major Program
Students considering a major in Asian studies should begin by completing AS 100, Introduction to Contemporary Asian Studies, an interdisciplinary course that examines current events and contemporary social/political/economic concerns in Asia. Students should declare the major by the end of the sophomore year, at which time, in consultation with their advisors, they will choose a primary area of concentration and establish an intellectually coherent schedule of study. The major requires one semester on an approved overseas study program in Asia. Students should work with their advisors to ensure that their concentration and overseas study program build a strong foundation for the senior thesis.

The core of the Asian studies curriculum consists of the Introduction to Contemporary Asian Studies course, a humanities foundation course, a methodology course, and AS 400, Senior Thesis in Asian Studies. Upon declaring a major, students will choose a concentration and design a program of study around a conceptual or theoretical problem. The major is divided into three concentrations: China, Japan, and Asia. The China and Japan concentrations require two years of either Japanese or Chinese language. Core courses are designed to provide the historical, economic, political, and cultural background necessary to commence further investigation into the Asian region. Electives are intended to allow the student to further specialize by region, theory, and/or concept. One out-of-AS curriculum course is allowed, with the approval of the advisor and the program director, to further theoretical and/or conceptual integration. Elective and core courses help students to define and refine a course of investigation for the thesis. The major culminates in the senior thesis, a work of original scholarly research on a topic of relevance to the region.

The minor in Asian studies enables students to combine a major in the arts, humanities, social sciences, or sciences with a focus on Asian studies.

A major in Asian studies is appropriate for students who desire future employment in diplomacy, consultancy, education, international organizations, public service, international finance, law, academics, translation, and interpretation, among other fields, or who seek a broad, systematic liberal arts background to support further scholarly study in related social science and humanities fields.

Major Requirements
A minimum of 40 semester credits. (28 credits must be exclusive to the major.)

All concentrations must complete the following requirements:

- AS 100 Introduction to Contemporary Asian Studies
- One historical foundation course, chosen from the following:
  - ART 151 History of Early East Asian Art
  - HIST 110 Early East Asian History
  - RELS 242 Religions and Cultures of East Asia
  - or a course at Lewis & Clark or abroad that has been approved by the program director

- One methodology course to be determined in conjunction with the advisor and with the understanding that this is the methodological approach of the thesis, selected from the following list and to be taken prior to enrolling in AS 400:
  - CHIN 231 Introduction to Chinese Literature in Translation
  - CHIN 291 Topics in Chinese Literature in Translation
  - CHIN 410 Advanced Readings in Chinese: Society and Culture
  - ECON 232 Economic Readings in Chinese: Society and Culture
  - HIST 300 Historical Materials
  - JAPN 231 Introduction to Japanese Literature in Translation
  - JAPN 291 Topics in Japanese Literature in Translation

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RELS 357  Family, Gender, and Religion: Ethnographic Approaches
RHMS 260  Argument and Empirical Research
SOAN 200  Ethnographic Research Methods
SOAN 201  Quantitative Research Methods
SOAN 202  Topics in Social and Cultural Research

• At least one semester overseas on an approved program in Asia: China, India, Japan, Korea, Southeast Asia, or Vietnam. (See the Office of Overseas and Off-Campus Programs (http://lclark.edu/college/programs/overseas_and_off-campus) for specific program and application information.) Two courses taken on an overseas program may be applied to the major, depending upon the number and level of courses, and pending advisor and program director approval. The limit on overseas courses does not apply to IS 249.

• AS 400 Senior Thesis in Asian Studies

• Six courses (24 semester credits) determined by the concentration (see below). At least two of these courses must be from advanced Asian-studies approved courses at the 300 level or higher. Students may apply a maximum of 4 semester credit hours of internship or directed reading toward the elective requirement (approval required).

China Concentration (24 additional credits)
  • CHIN 202 or higher language course
  • 16 additional credits of which at least 8 must be at the 300 level or higher. The credits must include at least:
    • 12 credits chosen from the China concentration
    • 4 credits chosen from the Asian studies curriculum outside the China concentration
  • 4 additional credits from the Asian studies curriculum. (The AS program director may approve the use of one course from outside the approved AS curriculum when it contributes to thesis preparation.)

Japan Concentration (24 additional credits)
  • JAPN 202 or higher language course
  • 16 additional credits of which at least 8 must be at the 300 level or higher. The credits must include at least:
    • 12 credits chosen from the Japan concentration
    • 4 credits from the Asian studies curriculum outside the Japan concentration
  • 4 additional credits from the Asian studies curriculum. (The AS program director may approve the use of one course from outside the approved AS curriculum when it contributes to thesis preparation.)

General Asia Concentration (24 additional credits)
  • 24 credits chosen from Asian studies curriculum (excluding language courses). At least 8 credits must be at the 300 level or higher. (The AS program director may approve the use of one course from outside the approved AS curriculum when it contributes to thesis preparation.)

Language courses will not be applied to the General Asia Concentration.

Minor Requirements
A minimum of 20 credits. 12 credits must be exclusive to the minor.

• AS 100 Introduction to Contemporary Asian Studies

• One historical foundation course, chosen from the following:
  ART 151  History of Early East Asian Art
  HIST 110  Early East Asian History
  RELS 242  Religions and Cultures of East Asia

• 12 credits from the approved Asian studies curriculum. At least four credits must be at the 300 level or above. One course may be an Asian language class. Two courses from an overseas studies program may be applied to the minor, pending approval of advisor and program director. The limit on overseas courses does not apply to IS 249.

Asian Studies Curriculum
China Concentration Courses
  ART 257  Urban Experience in China
  ART 355  Art and Empire
  CHIN 202  Intermediate Chinese II
  CHIN 230  Introduction to Chinese Literature in Translation
  CHIN 231  Introduction to Chinese Literature in Translation
  CHIN 251  Chinese Conversation
  CHIN 252  Chinese Conversation
  CHIN 290  Topics in Chinese Literature in Translation
  CHIN 291  Topics in Chinese Literature in Translation
  CHIN 310  Readings and Composition in Chinese
  CHIN 320  Advanced Readings in Chinese
  CHIN 410  Advanced Readings in Chinese: Society and Culture
  HIST 111  Making Modern China
  HIST 211  Reform, Rebellion, and Revolution in Modern China
  HIST 213  Personal Narratives in Chinese History
  HIST 288  China in the News: Socio-Anthropological and Historical Perspective on Modern China (cross-listed with SOAN 288)
  HIST 310  China in the World
  HIST 311  History of Family, Gender, and Sexuality in China
  SOAN 274  Chinese Culture Through Film
  SOAN 284  Anthropology of Print Media
  SOAN 342  Power and Resistance

Japan Concentration Courses
  AS 156  The Art of Tea in Japanese Culture I
  HIST 112  Making Modern Japan
  HIST 209  Japan at War
  HIST 313  Religion, Society, and the State in Japanese History
  HIST 316  Popular Culture and Everyday Life in Japanese History
  IS 249  Japan Past and Present (The limit on overseas courses does not apply to this course.)
General Asian Studies Courses

ART 151  Intermediate Japanese II
ART 154  History of Early East Asian Art
ART 401  History of Buddhist Art
ART 451  Art After 1945 (when Asia-focused)
AS 251  Contemporary Korean Culture
ECON 232  Economic Development
ECON 255  Technology, Institutions, and Economic Growth
HIST 110  Early East Asian History
HIST 217  The Emergence of Modern South Asia
HIST 218  Perspectives on the Vietnam War
HIST 259  India in the Age of Empire
HIST 400  Reading Colloquium (when Asia-focused)
MUP 121  Gamelan Ensemble
MUP 152  Hindustani Voice Class
MUP 153  Hindustani Voice Private Lessons
MUP 154  Beginning Indian Instrumental Music Class
MUP 155  Sitar Private Lessons
MUP 157  Tabla Private Lessons
MUS 106  Workshops in World Music (when Asia-focused)
MUS 236  Music of Asia
MUS 307  Topics in Music (when Asia-focused)
PHIL 207  Indian Philosophy
RELS 241  Religion and Culture of Hindu India
RELS 242  Religions and Cultures of East Asia
RELS 243  Buddhism: Theory, Culture, and Practice
RELS 356  Buddhism and Gender
RELS 357  Family, Gender, and Religion: Ethnographic Approaches
RELS 452  Seminar in Asian Religions
SOAN 110  Introduction to Cultural Anthropology (when Asia-focused)
SOAN 250  Southeast Asia: Development, Resistance, and Social Change
SOAN 270  Cultural Politics of Youth in East Asia
SOAN 281  South Asian Cultures
SOAN 282  Pacific Rim Cities
SOAN 321  Theory Through Ethnography
SOAN 347  Borderlands: Tibet and the Himalaya
SOAN 367  Anthropology of Tourism: Travel in Asia

Honors

The honors program is based on the senior thesis or project. All 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 upon graduation.

Faculty


Kaley Mason. Assistant professor of music. Music of South Asia; Francophone popular music; creative economies; social movements. PhD 2006 University of Alberta. BMus 1999 Queen’s University at Kingston.


Courses

AS 100 Introduction to Contemporary Asian Studies
Content: Interdisciplinary introduction to the region of Asia, including East, Southeast, and South Asia, emphasizing current events and contemporary social concerns through film, literature, art, journalism, and academic texts. Diversity and interrelatedness of Asia through themes of globalization and urbanization, gender, environmental activism, ethnicity and nationalism, development, religion, and social movements.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

AS 156 The Art of Tea in Japanese Culture I
Content: The traditional art of tea, practiced in Japan for over 400 years, and its interrelationship with Japanese culture. Study of tea masters of the past, famous as performers of the art, arbiters of taste, and confidants of rulers. Aesthetics, philosophy, cultural and political relationships, ceramic arts, architecture, landscape design. Practice of the ritualized forms for making and drinking tea, and forms of social interaction expressed in the practice.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

AS 244 Practicum
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. Specific activities vary. Written report on the practicum experience. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.

AS 251 Contemporary Korean Culture
Content: Course examines the historical development of contemporary social and cultural life in South Korea. Topics include popular culture, language, material culture, regional relations, religion, and colonialism.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

AS 299 Independent Study
Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and supervising instructor. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.

AS 400 Senior Thesis in Asian Studies
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.
Restrictions: Junior standing and completion of one semester study abroad in approved program.
Usually offered: Annually, spring semester.
Semester credits: 4.

AS 444 Asian Studies Practicum
Content: Opportunities for well-prepared students to put advanced 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. Specific activities vary. Written report on the practicum experience. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

AS 499 Independent Study
Content: Opportunities for well-prepared students to design and pursue an advanced substantive course of independent learning. Details determined by the student and supervising instructor. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.

Biochemistry and Molecular Biology

Director: Janis Lochner
Administrative Assistant: Amy Timmins

This major’s focus is the molecular logic of living organisms. 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 49 semester credits in biology and chemistry, plus courses in mathematics and physics, distributed as follows:

- BIO 110 Biological Investigations
- BIO 202 Biological Core Concepts: Mechanisms
- BIO 311 Molecular Biology
- BIO 312 Molecular Biology Lab
- BIO 361 Cell Biology
- CHEM 110 General Chemistry I
- CHEM 120 General Chemistry II
- CHEM 210 Organic Chemistry I
- CHEM 220 Organic Chemistry II
- CHEM 330 Structural Biochemistry
- CHEM 335 Metabolic Biochemistry
- CHEM 336 Biochemistry Laboratory
- One elective chosen from the following:
  - CHEM 310 Physical Chemistry: Thermodynamics and Kinetics
  - MATH 255 Statistical Concepts and Methods
  - PHYS 390 Biomedical Imaging
  - MATH 131 Calculus I
  - MATH 132 Calculus II
  - PHYS 141 Introductory General Physics I or PHYS 151 Physics I: Motion
  - PHYS 142 Introductory General Physics II or PHYS 152 Physics II: Waves and Matter
  - Honors students must complete BCMB 410 Biochemistry/Molecular Biology Seminar.

Students placing into higher-level biology, chemistry, math, and/or physics courses may have the corresponding lower-level requirements and associated credits waived by the director of the Biochemistry and Molecular Biology program.

**Honors**

Biochemistry/molecular biology majors who have distinguished themselves academically by earning a GPA of 3.500 or higher in the major, have completed either BIO 312 or CHEM 336, and have some prior research experience are invited in the spring of their junior year to participate in the senior thesis program. Students who accept the invitation work with a faculty advisor to develop a research project, which must be approved by faculty overseeing the biochemistry/molecular biology major. Following the experimental work, students prepare a written thesis, present their work in BCMB 410, 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 and who maintain a GPA of 3.500 in the major.

**Faculty**


Julio C. de Paula. Professor of chemistry. Physical chemistry, biophysical chemistry, nanotechnology. PhD 1987 Yale University. BA 1982 Rutgers University.


Courses

**BCMB 410 Biochemistry/Molecular Biology Seminar**
Content: Select topics in biochemistry and molecular biology. Students attend seminars of invited outside researchers and prepare an oral seminar on their own research or on a critical analysis of a relevant research publication.
Prerequisites: BIO 311. CHEM 330. CHEM 335 (may be taken concurrently).
Restrictions: Sophomore standing required.
Usually offered: Annually.
Semester credits: 1.

**BCMB 496 Biochemistry/Molecular Biology Senior Research**
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. Four credits each semester of the senior year. A deferred grade will be issued for the first semester of the yearlong series. When the full sequence is completed, the given grade applies to both semesters.
Prerequisites: None.
Restrictions: By invitation only. Senior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**BCMB 499 Independent Study**
Content: Participation in a faculty-supervised research project at Lewis Clark or another research institution. Further information available from biochemistry program faculty members. May be repeated for credit.
Prerequisites: None.
Restrictions: Approval of project proposal by program and supervising faculty member and sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2-4.

Biology

Chair: Greta Binford
Administrative Coordinator: Rian Brennan

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

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

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

Special Programs

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

Two interdisciplinary majors are available for students with interests linking biology with other disciplines: biochemistry/molecular biology and environmental studies. For more information, please refer to Biochemistry and Molecular Biology (p. 52) and Environmental Studies (p. 81) in this catalog.

Resources for Nonmajors

Students majoring in other subjects may enroll in BIO 100 Perspectives in Biology or BIO 115 Explorations in Regional Biology, which have no prerequisites, or BIO 114 The Origins of Life in the Universe. These courses are designed to meet one of the General Education requirements in scientific and quantitative reasoning (p. 20). Nonmajors may also take other biology courses for which they have met the appropriate prerequisites, but priority for enrollment in these courses is given to prospective biology, environmental studies, or biochemistry and molecular biology majors and pre-health professions students.

Facilities

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

The Major Program

The biology curriculum at Lewis & Clark is built around an introductory sequence of three courses, each of which introduces students to the principles and skills that are fundamental to all of biology. Through topics and examples centered on faculty expertise, students will learn to 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 40 semester credits in biology (or approved alternatives), plus courses in chemistry and mathematics, distributed as follows:

- BIO 110 Biological Investigations
- BIO 201 Biological Core Concepts: Systems
• BIO 202 Biological Core Concepts: Mechanisms
• CHEM 110 General Chemistry I
• CHEM 120 General Chemistry II
• One of the following:
  MATH 123 Calculus & Statistics for Modeling the Life Sciences
  MATH 131 Calculus I
  MATH 255 Statistical Concepts and Methods
  CS 171 Computer Science I

• Six additional courses, at least four of which must have a laboratory component, and at least four of which must be taken at Lewis & Clark. CHEM 330 Structural Biochemistry and/or CHEM 335 Metabolic Biochemistry may be used as nonlab biology courses toward meeting this requirement, and CHEM 330 Structural Biochemistry and CHEM 336 Biochemistry Laboratory or CHEM 335 Metabolic Biochemistry and CHEM 336 Biochemistry Laboratory may be used as lab courses. The two semesters of senior thesis may be used as one lab course.

Biology majors may be able to substitute one of the following courses after consultation with the advisor and with permission of the biology chair.

CHEM 220 Organic Chemistry II
MATH 123 Calculus & Statistics for Modeling the Life Sciences
MATH 255 Statistical Concepts and Methods

All Lewis & Clark courses intended to fulfill the requirements for the biology major must be taken for a letter grade with the exception of BIO 395 Biology Seminar, for which up to two credits may be applied to the biology major. Majors are strongly encouraged to take additional courses in chemistry, mathematics, computer science, and physics.

For students who have earned a 5 on the AP Chemistry examination, the CHEM 110 requirement and associated credits will be waived.

Honors
Biology majors who have distinguished themselves academically by earning a GPA of at least 3.500 in the major 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 the 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 in the major and who complete the program successfully in the judgment of the department faculty receive honors in biology upon graduation.

Faculty


Courses
BIO 100 Perspectives in Biology
Content: For nonmajors. Selected current topics in biology used to illustrate the strengths and limitations of the process of science and the approaches biologists use to learn about living organisms. Emphasis changes from semester to semester, reflecting the expertise and interests of the faculty member teaching the course. For further information, consult the appropriate faculty member before registration. Lecture and laboratory. May not be applied toward the biology major. Prerequisites: None. Usually offered: Annually, fall and spring semester. Semester credits: 4.

BIO 110 Biological Investigations
Content: Introduction to scientific investigation through project-based studies of biological phenomena. Topics in this hands-on course introduce students to experimental design, data collection, data analysis, hypothesis testing, and scientific communication. Topics will vary according to faculty expertise. See department website for specific section details. Prerequisites: QR 101 or equivalent. Restrictions: Open to freshmen and sophomores. Juniors and seniors require instructor consent. Usually offered: Annually, fall and spring semester. Semester credits: 4.
BIO 114 The Origins of Life in the Universe
Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with CHEM 114, GEOL 114, and PHYS 114. Not applicable toward any major.
Prerequisites: QR 101 or equivalent.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

BIO 115 Explorations in Regional Biology
Content: For nonmajors. Offered in association with selected overseas programs. Selected biological principles using biomes and species native to the geographical location of the program. Emphasis on ecology and behavior of living organisms. Classroom and considerable field experience. Specific content varies from program to program; details available from Office of Overseas and Off-Campus Programs. Taught on the Australia, East Africa, Ecuador, and New Zealand study programs. May not be applied toward the biology major.
Prerequisites: None.
Restrictions: Acceptance to overseas program.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

BIO 201 Biological Core Concepts: Systems
Content: An introduction to core principles that underlie all of biology, illustrated through evidence-driven examples centered on integrative organismal biology and organisms’ interactions with the biotic and physical environment. We will explore the evolution of life, flow of information within and among individuals, the influence of structure on function at scales from individuals to ecosystems, the transformations of energy and matter in space and time, and the dynamic systems that characterize Earth and its inhabitants. Topics will vary according to faculty expertise. See department website for specific section details.
Can be taken before or after BIO 202.
Prerequisites: BIO 110.
Restrictions: Open to freshmen and sophomores. Juniors and seniors require instructor consent.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

BIO 202 Biological Core Concepts: Mechanisms
Content: An introduction to core principles that underlie all of biology, illustrated through evidence-driven examples centered on interactions among molecules and cells within organisms. We will explore mechanisms of inheritance and mutation fundamental to the evolution of life, flow of information from DNA through proteins to cellular and organismal function, the relationship between structure and function at scales from molecules to individuals, the transformations of energy and matter through biochemical and physiological pathways, and the dynamic systems within and between cells. Topics will vary according to faculty expertise. See department website for specific section details.
Can be taken before or after BIO 201.
Prerequisites: BIO 110. CHEM 120 (may be taken concurrently).
Restrictions: Open to freshmen and sophomores. Juniors and seniors require instructor consent.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

BIO 244 Practicum
Content: Supervised practical experience in lab and/or field techniques at Lewis & Clark or another Portland-area institution. Consult department faculty for further information. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 2.

BIO 252 Introduction to Neuroscience
Content: Study of the biological basis of behavior. Gross anatomy of the brain, structure and function of neurons, synaptic transmission. Exploration of learning and memory, vision, neurological and psychiatric diseases, addiction, and reproductive behavior. Cross-listed with PSY 252. Students may not receive credit for both BIO/PSY 252 and PSY 280.
Prerequisites: BIO 110 and PSY 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

BIO 311 Molecular Biology
Content: Advanced study of the structure and function of genes. Detailed analysis of the regulation of gene expression in prokaryotic and eukaryotic organisms, with emphasis on the molecular mechanisms underlying such biological problems as iron homeostasis, HIV infection, and sex determination. Discussions of original research papers focus on experimental design and data analysis.
Prerequisites: BIO 110. BIO 202. CHEM 120.
Corequisites: BIO-312.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

BIO 312 Molecular Biology Lab
Content: Introduction to molecular cloning techniques, including the polymerase chain reaction, plasmid construction, transformation, and DNA sequence analysis. Students carry out a semester-long project using these techniques to construct an expression vector that is used to answer student-generated questions.
Prerequisites: BIO 110. BIO 202. CHEM 120.
Corequisites: BIO-311.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 2.

BIO 317 Invertebrate Zoology
Content: The diversity of invertebrates, with emphasis on the arthropods. Introduction to their structure, development, behavior, natural history, and evolutionary relationships. Lecture, discussion, laboratory, field trips.
Prerequisites: BIO 110, BIO 201, and BIO 202.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 5.
**BIO 320 Human Genes and Disease**
Content: The molecular and cellular basis of various genetic diseases, the role of genes in disease, how mutations arise, and approaches to therapy. Ethical issues surrounding gene therapy and DNA diagnostics. Lectures, discussion of papers from the primary literature, and seminars by visiting scientists. Students develop and present an oral seminar on a disease of their choice.
Prerequisites: BIO 110. BIO 202.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

**BIO 321 Marine Biology**
Content: Physical, chemical, and biological processes that promote and maintain marine biodiversity. An exploration of 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 for a wide range of marine organisms and habitats. Lecture, discussion.
Prerequisites: BIO 110, BIO 201 and BIO 202. MATH 115 (or equivalent) or CS 171.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

**BIO 323 Plant Biology**
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.
Prerequisites: BIO 110, BIO 201, and BIO 202. CHEM 120. MATH 123, 131, 255 or CS 171.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 5.

**BIO 325 Vertebrate Diversity**
Content: The study of vertebrate diversity. Ecological and evolutionary processes that distinguish, promote, and maintain patterns of form, function, and behavior of fish, amphibians, reptiles, birds, and mammals. Lecture, discussion, laboratory; field trips to explore local patterns of diversity in natural settings. May be taught as part of the East Africa Biology-focused overseas program.
Prerequisites: BIO 110, BIO 201, and BIO 202. MATH 115 (or equivalent) or CS 171.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall semester.
Semester credits: 5.

**BIO 322 Human Genes and Disease**
Content: The molecular and cellular basis of various genetic diseases, the role of genes in disease, how mutations arise, and approaches to therapy. Ethical issues surrounding gene therapy and DNA diagnostics. Lectures, discussion of papers from the primary literature, and seminars by visiting scientists. Students develop and present an oral seminar on a disease of their choice.
Prerequisites: BIO 110. BIO 202.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

**BIO 325 Vertebrate Diversity**
Content: The study of vertebrate diversity. Ecological and evolutionary processes that distinguish, promote, and maintain patterns of form, function, and behavior of fish, amphibians, reptiles, birds, and mammals. Lecture, discussion, laboratory; field trips to explore local patterns of diversity in natural settings. May be taught as part of the East Africa Biology-focused overseas program.
Prerequisites: BIO 110, BIO 201, and BIO 202. MATH 115 (or equivalent) or CS 171.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 5.

**BIO 335 Ecology**
Content: Interactions between organisms and their physical and biological environment. Ecology of populations, communities, and ecosystems, theoretical and empirical approaches. Through reading original literature and designing their own studies, students learn to conduct ecological studies and interpret results. Applications of ecological principles to conservation issues and other environmental problems. Lecture and laboratory; weekend field trip.
Prerequisites: BIO 110, BIO 201, and BIO 202. MATH 123, MATH 131, MATH 255, or CS 171. CHEM 120.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 5.

**BIO 352 Animal Behavior**
Content: Animal behavior, from insects to marine mammals. How and why animals behave as they do. Focus on the adaptiveness of animal behavior using a strong ecological and evolutionary theme. Methods and results associated with animal behavior studies. Lecture, readings in original literature, laboratory, field trips.
Prerequisites: BIO 110, BIO 201, BIO 202. MATH 123, MATH 131, MATH 255, or CS 171. CHEM 120.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 5.

**BIO 361 Cell Biology**
Content: Application of the techniques of biochemistry, microscopy, genetics, and molecular biology to the study of cell structure, function, and physiology. Membrane structure and function, signal transduction, protein and organelle traffic within cells, cell growth, division, and death. Lecture and laboratory.
Prerequisites: BIO 110, BIO 202, CHEM 120. MATH 123, 131, 255 or CS 171.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 5.

**BIO 369 Developmental Biology**
Content: Multidisciplinary study of the process by which multicellular organisms develop from a single fertilized egg. Fertilization, cleavage, gastrulation, early morphogenesis, and organogenesis studied with an emphasis on the genetic, molecular, and evolutionary mechanisms underlying development. Discussion of current research literature illustrating the questions, experimental approaches, and new insights in the study of organismal development. Lecture and laboratory. Laboratory focuses on genetic control of development in the nematode C. elegans.
Prerequisites: BIO 110, BIO 202.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 5.
**BIO 370 Disease Ecology**

Content: The ecology and evolution of disease in human, plants, and animal systems. Topics will include causes of disease emergence; host-pathogen interactions and co-evolution; interactions between disease and community diversity; and anthropogenic effects on disease, among others. We will use case studies, mathematical theory, and examples from the primary literature to understand the causes and consequences of host-pathogen interactions for populations, communities, and ecosystems. Intended for biology, biochemistry and molecular biology, and environmental studies majors.

Prerequisites: BIO 110, BIO 201, BIO 202. CHEM 120. MATH 123, 131, or 255.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

**BIO 375 Physiology**


Prerequisites: BIO 110. BIO 202. MATH 123, 131, CS 171, or PHYS 141 recommended.

Corequisites: BIO 375L.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 5.

**BIO 380 Behavioral Genetics**

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

Prerequisites: BIO 110, BIO 202, and CHEM 120. MATH 123, 131, 255, or CS 171. BIO 252, 311, 320, or 361 recommended.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 5.

**BIO 390 Evolution**

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

Prerequisites: BIO 110, BIO 201, and BIO 202. MATH 123, MATH 131, MATH 255, or CS 171. CHEM 120.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

**BIO 393 Biogeography of Australia**

Content: Field-centered study of patterns of species diversity in the context of their geological and evolutionary history. The focus will include terrestrial and marine organisms spanning many regions on the Australian continent and Tasmania. Experts on geological history, ecological regions, and particularly interesting lineages will guest lecture.

Prerequisites: BIO 110, BIO 201, and BIO 202.

Restrictions: Acceptance to Australia Biology Focus Overseas Program.

Usually offered: Every third year, spring semester.

Semester credits: 4.

**BIO 395 Biology Seminar**

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

Prerequisites: None.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 1.

**BIO 407 Venom Biology**

Content: Integrative analyses of venoms of Australian animals including field collection, venom collection (by experts, not students), molecular and biochemical analyses of venom components, and assays of activity. Expert Australian venom biologists will guest lecture.

Prerequisites: BIO 110, BIO 201, and BIO 202.

Restrictions: Acceptance to Australia Biology Focus overseas program.

Usually offered: Every third year, spring semester.

Semester credits: 5.

**BIO 408 Phylogenetic Biology and Molecular Evolution**

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

Prerequisites: BIO 110, BIO 201, and BIO 202. BIO 390, and either MATH 131, MATH 255, or CS 171, are recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 5.

**BIO 422 Neurobiology**

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

Prerequisites: BIO 110 and BIO 202 or BIO 361. CHEM 120. PHYS 142 recommended.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, spring semester.

Semester credits: 5.
The Olin Center for Physics and Chemistry has more than 40,000 square feet of classroom, laboratory, and study space. Facilities and equipment used by the chemistry department include a lecture-demonstration theatre; a well-equipped biochemistry laboratory; modern scientific instrumentation (nuclear magnetic resonance spectrometer, infrared spectrometers, gas chromatograph/mass spectrometer, high-pressure liquid chromatograph, scanning electron microscope, Raman microscope, powder and single-crystal X-ray diffractometers, molecular modeling workstations, etc.); a data analysis room; special laboratories for general chemistry, organic chemistry, and advanced physical and inorganic chemistry; and research laboratories for collaborative work between students and faculty.

The Major Program

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

In all chemistry courses, instructors encourage students to think for themselves and work independently. This is accomplished in some classes by having students work at the blackboard in small discussion groups to solve problems. In other courses, students survey chemical literature to make class presentations or write papers to discuss the nature of the work under study.

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

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

Major Requirements

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

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

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

**Physical Chemistry**
- CHEM 310 Physical Chemistry: Thermodynamics and Kinetics
- CHEM 320 Physical Chemistry: Statistical Mechanics and Quantum Chemistry
Advanced Laboratory
- CHEM 365 Physical Chemistry Laboratory
- CHEM 366 Inorganic Chemistry Laboratory

Advanced Chemistry
- CHEM 405 Chemistry Seminar
- CHEM 420 Advanced Inorganic Chemistry
- Four semester credits of electives selected from the following:
  - CHEM 315 Aquatic Chemistry
  - CHEM 330 Structural Biochemistry
  - CHEM 335 Metabolic Biochemistry
  - CHEM 361 Nanomaterials Chemistry
  - CHEM 370 Analytical Spectroscopy
  - CHEM 421 Neurochemistry
  - CHEM 443 Medicinal Organic Chemistry
  - CHEM 462 Advanced Organic Synthesis
  - CHEM 464 Biomolecular NMR Spectroscopy
  - PHYS 201 Experimental Methods in the Physical Sciences

Organic Chemistry
- CHEM 210 Organic Chemistry I
- CHEM 220 Organic Chemistry II
- Eight semester credits of chemistry courses at the 300 or 400 level excluding CHEM 499. Students may use a maximum of 4 semester credits from the CHEM 310 Physical Chemistry: Thermodynamics and Kinetics and CHEM 320 Physical Chemistry: Statistical Mechanics and Quantum Chemistry sequence and a maximum of 4 semester credits from the CHEM 330 Structural Biochemistry and CHEM 335 Metabolic Biochemistry sequence to meet minor requirements.

For students who have earned a 5 on the AP Chemistry examination, the CHEM 110 requirement and associated credits will be waived.

Students placing into higher-level chemistry, mathematics, and/or physics courses may have the corresponding lower-level requirements and associated credits waived by the chair of the Department of Chemistry.

Honors and Senior Research
Students are especially encouraged to do senior-level thesis research by enrolling in CHEM 480. A student opting to complete a senior thesis must propose a research project in consultation with a faculty member, present the proposal to the department in a seminar, perform the laboratory work, prepare a written thesis, and defend the thesis orally before the department’s faculty. Students who defend their theses successfully and distinguish themselves academically through the senior year (GPA of 3.50 or higher in chemistry) are also eligible for honors in chemistry.

Faculty

Anne K. Bentley. Associate professor of chemistry, chair of the Department of Chemistry. General, inorganic, and materials chemistry; nanotechnology. PhD 2005 University of Wisconsin at Madison. BA 1997 Oberlin College.

Julio C. de Paula. Professor of chemistry. Physical chemistry, biophysical chemistry, nanotechnology. PhD 1987 Yale University. BA 1982 Rutgers University.


Courses
CHEM 100 Perspectives in Environmental Chemistry
Content: General and organic chemistry concepts developed for a more thorough understanding of chemically related environmental issues such as meeting energy needs (including through nuclear issues), atmospheric pollution (the greenhouse effect, stratospheric ozone depletion, photochemical smog, acid rain), toxicology, and plastics. Lecture, laboratory.
Prerequisites: QR 101 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 5.

CHEM 105 Perspectives in Nutrition
Content: Introduction to the general principles of human nutritional needs and contemporary controversies in nutrition. Extracting energy from carbohydrates, fats, and proteins; essential amino acids and the cellular synthesis of proteins; water-soluble vitamins in major nutrient metabolism; biological function of fat-soluble vitamins; physiological roles of minerals. Readings on contemporary controversies in nutrition including the relationship between diet and disease. Lecture, laboratory.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

CHEM 110 General Chemistry I
Content: Introduction to the general principles of chemistry required for students planning a professional career in chemistry, a related science, the health professions, or engineering. Stoichiometry, atomic structure, chemical bonding and geometry, thermochemistry, gases, types of chemical reactions, statistics. Weekly laboratory exercises emphasizing qualitative and quantitative techniques that complement the lecture material. Lecture, discussion, laboratory.
Prerequisites: QR 101 or equivalent. Previous high school chemistry not required.
Usually offered: Annually, fall semester.
Semester credits: 5.

CHEM 114 The Origins of Life in the Universe
Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life-forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with BIO 114, GEOL 114, and PHYS 114. Not applicable toward any major.
Prerequisites: QR 101 or equivalent.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CHEM 120 General Chemistry II
Content: Continuation of General Chemistry I. Chemical equilibrium, kinetics, thermochemistry, thermodynamics, electrochemistry, inorganic chemistry. Weekly laboratory exercises emphasizing quantitative techniques that complement the lecture material. Lecture, discussion, laboratory.
Prerequisites: CHEM 110 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 5.

CHEM 210 Organic Chemistry I
Content: The basic principles of organic chemistry from a mechanistic perspective. Bonding (Lewis structures, atomic and molecular orbitals); stereochemistry (chiral compounds, enantiomers, diastereomers, conformers, optical activity, Fischer projections); nomenclature; chemistry of alkanes (free-radical substitution, reaction-coordinate energy diagrams, asymmetric induction); chemistry of alkyl halides, alcohols, ethers (substitution and elimination reactions, carbocations, pKa, nucleophilicity, leaving groups, kinetics); infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy; chemistry of alkenes (addition and elimination reactions, oxidation and reduction, hydroboration, inductive and resonance effects of substituents, regio- and stereoselectivity); chemistry of alkenes (acidity, addition reactions); introduction to organometallic compounds. Lecture, discussion, laboratory.
Prerequisites: CHEM 120.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 5.

CHEM 220 Organic Chemistry II
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 (stereochernistry, aldoketoses, aldopentoses, aldohexoses, ketosugars, derivatives, furanose and pyranose forms, reducing and nonreducing sugars, disaccharides and polysaccharides); fats and oils; aromatic hydrocarbons (benzene, resonance and molecular orbital approaches, electrophilic and nucleophilic aromatic substitution); aromatic nitrogen and oxygen chemistry (diazotization, synthesis); chemistry of amines, amino acids, peptides, proteins, DNA; other topics. Lecture, discussion, laboratory.
Prerequisites: CHEM 210.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 5.

CHEM 244 Practicum / Internship
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

CHEM 299 Independent Study
Content: Laboratory research or individual study topics arranged in consultation with a faculty supervisor. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

CHEM 310 Physical Chemistry: Thermodynamics and Kinetics
Content: Fundamental concepts of classical physical chemistry. Thermodynamics first, second, and third laws; phase equilibria; chemical equilibria; kinetics theory and practice; reaction rates.
Prerequisites: CHEM 120. PHYS 142 or PHYS 152. MATH 132.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.
**CHEM 315 Aquatic Chemistry**
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. carbonates), kinetics of mineral growth and dissolution, the role of acid-base reactions and redox equilibria.
Prerequisites: CHEM 210 (may be taken concurrently).
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall semester.
Semester credits: 2.

**CHEM 320 Physical Chemistry: Statistical Mechanics and Quantum Chemistry**
Content: Statistical mechanics; quantum mechanics; quantum theory; molecular orbital theory; atomic and molecular spectroscopy; magnetic resonance spectroscopy; molecular modeling.
Prerequisites: CHEM 120. PHYS 142 or PHYS 152. MATH 132.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

**CHEM 330 Structural Biochemistry**
Content: The structure-function relationship of biological molecules. Principles governing protein folding and methods used to assess protein structure; case studies illustrating how protein structure dictates function; DNA structure and the chemistry of protein-DNA interactions; membrane biochemistry and the dynamics of membrane organization; role of the membrane in facilitating transport, intracellular communication, and mediating the transmission of nerve signals.
Prerequisites: CHEM 220.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

**CHEM 335 Metabolic Biochemistry**
Content: Systematic assessment of how the cell derives metabolic energy and uses the energy to drive biosynthetic reactions. Principles of thermodynamics as applied to biological transformations of energy; allosterism and enzyme reaction mechanism; metabolic regulation in guiding the flow of cellular metabolites; defects in metabolic pathways; the biochemical basis of disease.
Prerequisites: CHEM 220.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

**CHEM 336 Biochemistry Laboratory**
Content: Contemporary biochemical techniques introduced in a project-based format. Protein production using recombinant DNA techniques; protein purification using tools such as affinity and liquid chromatography; characterization of proteins using spectroscopy and electrophoresis; functional characterization of purified proteins.
Prerequisites: CHEM 330 and CHEM 335. (CHEM 335 may be taken concurrently.)
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 2.

**CHEM 361 Nanomaterials Chemistry**
Content: Chemical preparation and characterization of materials featuring at least one physical dimension constrained to 100 nm or less. Emphasis on applications chosen from energy, medicine, catalysis, and information storage. Emerging public understanding of nanotechnology and research into environmental health and safety impacts.
Prerequisites: CHEM 210.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall and spring semester.
Semester credits: 2.

**CHEM 365 Physical Chemistry Laboratory**
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 spectrosopies, and diffraction. Attendance at departmental seminars required. Lecture, laboratory, oral presentations.
Prerequisites: CHEM 310 or CHEM 320 (may be taken concurrently).
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 2.

**CHEM 366 Inorganic Chemistry Laboratory**
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 spectrosopies and other physical measurements to characterize products. Syntheses and characterization of inorganic and organic materials/polymers are included. Attendance at departmental seminars required. Lecture, laboratory, oral presentations.
Prerequisites: CHEM 210.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 3.

**CHEM 370 Analytical Spectroscopy**
Content: Survey of spectroscopic techniques used in chemical analysis, with special attention given to applications to forensic science, food science, environmental science, biochemistry, biomedicine, archaeology, art conversation, and chemical engineering.
Prerequisites: CHEM 220.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 2.

**CHEM 405 Chemistry Seminar**
Content: Preparation and delivery of a seminar with accompanying abstract and bibliography. The seminar focus is either on a relevant topic in the chemical literature or, for students pursuing senior and honors research, on the thesis proposal.
Prerequisites: None.
Restrictions: Senior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.
CHEM 420 Advanced Inorganic Chemistry
Content: Modern concepts of inorganic and transition-metal chemistry with emphasis on bonding, structure, thermodynamics, kinetics and mechanisms, and periodic and family relationships. Atomic structure, theories of bonding, symmetry, molecular shapes (point groups), crystal geometries, acid-base theories, survey of familiar elements, boron hydrides, solid-state materials, nomenclature, crystal field theory, molecular orbital theory, isomerism, geometries, magnetic and optical phenomena, spectra, synthetic methods, organometallic compounds, cage structures, clusters, lanthanides, actinides.
Prerequisites: CHEM 320.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

CHEM 421 Neurochemistry
Content: Neurochemistry of synaptic transmission and an introduction to chemical approaches used to unravel the mechanistic basis of neuronal communication. Neurotransmitters, neuromodulatory proteins, and the mechanistic workings of ion channels and neuroreceptors. Neuronal processing of sensory information and intracellular signal transduction pathways. Neurochemical mechanisms that underlie memory, learning, and behavior. Behavioral sequelae that result from neurochemical abnormalities.
Prerequisites: CHEM 330 (may be taken concurrently).
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall semester.
Semester credits: 2.

CHEM 443 Medicinal Organic Chemistry
Content: Bioorganic chemistry for selected medicinal compounds. Biophysical and chemical concepts of drug-receptor interactions and drug action. Biochemical basis for drug action elucidated in the context of fundamental organic mechanisms.
Prerequisites: CHEM 220.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall and spring semester.
Semester credits: 2.

CHEM 444 Internship/Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

CHEM 462 Advanced Organic Synthesis
Content: Chemical synthesis using the systematic "synthon" approach to design retrosynthetic pathways for complex molecules. Approaches for advanced stereochemical control. Successful synthesis routes in the primary literature examined and the experimental section of these articles interpreted to successfully bridge the gap from journal to bench.
Prerequisites: CHEM 220.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 2.

CHEM 464 Biomolecular NMR Spectroscopy
Content: Advanced topics in nuclear magnetic resonance spectroscopy, with an emphasis on structural biology applications. Fundamental NMR theory, multidimensional methods, heteronuclear experiments, correlation spectroscopy, the nuclear Overhauser effect, chemical exchange, protein structure determination, protein dynamics.
Prerequisites: CHEM 220. CHEM 320 and/or CHEM 330 are recommended.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall and spring semester.
Semester credits: 2.

CHEM 480 Senior Research
Content: Experimental and/or theoretical research on an advanced topic of current significance in chemistry. Students present their thesis proposals in an early fall seminar and detail results of their investigations in a thesis in the spring. Taken for 4 semester credits each semester of the senior year. A deferred grade will be issued for the first semester of the yearlong series. When the full sequence is completed, the given grade applies to both semesters.
Prerequisites: None.
Restrictions: Senior standing and consent of instructor required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

CHEM 499 Independent Research
Content: Participation in a faculty-supervised research project. Details, including academic credit, determined by the student in consultation with faculty supervisor. May be repeated for credit.
Prerequisites: Research experience.
Restrictions: Junior standing, consent of department chair, and consent of supervising faculty member required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Classics

Chair: Gordon Kelly
Administrative Coordinator: Claire Kodachi
Classics is an interdisciplinary field focused on the study of ancient Greece and Rome, as well as the influences on them from the neighboring cultures of Egypt and the Near East. Echoes of Greece and Rome saturate our culture, from the shapes of our traditional buildings to the political institutions we embrace, from the mythological stories that reappear in our literature and art to the intellectual disciplines that form the liberal arts. The classics program seeks to provide students the opportunity to gain intellectual grounding in a curriculum that explores the legacy of the ancient Greeks and Romans.

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

The Major Program
The major is inherently interdisciplinary. The courses required for the major include Greek or Latin language through the 202 level, and elective courses offered by the classics program and affiliated departments in a number of academic disciplines. A student may choose specific courses of interest within Greco-Roman studies, but the major grows from the foundational courses CLAS 201 Introduction to Ancient Greek Thought and Culture or CLAS 202 Introduction to Ancient Roman Thought and Culture and culminates in CLAS 450 Topics in Classical Studies. For Latin
and Greek course listings, see World Languages and Literatures. (https://college.lclark.edu/departments/world_languages)

**Major Requirements**

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

**Classical Civilizations Concentration**

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

**Ancient Language Concentration**

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

**Minor Requirements**

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

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

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

**Classics and Affiliated Program Electives**

**Art**

- ART 208: Ancient Art of the Mediterranean World

**Classics**

- CLAS 100: Ancient Greek Myth: Gods and Goddesses, Heroines and Heroes
- CLAS 251: History of Byzantium
- CLAS 252: Art and Archaeology of the Aegean
- CLAS 253: Attic Tragedy
- CLAS 254: Ancient Greek Myth and Religion
- CLAS 255: Sports, Games, and Spectacles in the Greco-Roman World
- CLAS 314: Topography and Monuments of Athens
- CLAS 320: Greek and Roman Epic
- CLAS 324: Roman Women
- CLAS 325: Negotiating Identity in the Ancient World
- CLAS 450: Topics in Classical Studies

**English**

- ENG 204: Masterpieces of Ancient Literature

**Greek**

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

**History**

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

**Latin**

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

**Philosophy**

- PHIL 301: Ancient Western Philosophy
- PHIL 451: Philosophical Studies: History of Philosophy (with departmental approval if topic covers classics material)
Faculty


Courses

CLAS 100 Ancient Greek Myth: Gods and Goddesses, Heroines and Heroes

Content: Myth was essential for the making of Greek identity in antiquity; by telling and retelling under ever-changing circumstances the stories of gods and goddesses, heroines and heroes, ancient Greeks expressed their evolving self-understanding to each other and the world around them. To understand the way Greeks used myth to define themselves, in this course we give a close reading to selections from our sources for Greek myth—Homer, Hesiod, Greek tragedians, historians, and philosophers, and the Roman poet Ovid. In addition, we examine modern theories and contemporary popular uses of myth to determine how myth speaks to the ancient and modern world.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

CLAS 201 Introduction to Ancient Greek Thought and Culture

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

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 202 Introduction to Ancient Roman Thought and Culture

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

Prerequisites: None.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

CLAS 251 History of Byzantium

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

Prerequisites: None.

Restrictions: Acceptance into the overseas program in Greece.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.
CLAS 252 Art and Archaeology of the Aegean
Content: Survey of the art and archaeology of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek. Introduction to primary sources. Visits to sites, monuments, and museums are complemented by classroom lectures and readings that provide historical context. Taught on the Greece overseas program.
Prerequisites: None.
Restrictions: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CLAS 253 Attic Tragedy
Content: Aeschylus, Sophocles, and Euripides are all a fascinating entry into the wider religious and political culture of fifth-century Athens and a rich part of the living tradition of theater today. This course combines both perspectives and seeks to answer the questions "What was Attic tragedy?" (How and why did it emerge when it did?), "What is Attic tragedy?" (What is its relevance and value in the theater today?), and "Are the first two questions different questions after all?" The course combines traditional academic practices (lectures, seminars, the writing of papers) with an experimental, hands-on approach. For the latter, students participate, in either onstage or offstage roles, in a workshop production of certain scenes from an ancient tragedy, intended to explore its theatrical nature and modern relevance. Taught on Greece overseas program.
Prerequisites: None.
Restrictions: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CLAS 254 Ancient Greek Myth and Religion
Content: Survey of ancient Greek myth and religion. Using a wide range of literary and visual sources from the archaeological record, examines the function and uses of myth; its relationship to religion, daily life, history, and cultural norms; religious ritual and function; the particularity of myth to a given locale; and the interpretation of myth and its methodologies. Required for students scheduled to participate in the Greece overseas program.
Prerequisites: None.
Restrictions: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CLAS 255 Sports, Games, and Spectacles in the Greco-Roman World
Content: An exploration of the athletic competitions and sports-based games and spectacles from the Bronze Age through to the period of late antiquity, focusing on ancient Greek and Roman athletics, public spectacles, and gladiatorial games. An interdisciplinary study, the course examines the purpose and function of these games and spectacles within the wider context of the daily lives of the ancients. Students conduct their own re-creations of ancient games and sports, visit relevant archaeological sites, and survey representations of the ancient sports and games in contemporary pop culture. Taught on the Greece overseas program.
Prerequisites: None.
Restrictions: Admission to the Greece overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CLAS 256 Introduction to the Theater
Content: Aeschylus, Sophocles, and Euripides are all a fascinating entry into the wider religious and political culture of fifth-century Athens and a rich part of the living tradition of theater today. This course combines both perspectives and seeks to answer the questions "What was Attic tragedy?" (How and why did it emerge when it did?), "What is Attic tragedy?" (What is its relevance and value in the theater today?), and "Are the first two questions different questions after all?" The course combines traditional academic practices (lectures, seminars, the writing of papers) with an experimental, hands-on approach. For the latter, students participate, in either onstage or offstage roles, in a workshop production of certain scenes from an ancient tragedy, intended to explore its theatrical nature and modern relevance. Taught on Greece overseas program.
Prerequisites: None.
Restrictions: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CLAS 257 Topography and Monuments of Athens
Content: This site-based course gives a comprehensive overview of the topography, archaeology, and history of Athens, focusing particularly on the great monuments of the Classical and Roman city. Every major site, and many minor ones, will be explored, paying attention to physical setting, architectural and archaeological characteristics, and position in the political, religious, and social lives of the Athenians. Students will trace the rediscovery of Athens' antiquities from the 15th century to the development of scientific archaeology in the 19th, and will look at the role of archaeology in Athens from the foundation of the Modern Greek state up to the present day. This course is offered as part of the Greece Overseas Study Program.
Prerequisites: HIST 216 or CLAS 254.
Restrictions: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CLAS 314 Topography and Monuments of Athens
Content: This site-based course gives a comprehensive overview of the topography, archaeology, and history of Athens, focusing particularly on the great monuments of the Classical and Roman city. Every major site, and many minor ones, will be explored, paying attention to physical setting, architectural and archaeological characteristics, and position in the political, religious, and social lives of the Athenians. Students will trace the rediscovery of Athens' antiquities from the 15th century to the development of scientific archaeology in the 19th, and will look at the role of archaeology in Athens from the foundation of the Modern Greek state up to the present day. This course is offered as part of the Greece Overseas Study Program.
Prerequisites: None.
Restrictions: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CLAS 320 Greek and Roman Epic
Content: Examination of six epic poems (in translation) from Classical antiquity: Homer's Iliad and Odyssey, Apollonius' Argonautica, Virgil's Aeneid, Lucan's Civil War, and Statius' Thebaid. Focus on the traditional themes of the epic genre, including the nature of heroism, the relationship between mortals and gods, issues of peace and war, and the conflict of individual and communal goals; how ancient authors adapted epic conventions to suit their own artistic goals; how these epics reflected the values and history of contemporary Greco-Roman civilization; and their influence in antiquity and beyond.
Prerequisites: None.
Restrictions: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CLAS 321 Women in Early Rome
Content: The lives of women in Roman culture and society from the Early Republic into late antiquity: education, religion, marriage, divorce, family life, reproductive issues, and social status with an emphasis on actual ancient sources such as funeral epitaphs, medical texts, inscriptions, archaeological evidence, letters, historical writings, and poetry.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CLAS 324 Roman Women
Content: The lives of women in Roman culture and society from the Early Republic into late antiquity: education, religion, marriage, divorce, family life, reproductive issues, and social status with an emphasis on actual ancient sources such as funeral epitaphs, medical texts, inscriptions, archaeological evidence, letters, historical writings, and poetry.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

CLAS 325 Negotiating Identity in the Ancient World
Content: Ethnicity is an increasingly contested topic in the study of the ancient Mediterranean world. Once thought to be a settled matter, the question of whether the ancients even conceived of themselves in terms of ethnic categories is being examined afresh. How we answer that question has bearing not only on our understanding of antiquity, but can also speak to how we think about ourselves and our neighbors in an increasingly complex and pluralistic world. This course takes up the debate about negotiating identity in the ancient world and reflects on what that debate can teach us about how we negotiate identity today.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
CLAS 450 Topics in Classical Studies
Content: Serious scholarly study of some specific topic or area within classical studies. Topics may include Greek or Roman archaeology, architecture, art, epic or lyric poetry, comedy, history, music, tragedy, philosophy, political theory, religion, or ancient science, or else comparative study of some aspect of ancient Greek or Roman culture with others. May be taken twice for credit with change of topic.
Prerequisites: CLAS 201 or 202.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

Computer Science
A curriculum in computer science, leading to the majors in computer science and computer science and mathematics, as well as the minor in computer science, is administered by the Department of Mathematical Sciences (p. 106).

Core
Director of the First-Year Course: Eleonora Beck
Administrative Coordinator: Dawn Wilson
Lewis & Clark's innovative first-year course, Exploration and Discovery, establishes a common foundation in the liberal arts. Over two semesters, students engage works from throughout the liberal arts that call upon their critical abilities as readers, thinkers, and writers. Students develop these abilities through guided practice, constructive feedback from faculty and peers, and opportunities for revision. In the spring semester, students also develop their skills in the fundamentals of research and build their information literacy. In addition, Exploration and Discovery is designed to help students improve their ability to speak persuasively in formal and informal classroom settings. Accordingly, all sections are capped at 19 students in order to foster thoughtful, focused discussion.

Courses
CORE 106 Exploration and Discovery I
Content: Explores enduring works, questions, and ideas in the liberal arts tradition. The common works in the fall semester change every year. Past fall sections have included selections from the Bible as well as works by Plato, Virgil, and Freud. Themes and topics vary by section.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

CORE 107 Exploration and Discovery II
Content: Multidisciplinary approaches to studying a diverse world of ideas, methods, and perspectives. Theme and content vary by section, but all seminars display historical and disciplinary breadth and focus upon topics in the liberal arts tradition. Past spring section themes have included the Art of War, Am I My Brother's Keeper?, and Understanding How We Understand the Mayans.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

Economics
Chair: Moriah Bostian
Administrative Assistant: Katie Sholian
Economics is the study of choice, and the Department of Economics offers courses that explore individual decision making (as workers, consumers, producers, citizens, investors) and how these decisions aggregate into economy-wide outcomes (employment, price levels, interest rates, balance of payments, government budgets). The department focuses on the modern mixed economy, with its combination of private enterprise, government taxes and expenditures, and other nongovernmental organizations. The decisions of individuals and organizations determine how much output an economy produces, how the output is produced, and who consumes the output. The courses in the department provide a solid theoretical foundation and apply the theory to practical problems faced by individuals, organizations, and governments.

Resources for Nonmajors
The department offers introductory courses and elective courses that may be of interest to students majoring in other disciplines. Our two introductory courses, ECON 100 Principles of Economics and ECON 103 Statistics, are designed for both majors and nonmajors.

The Major Program
The core curriculum begins with three introductory-level courses that provide an introduction to economic analysis and develop the tools required for more advanced work. Students interested in majoring in economics will ideally complete the first three introductory courses (ECON 108, ECON 103, and MATH 131) and declare economics as their major by the end of their second year.

The next step in the core curriculum is three courses in economic theory and empirical methods (ECON 301, ECON 302, and ECON 303). Economics is the study of choice, and students are encouraged to start with an analysis of individual choice in ECON 301 before studying aggregate choice in ECON 302.

Students completing the six core theory and empirical methods courses are prepared to enroll in elective courses at the 300 and 400 level. To complete the major, a student must complete at least 16 semester credits of economics electives, with 8 credits at the 300 and 400 level. ECON 444 Practicum does not meet this requirement.

The final step in the core curriculum is the capstone course, ECON 433 Senior Seminar. Students must complete 8 credits at the 300 level or above to enroll in ECON 433. ECON 444 Practicum does not meet this requirement.

Major Requirements
A minimum of 44 semester credits, distributed as follows:

Core Courses, Introductory
• ECON 100 Principles of Economics
• ECON 103 Statistics (PSY 200, MATH 105, or MATH 255 may be used in place of ECON 103)
• MATH 131 Calculus I

Core Courses, Economic Theory, and Empirical Methods
• ECON 301 Intermediate Microeconomic Theory
• ECON 302 Intermediate Macroeconomic Theory
• ECON 303 Econometrics

Electives
• At least 16 semester credits of economics electives, of which at least 8 credits must be at the 300/400 level. ECON 444 Practicum does not meet this requirement.

Capstone

• ECON 433 Senior Seminar

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, real analysis (discrete mathematics), differential equations, and advanced statistics.

Minor Requirements

A minimum of 24 semester credits distributed as follows:

• ECON 100 Principles of Economics

• ECON 103 Statistics (PSY-200, MATH 105 or MATH 255 may be used in place of ECON 103)

• 16 credits of Economics electives at the 200, 300 or 400 level.

At least 12 semester credits must be specific to the minor (may not be used in any other set of major or minor requirements).

Honors

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

• Attain a cumulative GPA of 3.500 or higher

• Attain a GPA of 3.750 or higher in all courses counted toward the major

• Complete at least one 400-level elective chosen from the following:

  - ECON 434 Mathematical Economics
  - ECON 401 Advanced Microeconomics
  - ECON 402 Advanced Macroeconomics

Faculty


Courses

ECON 100 Principles of Economics


ECON 103 Statistics

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. Credit may not be earned for both this course and AP Statistics. Prerequisites: QR 101 or equivalent. Usually offered: Annually, fall and spring semester. Semester credits: 4.

ECON 215 Game Theory

Content: The tools of cooperative and noncooperative game theory. Modeling competitive situations, solution concepts such as Nash equilibrium and its refinements, signaling games, repeated games under different informational environments, bargaining models, issues of cooperation and reputation, evolutionary game theory. Application to economics and other disciplines. Emphasis on quantitative modeling and analytical approaches to strategic thinking. Prerequisites: ECON 100. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 4.

ECON 220 The Financial System and the Economy


ECON 232 Economic Development

ECON 235 Labor Economics
Content: The operation and political economy of labor markets: current labor issues, employment and unemployment, supply of and demand for labor, employment wages and earnings under various market structures, discrimination, labor mobility, the role of trade unions, the nature of work. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ECON 244 Practicum
Content: Opportunities for well-prepared students to put academic concepts and techniques to work in the private or public sector. Specific activities vary; usually involve work with a public agency or private group. Credit-no credit. May be repeated for credit.
Prerequisites: ECON 100 or ECON 210.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ECON 250 Radical Political Economics
Content: Critical connections among different economic structures and dynamics on the one hand, and political strategies and struggles for change on the other. Economic crisis theory, theories of the state, class and class consciousness, labor, and social-movement struggles. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ECON 255 Technology, Institutions, and Economic Growth
Content: Emergence of modern economic growth in Europe. The roots of the Industrial Revolution over the very long term, 1000 to 1750, through the application of basic economic theory. Causes and consequences of very long-term economic growth. Specific attention paid to technology, institutions, geography, and culture as sources of economic growth. While the geographic focus is European, important cross-sectional work, especially with regard to China, is undertaken. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

ECON 256 The Industrial Revolution
Content: Europe's transition from an agricultural to an industrial society in the 18th century. The roots of modern economic growth in preindustrial Europe, the contributions of science and technology, trade, government, and population. Consequences of industrialization for living standards, both long-run improvements and short-run hardships. Rise of European power abroad and colonial contributions to growth. Focus on the British Industrial Revolution. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

ECON 257 The Environment
Content: An analysis of environmental and resource problems ranging from hazardous-waste disposal to air pollution, species extinction to global warming, from an economic perspective. The property-rights basis of pollution problems, environmental ethics, benefit-cost analysis, regulatory policy, clean technology, population growth and consumption, sustainable development. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ECON 259 Independent Study
Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ECON 260 Environmental and Natural Resource Economics
Content: An analysis of environmental and resource problems ranging from hazardous-waste disposal to air pollution, species extinction to global warming, from an economic perspective. The property-rights basis of pollution problems, environmental ethics, benefit-cost analysis, regulatory policy, clean technology, population growth and consumption, sustainable development. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ECON 265 Pacific Northwest Policy Issues
Content: Basic economic analysis to explore issues facing the Pacific Northwest. Diagnosis of the problem motivating a policy and evaluation of the merits of the policy solution. Potential issues: financing public education, promoting economic development, protecting natural resources, designing mass transit, providing public support for professional sports, responding to gentrification. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

ECON 266 Pacific Northwest Policy Issues
Content: Basic economic analysis to explore issues facing the Pacific Northwest. Diagnosis of the problem motivating a policy and evaluation of the merits of the policy solution. Potential issues: financing public education, promoting economic development, protecting natural resources, designing mass transit, providing public support for professional sports, responding to gentrification. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

ECON 268 Pacific Northwest Policy Issues
Content: Basic economic analysis to explore issues facing the Pacific Northwest. Diagnosis of the problem motivating a policy and evaluation of the merits of the policy solution. Potential issues: financing public education, promoting economic development, protecting natural resources, designing mass transit, providing public support for professional sports, responding to gentrification. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

ECON 269 Pacific Northwest Policy Issues
Content: Basic economic analysis to explore issues facing the Pacific Northwest. Diagnosis of the problem motivating a policy and evaluation of the merits of the policy solution. Potential issues: financing public education, promoting economic development, protecting natural resources, designing mass transit, providing public support for professional sports, responding to gentrification. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

ECON 271 Pacific Northwest Policy Issues
Content: Basic economic analysis to explore issues facing the Pacific Northwest. Diagnosis of the problem motivating a policy and evaluation of the merits of the policy solution. Potential issues: financing public education, promoting economic development, protecting natural resources, designing mass transit, providing public support for professional sports, responding to gentrification. Prerequisites: ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

ECON 299 Independent Study
Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ECON 300 Microeconomic Theory
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ECON 301 Intermediate Microeconomic Theory
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ECON 302 Intermediate Macroeconomic Theory
Content: Theories and policies of classical, Keynesian, new classical, and new Keynesian economists; national income accounting; IS-LM analysis; aggregate supply and demand; money, interest rates, and investment; government spending and taxation; fiscal and monetary policy. Prerequisites: ECON 100, MATH 131.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ECON 303 Econometrics
Content: Construction and estimation of statistical models of the economy; using statistical models to test economic hypotheses. Multiple regression analysis, residual analysis, analysis of variance. Prerequisites: ECON 103, MATH 105, PSY 200, or MATH 255; ECON 301 or ECON 302; MATH 131.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
ECON 312 Global Health Economics
Content: This course is divided into three sections that will deepen students' understanding of problems and solutions in global health economics. First: the theory of health economics, microeconomic tools, health behavior, demand for health care, health insurance markets, and health-care financing. Second section will be seminar-style, and include heavy readings on topics in global health to gain an understanding of diseases, health systems, and health behavior. Third: Students will delve into empirical research in global health economics by utilizing Demographic and Health Survey Data (DHS) data to write papers on chosen topics in health economics.
Prerequisites: ECON 301 and 303. (ECON 303 may be taken concurrently.)
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

ECON 314 International Finance
Content: How international financial transactions and government policies affect exchange rates, interest rates, inflation, balance of payments, sovereign debt, income, and wealth. Theory and application of foreign exchange markets (spots, forwards, arbitrage, covered and uncovered interest parity); balance of payments accounting, measures of government deficits and debts; open-economy macroeconomic modeling, applications, and issues.
Prerequisites: ECON 103 and ECON 302.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ECON 320 Modern Money, Banking, and the Macroeconomy
Content: Monetarily sovereign governments are not constrained in the same way as economic units that use a currency. Mechanics of monetary sovereignty and their implications for public finances and economic stability. Public debt, taxes, and monetary financing. Real vs. financial constraints and policy choices. Differences between sovereign and nonsovereign governments.
Prerequisites: ECON 302.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ECON 322 Urban Economics
Content: Economic aspects of urban areas. Why cities exist and how they interact within a regional economy; the pattern of land use in modern metropolitan areas; the economic forces behind urban problems such as poverty, crime, congestion, and sprawl; evaluation of the merits of alternative policy responses to urban problems.
Prerequisites: ECON 301.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

ECON 360 Advanced Environmental and Natural Resource Economics
Content: Application of intermediate microeconomic theory to contemporary environmental and natural-resource problems such as air and water pollution, climate change, land use, and biodiversity. Use of utility maximization to derive the demand for environmental goods, revealed preferences to value changes in environmental quality, and discounting theory to determine optimal resource use over time. Focus on the theory of environmental and natural-resource policies, such as pollution standards and fees, permit markets, and land use regulations, as well as their implementation in practice.
Prerequisites: ECON 301.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ECON 365 Public Economics
Content: The role of government in a primarily market economy. Microeconomic issues: the provision of public goods; externality problems; the incidence, efficiency, and broader impacts of taxation policy; different approaches to defining fairness in income distribution; economic theories of public choice. Pressing current public-policy issues including health care and education policy, welfare reform, campaign finance, the social security system, defense spending.
Prerequisites: ECON 301.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

ECON 401 Advanced Microeconomics
Content: Microeconomic strengths and weaknesses of market-directed economic activity. Industrial policy, discrimination in labor markets, impact and role of trade unions, welfare economics.
Prerequisites: ECON 301.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ECON 402 Advanced Macroeconomics
Content: Topics beyond intermediate macroeconomics including alternate theories of consumption and investment, macroeconomic forecasting, the role of expectations, problems with macro measurements.
Prerequisites: ECON 302.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ECON 433 Senior Seminar
Content: Advanced research in economics. Production of a research paper and distribution to instructor and class members. Oral presentation of research paper to students, faculty, and the campus community. The research paper requires students to construct, research, write, and present rigorous analysis on an economic question. Topics chosen by students.
Prerequisites: ECON 103, MATH 105, PSY 200, or MATH 255; ECON 301, ECON 302, and ECON 303; at least two 300-level or 400-level economics electives.
Restrictions: Senior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ECON 433 Senior Seminar
Content: Advanced research in economics. Production of a research paper and distribution to instructor and class members. Oral presentation of research paper to students, faculty, and the campus community. The research paper requires students to construct, research, write, and present rigorous analysis on an economic question. Topics chosen by students.
Prerequisites: ECON 103, MATH 105, PSY 200, or MATH 255; ECON 301, ECON 302, and ECON 303; at least two 300-level or 400-level economics electives.
Restrictions: Senior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.
ECON 434 Mathematical Economics  
Content: Mathematical models of economic behavior. Mathematics of microeconomic theory and macroeconomic theory, economic optimization, equilibrium and disequilibrium analysis, probability models, growth theory, dynamic economic modeling.  
Prerequisites: ECON 103, MATH 105, PSY 200, or MATH 255; ECON 301 or ECON 302; MATH 131.  
Restrictions: Sophomore standing required.  
Usually offered: Alternate Years, spring semester.  
Semester credits: 4.

ECON 444 Practicum  
Content: Same as ECON 244 but requiring more advanced work. Credit-no credit. May be repeated for credit.  
Prerequisites: ECON 103, MATH 105, PSY 200, or MATH 255. ECON 301. ECON 302.  
Restrictions: Sophomore standing and consent required.  
Usually offered: Annually, fall and spring semester.  
Semester credits: 1-4.

ECON 499 Independent Study  
Content: Same as ECON 299 but requiring more advanced work. May be repeated for credit.  
Prerequisites: None.  
Restrictions: Sophomore standing and consent required.  
Usually offered: Annually, fall and spring semester.  
Semester credits: 1-4.

Education

Coordinator: Kimberly Campbell, Chair, Teacher Education
Lewis & Clark offers several courses for undergraduates who wish to explore the field of education. Students who are interested in becoming educators are encouraged to take ED 205 Education in a Complex World and ED 446 Reimagining Teaching and Learning. Both courses are taught by faculty members in the Lewis & Clark Graduate School of Education and Counseling and may incorporate off-campus experiences in elementary, middle, and/or high school classrooms in Portland Public Schools. These courses also provide a strong introduction to educational theory and practice that are necessary for further study in this field.

Students interested in a teaching career in middle or high school are encouraged to choose an undergraduate major related to the subjects they wish to teach. Prospective elementary school teachers might take courses from many disciplines, including mathematics and science. In either case, students are encouraged to meet with faculty members from the graduate school as early as possible in the student’s undergraduate experience to learn more about teaching and to discuss course choices. Contact the Teacher Education Department (http://graduate.lclark.edu/departments/teacher_education) at the graduate school to be directed to the appropriate faculty member.

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

Faculty


Courses

ED 205 Education in a Complex World  
Content: Exploration of educational reforms, pedagogical methods, and the sociopolitical issues that shape schools. Collaborations with local schools deepen knowledge of educational approaches. Activities, readings, and assignments integrate theory with practice. Field work in Portland Public Schools advances understanding of the complexity and art of teaching.  
Prerequisites: None.  
Usually offered: Annually, fall and spring semester.  
Semester credits: 4.

ED 446 Reimagining Teaching and Learning  
Content: In-depth exploration and analysis of the current state and framing of teachers and teacher 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. Weekly seminar meetings; written assignments based on readings and practicum activities.  
Prerequisites: ED 205.  
Restrictions: Sophomore standing required.  
Usually offered: Annually, spring semester.  
Semester credits: 4.

ED 450 Philosophy and Practice of Environmental/Ecological Education  
Content: Overview of current theories about the role of education in developing ecologically literate citizens. The origins of environmental education and consideration of "ecological" education. Focus on relationships between humans and the natural world, and among humans. Cultural factors that may bear on the causes and solutions of environmental problems. Students complete a 15-hour practicum in a community or school setting in which environmental or place-based studies is a central part of the curriculum.  
Prerequisites: ED 205.  
Restrictions: Sophomore standing required.  
Usually offered: Alternate Years, fall semester.  
Semester credits: 4.
ED 455 Science Education in the Twenty-First Century: Why, What, Where, and for Whom?
Content: Students will explore the role of science and scientific knowledge in a democratic society. Through readings, discussion, reflective writing, and experiences in the field, students will: identify factors that influence who chooses to study science in school and/or pursue a career in science and who does not, explore factors that influence who succeeds in science majors and careers, review a range of models for science teaching designed to meet the needs of a diverse population, and consider the role that an understanding of science plays in the maintenance of a democratic society.
Prerequisites: ED 205.
Restrictions: Sophomore standing.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

Engineering
Coordinator: Stephen Tufte
See also Mathematical Sciences (p. 106), Chemistry (p. 59), and Physics (p. 141).

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 an engineering school. The student earns a degree from each school. Lewis & Clark cooperates in this program with three institutions: Columbia University in New York (http://columbia.edu), Washington University in St. Louis (http://wustl.edu), and the University of Southern California in Los Angeles (http://usc.edu).

In all of these 3-2 programs, the student earns one bachelor’s degree from Lewis & Clark and one from the engineering school. Some of these schools also provide 4-2 options, in which the student may complete a four-year degree at Lewis & Clark and then enter a two-year program toward either a bachelor’s or a master’s degree in engineering.

For USC and Washington University, the existence of a formal 3-2 or 4-2 agreement between Lewis & Clark and these institutions typically ensures students gain admission to the engineering school upon completing a required set of courses with a satisfactory GPA, typically around 3.300, and the recommendation of the Lewis & Clark faculty. Columbia University is no longer guaranteeing admissions, but partnerschool students, including Lewis & Clark students, will be granted preferred admission over normal transfer students. 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 complete all of Lewis & Clark’s General Education requirements.

Students in the 3-2 program must spend a minimum of four full-time semesters at Lewis & Clark (excluding summer session) and complete 93 semester credits, 60 of which must be taken in residence at Lewis & Clark, before proceeding to the engineering school. For these students, Lewis & Clark waives its senior-year academic residency requirement. The chair of the student’s major department evaluates courses at the engineering school as substitutes for completing the student’s Lewis & Clark major requirements.

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

Chemistry
• CHEM 110 General Chemistry I

Computer Science
• CS 171 Computer Science I

Mathematics
• MATH 131 Calculus I
• MATH 132 Calculus II
• MATH 233 Calculus III
• MATH 235 Differential Equations

Physics
• One of the following sequences:
  PHYS 141 Introductory General Physics I
  PHYS 142 Introductory General Physics II

  or
  PHYS 151 Physics I: Motion
  PHYS 152 Physics II: Waves and Matter
  PHYS 251 Physics III: Electromagnetism
  PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics

• Also recommended:
  PHYS 201 Experimental Methods in the Physical Sciences

Other
• All programs require four or five courses in the arts, humanities, and social sciences. Washington University requires at least two courses in the humanities and two in the social sciences.
• Columbia University requires one course in economics.
Students planning a career in chemical engineering or computer science will need additional prerequisites. All students planning for the 3-2 or 4-2 programs should consult with the engineering coordinator for detailed information about major requirements at specific schools.

**English**

**Chair:** Rachel Cole  
**Administrative Coordinator:** TBD

The Department of English introduces students to a wide range of British and American literature, taught from a variety of critical perspectives. The department teaches students to read literary texts attentively and to write both effectively and persuasively about literature and its relation to tradition, culture, history, and experience. English courses also share the goal of helping students to think critically and in "real time," and to engage with others in the challenging task of interpretation and argument. In addition, courses in creative writing provide an opportunity for majors interested in writing poetry and fiction to develop their skills to an advanced level.

**Resources for Nonmajors**

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

**The Major Program**

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

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

Within the major itself, students may shape their program in a number of ways. The major calls for three electives at any level and allows for choice within requirements at the 300 and 400 levels. Our offerings include courses in British, American, and global literature in English; courses focused on historical periods, particular authors, and special topics; courses featuring a variety of methodologies ranging from manuscript study to considerations of the relationships between literature and philosophy, law, gender, race, ethics, and the visual arts; and structured sequences in two disciplines of creative writing—fiction and poetry. Students are encouraged to design a major curriculum that suits their particular interests and goals.

Both majors and minors have the option of adding an official concentration in creative writing to their degree. Students pursuing this concentration must complete the sequence in either fiction (ENG 200, 300, and 400) or poetry (ENG 201, 301, and 401). Individual courses may count toward both the concentration and the major or minor. We believe that formal training in creative writing should include the study of literature. Thus, while the creative writing sequences are open to all students, only majors and minors qualify for the creative writing concentration.

**Major Requirements**

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

- ENG 205 Major Periods and Issues in English Literature
- ENG 206 Major Periods and Issues in English Literature
- Two 300-level courses chosen from Category I (literature from the medieval period through the 18th century, up to but not including Romantic literature). ENG 333 and ENG 334 may be applied to this requirement when the subject matter is appropriate. Majors may apply either ENG 331 or ENG 332 toward this requirement, but not both.

**Category I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 310</td>
<td>Medieval Literature</td>
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<tr>
<td>ENG 311</td>
<td>Literature of the English Renaissance</td>
</tr>
<tr>
<td>ENG 312</td>
<td>The Early English Novel</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Satire and Sentiment, 1660-1780</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Inventing America: Literature of Colonialism and the Early Republic, 1540-1830</td>
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<tr>
<td>ENG 330</td>
<td>Chaucer</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Shakespeare: Early Works</td>
</tr>
<tr>
<td>ENG 332</td>
<td>Shakespeare: Later Works</td>
</tr>
</tbody>
</table>

- Two 300-level courses chosen from Category II (Romantic literature through the literature of the present, including creative writing). ENG 333 and ENG 334 may be applied to this requirement when the subject matter is appropriate. Majors may apply either ENG 300 or ENG 301 to this requirement, but not both.

**Category II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 300</td>
<td>Fiction Writing 2</td>
</tr>
<tr>
<td>ENG 301</td>
<td>Poetry Writing</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Romanticism in the Age of Revolution</td>
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<tr>
<td>ENG 315</td>
<td>The Victorians: Heroes, Decadents, and Madwomen</td>
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<tr>
<td>ENG 316</td>
<td>Modern British and Irish Literature</td>
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<tr>
<td>ENG 317</td>
<td>20th-Century British Literature, Post-World War II</td>
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<td>ENG 318</td>
<td>Modern Poetry</td>
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<tr>
<td>ENG 319</td>
<td>Postcolonial Literature: Anglophone Africa, India, Caribbean</td>
</tr>
<tr>
<td>ENG 321</td>
<td>National Sins, National Dreams: American Literature 1830-1865</td>
</tr>
<tr>
<td>ENG 322</td>
<td>Getting Real: Post-Civil War American Literature</td>
</tr>
<tr>
<td>ENG 323</td>
<td>American Modernism</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Mirrors, Maps, Mazes: Post-WWII American Literature</td>
</tr>
<tr>
<td>ENG 326</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Topics in Literary Theory/Criticism</td>
</tr>
</tbody>
</table>

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

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

• One departmental core course, chosen from the following:
  - ENG 205 Major Periods and Issues in English Literature
  - ENG 206 Major Periods and Issues in English Literature

• Two 300-level literature courses.

• Three elective English courses at any level, including creative writing courses.

**Concentration in Creative Writing (optional)**
A minimum of 12 credits from one of the following structured sequences:

**Fiction**
- ENG 200 Fiction Writing 1
- ENG 300 Fiction Writing 2
- ENG 400 Fiction Writing 3

**Poetry**
- ENG 201 Introduction to Poetry and Poetry Writing
- ENG 301 Poetry Writing
- ENG 401 Advanced Poetry Writing

The concentration in creative writing may be pursued only by those with a declared English major or minor.

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

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

**Faculty**


**Courses**

**ENG 100 Introductory Topics in Literature**
Content: Emphasis on a particular theme, genre, or movement in literature. Topic will be announced each time the course is offered. Recent topics have included literary representations of childhood, Gothic literature, experimental fiction, and films adapting fiction. May be taken twice for credit with change of topic.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

**ENG 105 The Art of the Novel**
Content: Major works in English, American, and European fiction, from the 17th century to the present. Goals include increasing awareness of the particular kinds of knowledge and perception that the novel makes available; considering the variety of ways in which novels braid moral and aesthetic concerns; understanding how novels respond both to everyday human experience and to previous literary history; and heightening appreciation for the range of pleasures that the novel can afford. Writers may include Cervantes, Sterne, Austen, Flaubert, Kafka, Woolf, Nabokov, Kundera, Pynchon.

Prerequisites: None.

Usually offered: Alternate Years.

Semester credits: 4.
ENG 200 Fiction Writing 1
Content: The first in a sequence, this class studies the work of 25 contemporary fiction writers. These stories pair with weekly craft exercises, which consider story writing through the lens of scene structure, subtext in dialogue, and a variety of other viewpoints. By semester's end, students write and revise a complete short story.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 201 Introduction to Poetry and Poetry Writing
Content: Elements of poetry such as imagery, rhythm, tone. Practice in the craft. Frequent references to earlier poets.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 202 Nonfiction Writing 1
Content: Nonfiction writing has evolved over the past 50 years, as a kind of "new journalism" has pushed writers to bring the personal and subjective into the work they do. We will read examples of personal essays, memoirs, narratives, and investigative journalism. The curriculum is mostly contemporary, with nods to the history of the form, throughout the centuries. Weekly reading and writing exercises, and a longform work as a portfolio.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

ENG 203 Major Periods and Issues in European Literature
Content: Introduction to ways of reading and writing about literature; historical development of literature in English. Middle Ages to the end of the 18th century.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 204 Masterpieces of Ancient Literature
Content: Study of stories from antiquity that have influenced countless generations of artists and that continue to shape our culture. Along with introducing students to some of the greatest (and most alluded to) works ever written, this course also helps students investigate the origins of Western ethical systems, explore related constructions of selfhood and the cosmos, grapple with tales of gods and monsters, and better understand such foundational genres as epic, tragedy, and lyric. May include the Epic of Gilgamesh, Hesiod, Homer, Sappho, the Book of Job, Genesis, Sophocles, Horace, Virgil, the Gospels, and Ovid.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 205 Major Periods and Issues in English Literature
Content: Introduction to ways of reading and writing about literature; historical development of English literature. Middle Ages to the end of the 18th century.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 206 Major Periods and Issues in English Literature
Content: Introduction to ways of reading and writing about literature; historical development of literature in English. Romantic period to the present.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 209 Introduction to American Literature
Content: Selective survey of American literature in English from the colonial period through the present. We will discuss the development of peculiarly American ideas, questions, genres, and styles, as well as the ways they have changed through time. We will also consider what it means to categorize literary works by nation in the first place; i.e., what is at stake in the concept of a national literary tradition.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 235 Topics in Literature
Content: Focused study of a particular theme, genre, or movement. Topic will be announced each time the course is offered. May be taken twice for credit with different content; registration for subsequent sections must be done via the registrar's office.
Prerequisites: None.
Usually offered: Every third year, fall and spring semester.
Semester credits: 4.

ENG 240 Brontës: Legends and Legacies
Content: Exploration of the mythology that has attached itself to Charlotte, Emily, and Anne Brontë, including how they simultaneously contributed to and distanced themselves from mid-Victorian literary culture, as well as negotiated cultural expectations and anxieties about the growing feminization of the novel. Includes reading of their novels, letters, journal entries, poems, and juvenilia.
Prerequisites: None.
Usually offered: Every third year, fall semester.
Semester credits: 4.

ENG 241 Text and Image
Content: How writers and artists have understood the relationship between words and images. Topics may include image texts (e.g., decorative alphabets, medieval devotional images, graphic novels); iconoclasm; literature in dialogue with the visual arts (e.g., ekphrasis, William Blake's poetry); past theorists about the nature of art and literature (e.g., Horace, Pope Gregory the Great, Giorgio Vasari); and modern critics (e.g., Ernst Gombrich, Walter Benjamin, Susan Sontag).
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ENG 243 Women Writers
Content: Varies according to instructor. May focus on the common themes and patterns of influence in British, American, or international literature by women, or on close scrutiny of two or more authors.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
ENG 244 Practicum
Content: Content: Literary Review (1 credit): Production of a first-rate literary review. In weekly workshops, students become familiar with all the processes involved (editorial, layout, printing, business, distribution) and develop advanced skills in at least one of these areas. May be taken four times for credit. Content: Peer Tutoring in Writing (2 credits): Designed for any student interested in learning theories and methods for teaching writing one-on-one; required of students interested in becoming tutors in the Writing Center. Content: Senior Poetry Broadsides (1 credit): A course of five evening sessions, resulting in a single-poem broadside written, designed, and printed by each student in the Advanced Poetry Workshop (ENG 401). The broadsides are featured at the Senior Poetry Reading at the end of the semester. Content: Watzek Archive (1-2 credits): Students engage in a variety of projects involving the Watzek Library Archives. A member of the Special Collections staff acts as supervisor. Interested students should contact Watzek Special Collections.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-2.

ENG 281 From Scroll to Codex: Working With Medieval Manuscripts
Content: History of the development of the book from scroll to printing press; paleography and editing; history of manuscript illumination in the West, of reading practices, and of how social developments changed the nature and uses of books. Students work with medieval manuscripts and early printed books.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 300 Fiction Writing 2
Content: The second in a sequence, this class shifts from the reading of contemporary fiction to the emulation of these models, and students’ creation of their own work. Some exercises and free-writes are assigned, but the bulk of the course is focused on generating short stories to be workshopped by the class. The readings focus on the process of writing itself and its psychology.
Prerequisites: ENG 200.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 301 Poetry Writing
Content: Discussion of student work with occasional reference to work by earlier poets. Students develop skills as writers and readers of poetry.
Prerequisites: ENG 201.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 310 Medieval Literature
Content: Study of the literature and culture of the European Middle Ages, with an emphasis on England. Topics vary, but may include romance and epic; travel, including for trade, pilgrimage, and crusade; saints, devotional life, and mysticism; Jewish/Christian/Muslim interactions; human/animal relations; chivalry and humanism; autobiography and the self; the political, social, and religious contexts that affected the emergence of English as a literary language. English readings may include “Sir Gawain and the Green Knight,” “Piers Plowman,” “Mandeville’s Revelation,” the “Cloud of Unknowing,” “St. Erkenwald,” “Sir Orfeo,” “Mandeville’s Travels,” the “Croxton Play of the Sacrament,” and the poetry of Robert Henryson, as well as poems and plays by anonymous writers in Old and Middle English. Readings will be in the original and translation.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 311 Literature of the English Renaissance
Content: Developments in poetry, fiction, and drama during the Elizabehan period and the 17th century. Genres such as the sonnet and sonnet sequences, the pastoral, heroic and Ovidian verse, satire; examples from non-Shakespearean dramatists, comedy, tragedy. May include Browne, Donne, Herbert, Jonson, Marlowe, Marvell, Milton, Raleigh, Sidney, Spenser, Surrey, Wyatt.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ENG 312 The Early English Novel
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). Possible authors include Aphra Behn, Daniel Defoe, Eliza Haywood, Samuel Richardson, Henry Fielding, Charlotte Lennox, Laurence Sterne, Tobias Smollett, Horace Walpole, Frances Burney, Jane Austen.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

ENG 313 Satire and Sentiment, 1660-1780
Content: An introduction to British literature written in “the long 18th century.” Covers the full range of the period’s genres—plays, poems, essays, prose narratives—and includes many of the period’s major authors (George Etherege, John Bunyan, Aphra Behn, William Congreve, Joseph Addison, Richard Steele, Jonathan Swift, Anne Finch, Alexander Pope, Eliza Haywood, John Gay, Mary Wollstonecraft, Thomas Gray, Samuel Johnson, Oliver Goldsmith). Particular attention paid to the relation between satiric and sentimental depictions of human existence.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
ENG 314 Romanticism in the Age of Revolution
Content: Marked by the seismic shift of the French Revolution and Napoleonic wars, the British Romantic period (1785–1832) was an age of many revolutions: political, industrial, and scientific; social, sexual, and literary—a watershed for poetry (Lyrical Ballads) as for painting and the novel (Frankenstein). The epoch’s birth of modernity occurred amid rebellion and reform, abolition and feminism, solitude and travel, producing new, still-enduring conceptions of nature, imagination, and feeling. Authors may include Blake, Equiano, Wordsworth, Coleridge, Austen, Mary and Percy Shelley, Keats, Byron, and Hemans.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 315 The Victorians: Heroes, Decadents, and Madwomen
Content: Study of the literature and culture of the Victorian period (1837-1901). Juxtaposes fictional and nonfictional depictions of urbanization and class conflict; considers how the information explosion, industrial revolution, and resulting commodity culture created new anxieties about the meaning of art; examines tensions between Darwinian scientific theory and religious faith; explores the gender politics of Victorian sensation fiction and children’s fiction; and investigates how imperial expansion informed the literature of the period. Authors may include Charles Dickens, the Brontës, Robert and Elizabeth Browning, Wilkie Collins, Matthew Arnold, Lewis Carroll, Alfred Lord Tennyson, Christina Rossetti, George Eliot, Robert Louis Stevenson, and Oscar Wilde.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 316 Modern British and Irish Literature
Content: A survey of literary works that reimagine and expand the scope of the novel and short story, beginning with and emphasizing early-20th-century experiments with form and ending with consideration of recent and emerging new voices. Responses to crises and aftermaths of two world wars, major cultural changes, and global geopolitical shifts, producing fiction that gives voice to transition, instability, and possibility. Radical innovations by modernist writers such as James Joyce and Virginia Woolf, novels that pose challenging philosophical and social questions; writing that pushes boundaries, reinvents tradition, and envisions new horizons. While emphasis is on fiction, some poetry will be included as well. Authors may include Joyce, Woolf, E.M. Forster, Joseph Conrad, D.H. Lawrence, Katherine Mansfield, Elizabeth Bowen, Samuel Beckett.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 317 20th-Century British Literature, Post-World War II
Content: Survey of British fiction after World War II, covering such topics as fictional form (realism, fantasy, metafiction); class relations; national identity and multiculturalism; narratives of sexual identity; the politics of country/city representations; writers and social responsibility; youth, age, generations; subcultures; postwar British cinema. Authors include Graham Greene, Iris Murdoch, Ian McEwan, Martin Amis, Kazuo Ishiguro, A.S. Byatt, Jeanette Winterson.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 318 Modern Poetry
Content: Significant modern British and American figures and more recent poets. May include Owen, Auden, Kavanagh, Williams, Stevens, Moore, Bishop, Roethke, Plath, Levertov.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 319 Postcolonial Literature: Anglophone Africa, India, Caribbean
Content: Literary works and essays exploring the literary and cultural issues that arise from the questioning and collapse of the colonial world order. Topics include decolonization and national allegories; authenticity and the invention of tradition; constructions of race; the role of women in empire and the nation; adolescence and the novel of education; Western travel and primitivism; violence and trauma. Authors include Chinua Achebe, Kwame Anthony Appiah, Aimé Césaire, J.M. Coetzee, Tsitsi Dangarembga, E.M. Forster, Una Marson, Arundhati Roy, Jean Rhys, Salman Rushdie, Edward Said.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 320 Inventing America: Literature of Colonialism and the Early Republic, 1540-1830
Content: This is a course built on questions: What is America—a land, a nation, a culture, an ideology? How did people imagine America and the American experience before the U.S. was founded, or in decades immediately following its constitution? Which of these early ideas has influenced the way we live and think today? What counts as “early American” literature—Native American tales as well as Puritan captivity narratives? How about the writings of Spanish conquistadors? What do our answers say about who Americans are, who they (we?) were, who we would like to be moving forward, who we would like to have been all along? Texts may also include autobiographies, sermons, essays, poems, and novels.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
ENG 321 National Sins, National Dreams: American Literature 1830-1865
Content: Study of American literature from the tumultuous decades preceding the Civil War, when the nation was consumed with debates over slavery, religion, Indian removal, national expansion, national identity, and the rights of women and wage laborers. What is a person, and who will count as one? How do we constitute communities? What is our relationship to history and the future? How can we avoid living lives of quiet desperation? Texts include high art and popular fiction; slave narratives; adventure, romance, and protest fiction; lyric poetry; experimental nonfiction. Authors include AOops, Poe, Emerson, Fuller, Douglass, Hawthorne, Stowe, Melville, Thoreau, Jacobs, Davis, Dickinson, and Whitman.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 322 Getting Real: Post-Civil War American Literature
Content: Study of American literature from the 1870s through the early 20th century. Course will cover several overlapping, sometimes adversarial literary trends (realism, regionalism, naturalism), all of which are informed by animating tensions associated with slavery and its aftermath; urbanization, immigration, and displacement; the emergence of the New Woman; and the rise of social Darwinism. Recurring themes include realism and its relationship to romance; literary excursions into the “lower” regions (of class hierarchy, the physical body, the psyche); conflict between human subjects and the variant forces (biological, social, historical) that define them; and imaginative engagement with the pre-Civil War past, especially as it touches upon persisting fault lines of race, ethnicity, and gender. Readings may include works by Twain, Zitkála-Šá, Jewett, Chesnutt, Chopin, James, Dreiser, Norris, and Wharton.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 323 American Modernism
Content: Study of American literature between 1900 and World War II, especially the interwar years. Readings consist of short stories, novels, and poetry, supplemented by essays and manifestos. Broad topics include literary “modernism” (is it a historical period? an attitude? a style?); American modernism’s relationship to European modernism and 19th-century realism; “stay-at-home” modernism vs. “expat” modernism; and the place of African-American literature and the Harlem Renaissance within American modernism at large. Emphasis on formal experimentation as a response to global transformations (World War I, the first sexual revolution, technological advancement, innovations in the visual arts) and its expression of various feelings and attitudes inspired by the perceived complexity, multiplicity, and newness of the modern world. Readings may include longer works by Cather, Sherwood Anderson, Hemingway, Djuna Barnes, Fitzgerald, Nella Larsen, Faulkner, Hurston, and Wright. Poetry by Eliot, H.D., Mina Loy, Williams, Hughes, Toomer, Stevens, and Marianne Moore.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 324 Mirrors, Maps, Mazes: Post-WWII American Literature
Content: Study of American literature published between World War II and the early 21st century. Focus on fiction, especially the novel, in a wide range of genres (historical fiction, speculative fiction, metafiction). Topics include American literature’s engagement with contemporary issues related to global conflict (World War II, Cold War, Vietnam War); technological development (atom bomb, television, internet); social upheaval (the Civil Rights movement, the feminist movement); the rise of multiculturalism; modernism and vs. postmodernism; spiritualism in the age of consumerism; writers of color in the post-World War II marketplace; and the dilemma of post-narrative and literary exhaustion. Emphasis on how writers play with tone, form, and self-referential narrative techniques in order to explore the capacity and limitations of language to (re)construct tradition, memory, identity, and belief. Authors may include Salinger, O’Connor, Ellison, Baldwin, Barth, Kingston, Delillo, Silko, McCarthy, Robinson, and Morrison.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 326 African American Literature
Content: In this class, we will study the African American literary tradition from slavery through the present. Topics will include the particularity and plurality of the African American experience; black authors’ participation in and departures from the broader tradition of American literature; and discussion of what it means to define oneself and one’s community, other people and their communities, or a literary tradition with reference to race. Authors may include Wheatley, Douglass, Jacobs, Sejour, Washington, Du Bois, Chesnutt, Hughes, Bennett, Toomer, Larsen, Ellison, Baldwin, Wright, Brooks, Giovanni, Baraka, Lorde, Morrison, Butler, Cole, Dove, Trethewey, Smith.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 330 Chaucer
Content: The poetry of Chaucer in its literary, historical, social, and religious contexts. Topics may include the relationship between the sacred and the profane, the representations of men and women in 14th-century English society, the rise of the vernacular in the later Middle Ages, medieval attitudes towards poetry and authorship, the influence of continental European literary forms on English traditions, manuscript culture and ways of reading and writing before the advent of printing, the characteristics of different medieval literary genres, and the critical reception of Chaucer. Readings, predominantly from The Canterbury Tales, are in Middle English.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 331 Shakespeare: Early Works
Content: Critical reading of plays representative of the development of Shakespeare’s comedies, histories, and tragedies. Usually covers six or seven plays and selected poetry, typically including The Merchant of Venice, All's Well That Ends Well, Twelfth Night, Henry IV, Hamlet, Othello.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.
ENG 332 Shakespeare: Later Works
Content: Critical reading of plays representative of the development of Shakespeare’s comedies, tragedies, romances. Usually covers six or seven plays and selected poetry from 1604 to 1611, typically including Measure for Measure, King Lear, Macbeth, Coriolanus, Antony and Cleopatra, The Winter’s Tale, The Tempest.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 333 Major Figures
Content: Detailed examination of writers introduced in other courses. Figures have included Austen, Blake, the Brontës, Ellison, Faulkner, Hemingway, Joyce, Woolf. May be repeated for credit with a change of topic; however, registration for subsequent sections must be done via the registrar’s office.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 334 Special Topics in Literature
Content: Intensive study of a particular theme, genre, or movement. Topic will be announced each time the course is offered. May be taken twice for credit with different content; however, registration for subsequent sections must be done via the registrar’s office.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Every third year, fall and spring semester.
Semester credits: 4.

ENG 340 Topics in Literary Theory/Criticism
Content: Emphasis on a particular topic in literary theory and criticism, to be chosen by the professor. Topics may include theories of meaning, literature and ethics, feminist literary theory, and theories of value. May be taken twice for credit with change of topic.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Every third year, fall and spring semester.
Semester credits: 4.

ENG 344 Practicum
Content: Experience in editing, writing, and other aspects of publishing. Specifics vary depending on placement with a sponsoring publishing house, journal, or related enterprise. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ENG 400 Fiction Writing 3
Content: Third in a series, this class is primarily a writing workshop. It emphasizes secondary readings that consider life as a writer after graduation, including the world of publishing. MFA programs, agents, and internships. Students complete a long project (a suite of short stories; a novella; and, potentially, the beginning of a novel). Small class size emphasizes individualized instruction.
Prerequisites: ENG 200 and 300.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENG 401 Advanced Poetry Writing
Content: An opportunity for experienced student writers to develop their skills as poets and to work on a sustained project. A workshop in which at least half of class time will be spent discussing student writing, with an emphasis on revision. Work will include the examination of literary models.
Prerequisites: ENG 301.
Restrictions: Senior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ENG 409 Independent Study
Content: Independent research project, based upon revision of senior seminar paper, suitable for granting departmental honors. Details determined by student in conference with supervising faculty members.
Prerequisites: ENG 450 and permission of department to pursue honors.
Restrictions: Senior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ENG 410 Independent Study
Content: Opportunities for well-prepared students to design and pursue an advanced, substantive course of independent learning. Details determined by the student and the supervising instructor.
Prerequisites: None.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Entrepreneurial Innovation
Director of the Bates Center for Entrepreneurship and Leadership: Brian Detweiler-Bedell
Associate Directors: Chrys Hutchings and Catarina Hunter
Lewis & Clark’s Bates Center for Entrepreneurship and Leadership is a creative hub that invites students, faculty, alumni, mentors, and influential professionals into meaningful collaborations. Our entrepreneurial students have a passion for innovation and strive to be intellectual leaders. To help them in this endeavor, the center offers a host of academic and extracurricular activities that enable students to identify problems, invent solutions, and realize the real-world impact of a liberal arts education.

Faculty
Chrys Hutchings. Associate Director of Bates Center for Entrepreneurship and Leadership. JD 1991 Boston University. BA 1986 Smith College.

Courses

**EINV 201 Cases in Entrepreneurial Thinking & Practice**
Content: Case-based introduction to key principles of entrepreneurial thinking and practice. Entrepreneurship and innovation are presented as a process of creative problem-solving and value creation that individuals and organizations have successfully applied to a wide variety of markets and social and institutional challenges. Students will be introduced to the case method, and case analysis will be used to understand how entrepreneurs reframe problems, recognize opportunities, and create value by implementing and sustaining their innovative solutions.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

**EINV 211 Introduction to Curatorial Affairs in the Visual Arts**
Content: Introduction and examination of issues surrounding the role of an art curator. With emphasis on field trips, guest speakers, reading assignments, and group discussion, seminar participants will encounter a variety of curatorial experiences, from registrarial work and conservation to public art processes, museum design, electronic curating in "virtual space," and art criticism. Students will meet and interact with professionals in the Portland metropolitan area who are involved in the business of art.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

**EINV 241 Implementing Innovation 1**
Content: Lecture and practicum in the fundamentals of entrepreneurial activity, taught in partnership with outside experts. Course covers finance, marketing, and operational and revenue models used by for-profit and nonprofit enterprises. Students will employ and become conversant in these skills of entrepreneurial thinking and design.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

**EINV 242 Implementing Innovation 2**
Content: Opportunity to further analyze foundational issues addressed in Implementing Innovation I, including recognizing opportunity, assessing customer need, identifying viable business models and markets, developing marketing strategies, and designing for-profit and nonprofit ventures. Students will complete an internship with a company in a selected industry. Students are to submit a statement affirming their ability to participate in an off-campus internship; instructor consent required.
Prerequisites: EINV 241.
Restrictions: Sophomore standing required. Students will need to secure transportation to off-campus internships.
Usually offered: Annually, spring semester.
Semester credits: 4.

**EINV 244 Internship/Practicum**
Content: Opportunities for students to engage in experiential learning by applying entrepreneurial thinking and academic concepts within for-profit and nonprofit organizations. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

**EINV 250 Introduction to Intellectual Property: Exploring Intangible Stuff**
Content: Introduces students to the various forms of intellectual property, exploring copyrights, trademarks, patents, and trade secrets broadly through the lens of business and the entrepreneurial approach, and specifically through the strategies employed by certain industries. Students will choose or be assigned to one of four groups representing four prevalent Oregon industries (apparel, software, food and beverage, and video games), reaching out to and interviewing companies within these categories. The students will learn and teach each other about intellectual property in their chosen industries over the course of the semester.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

**EINV 260 Sustainability & Entrepreneurship**
Content: Introduction to current trends in efforts to address the environmental, social, and economic challenges of the 21st century. How for-profit and nonprofit entities—and innovative hybrids of the two—have begun to address modern problems and needs by supplying goods and services in new ways; the role of government in promoting sustainability through both traditional regulation and more innovative approaches; how market-dependent mechanisms such as product labels, private and public certification schemes, and investment and divestment strategies affect consumer behavior and public policy. A number of guest speakers will participate in classes over the course of the semester.
Prerequisites: None.
Restrictions: Sophomore standing.
Usually offered: Annually, fall semester.
Semester credits: 4.

**EINV 261 Leadership: Teams & Innovation**
Content: Theories, research, and models of effective (as well as failed) leadership and teamwork. Students will complete a number of experiential projects to evaluate and develop their own leadership and teamwork skills. Leaders from corporate, startup, and nonprofit organizations will periodically join the class to discuss their experiences.
Prerequisites: EINV 201 or EINV 241.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.
EINV 270 Design Thinking: Principles in Practice
Content: Exploration of the often messy and unpredictable process of developing solutions to user-focused problems. Students will work collaboratively within a project-based format to explore the rigors of innovative problem-solving. Topics range from entrepreneurial approaches to value creation and social transformation; course includes a weekly two-hour lab session and provides a distinctively subjective, student-centered learning opportunity through immersion in need-identification, ideation, and uncompromising experimentation.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

EINV 280 Communicating a Vision: Messaging for Impact
Content: Examines existing best practices in verbal communication, creative expression, and audio-visual presentation and production. Students will apply these practices in a series of exercises focused on individual and group communication, developing the ability to employ entrepreneurial thinking and principles to communicate innovative ideas to a variety of audiences. Projects include public speaking exercises, written and oral presentations tailored to different audiences, and audio-visual advertising and promotional content production. Case studies will be used to examine successful marketing campaigns for innovative products and services as well as alternative strategies and failures. We will emphasize habits and barriers to effective communication, strategies that promote creative expression, and how entrepreneurial methods empower successful messaging.
Prerequisites: EINV 201 or EINV 241.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

EINV 290 Technologies of the Future
Content: Through lectures, assigned readings, and hands-on activities, students learn about the parallel and synergistic processes of scientific discovery and engineering innovation. Open-ended projects give students experience in mutualistic teaming, technology transfer, product development, and marketing, as well as opportunities to learn and apply methods inherent in effectual entrepreneurial activities. Team-based laboratory projects focus on the process of technology transfer (utilizing scientific research in commercial product development).
Prerequisites: EINV 241.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

EINV 298 Summer Internship in Renewable Energy
Content: Structured internship program in renewable energy, including both a classroom and workplace component. Begins with a two-week introduction to issues in renewable energy, followed by a full-time internship placement. Students will continue to attend a once-weekly class on skill development in the workplace and the relationship between theory and practice.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, summer only.
Semester credits: 4.
Majors receive faculty guidance toward areas of interest relevant to their academic and professional goals, and are encouraged to pursue overseas study, ideally related to these areas of interest, during their third year.

**Major Requirements**
A minimum of 46 semester credits, including the following:

### Core Requirements
- ENVS 160 Introduction to Environmental Studies
- ENVS 220 Environmental Analysis
- ENVS 295 Environmental Engagement
- ENVS 350 Environmental Theory
- ENVS 400 Senior Seminar

### Other Requirements
- ECON 260 Environmental and Natural Resource Economics
- One social science breadth elective chosen from the list below.
- Two natural science breadth electives chosen from the list below. The courses must be taken from different departments.
- Two arts and humanities breadth electives chosen from the list below. The courses must be taken from different departments.

All Lewis & Clark courses intended to fulfill environmental studies major requirements must be taken for a letter grade, with the exception of ENVS 244 Practicum.

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

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

- ENVS 160 Introduction to Environmental Studies
- ENVS 220 Environmental Analysis
- ENVS 350 Environmental Theory
- One social science breadth course chosen from the list below.
- One natural science breadth elective chosen from the list below.
- One arts and humanities breadth course chosen from the list below.

All Lewis & Clark courses intended to fulfill environmental studies minor requirements must be taken for a letter grade.

### Social Science Breadth Electives
- ECON 260 Environmental and Natural Resource Economics (required for major/elective for minor)
- ENVS 460 Topics in Environmental Law and Policy
- IA 257 Global Resource Dilemmas
- IA 340 International Political Economy
- SOAN 265 Critical Perspectives in Development
- SOAN 305 Environmental Sociology

### Natural Science Breadth Electives
- BIO 201 Biological Core Concepts: Systems
- CHEM 100 Perspectives in Environmental Chemistry
- CHEM 110 General Chemistry I
- GEOL 150 Environmental Geology
- GEOL 170 Climate Science

### Arts and Humanities Breadth Electives
- ENG 235 Topics in Literature (when topic of course is appropriate for ENVS)
- HIST 239 Constructing the American Landscape
- HIST 261 Global Environmental History
- HIST 388 What’s for Dinner
- PHIL 215 Philosophy and the Environment
- RELS 102 Food and Religion in America

### Honors
Students who distinguish themselves academically (GPA of 3.500 in the major) are invited to apply to the honors program. Honors candidates work with faculty advisors to develop proposals for research theses, which must ultimately be approved by a committee of three Lewis & Clark College faculty members. The honors thesis is initiated prior to, and completed (on an accelerated timetable) as part of, ENVS 400 Senior Seminar. Each student prepares a written thesis in draft form, which is generally circulated to the committee by the fifth week of the second semester of ENVS 400; the student then prepares a revised version by week nine. Following a formal oral presentation and defense, the faculty committee determines whether to grant honors upon graduation.

### Faculty
- **Barbara A. Balko.** Associate professor of chemistry. Physical chemistry. PhD 1991 University of California at Berkeley. AB 1984 Bryn Mawr College.
- **Elizabeth A. Bennett.** Associate professor of international affairs, director of the Political Economy Program. International political economy, global social movements, voluntary social/environmental regulation, international development global governance. PhD 2014, AM 2010 Brown University. MALD 2008 The Fletcher School, Tufts University. BA 2002 Hope College.
- **Anne K. Bentley.** Associate professor of chemistry, chair of the Department of Chemistry. General, inorganic, and materials chemistry; nanotechnology. PhD 2005 University of Arizona. MS 1993 University of Utah. BA 1990 Miami University.
- **Greta J. Binford.** Professor of biology, chair of the Department of Biology. Invertebrate zoology, biodiversity, evolution of spider venoms. PhD 2000 University of Arizona. MS 1993 University of Utah. BA 1990 Miami University.


Julio C. de Paula. Professor of chemistry. Physical chemistry, biophysical chemistry, nanotechnology. PhD 1987 Yale University. BA 1982 Rutgers University.


Daniel J. Rohlff. Associate professor of law. Environmental law, conservation of biological diversity. JD Stanford University. BA Colorado College.


Courses

ENVS 160 Introduction to Environmental Studies
Content: Scholarly perspectives on environmental problems and solutions, integrating concepts and analytical skills drawn from the natural sciences, social sciences, and humanities. Foundation for all subsequent courses in the environmental studies major. Lectures, faculty and guest presentations, regular online assignments, individual and group research projects.
Prerequisites: None.

ENVS 200 Situating the Global Environment
Content: Introduction to situated perspective on environmental problems and solutions, including a range of international and overseas program-specific cases. Development of web-based social learning skills to document and share situated research. Regular reading and summary discussions, lectures, fieldwork, online synthesis postings, and final report. Taught in conjunction with an ENVS summer overseas program.
Prerequisites: ENVS 160.

ENVS 220 Environmental Analysis
Content: Development of research and analytical skills in environmental studies as preparation for upper-division work by majors and minors. Emphasis on formulation, practice, and communication of research. Skills span full range of allied fields, including descriptive and inferential statistics, geographic information systems, survey and interview techniques, qualitative data analysis, and bibliographic research. Lectures, individual and small-group assignments, and course project. Accompanying lab provides opportunity for students to build analytical skills via real-world research.
Prerequisites: ENVS 160. Enrollment preference given to departmental majors fulfilling degree requirements.
Corequisites: ENVS 220L.
ENVS 244 Practicum
Content: Nonclassroom learning experience combining theoretical concepts and skills learned in the classroom with practical work in an on-campus or off-campus setting. Additional readings and written assignments required. Arrangements for the practicum should be made during the semester prior to enrollment. May be repeated for credit.
Prerequisites: ENVS 160.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ENVS 295 Environmental Engagement
Content: Faculty-directed student engagement, connecting environmental scholarship to people in a variety of settings. Identification and finalization of engagement opportunities; development of communication, cultural competency, and related skills; reflection on engagement experiences; and authoring and sharing of outcomes.
Prerequisites: ENVS 160.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

ENVS 311 (Un)Natural Disasters
Content: Causes and consequences of “natural disasters” (earthquakes, volcanic eruptions, landslides, tornadoes, hurricanes, fires, tsunamis), with a focus on the interplay between the human and physical landscapes that make these events so deadly and imbued with diverse meanings. Perspectives drawn from the humanities, social sciences, and natural sciences to examine both historical events whose consequences have played out and recent dramas whose aftermaths are still unfolding. Contrast of impacts and perceptions of these events with select examples of anthropogenic disasters (Chernobyl, Bhopal, Deep Water Horizon); anticipation of future natural disasters and consideration of the science of living with risk.
Prerequisites: ENVS 220. GEOL 150 or GEOL 170.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENVS 350 Environmental Theory
Content: Advanced exploration of major theoretical assumptions underlying environmental studies, including the nature of environment, environmental knowledge (including role of sciences and humanities), and environmental problems and solutions. Intensive reading and writing, class discussions, and project-based application of theory to contemporary topics.
Prerequisites: ENVS 160, ENVS 220.
Restrictions: Junior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

ENVS 400 Senior Seminar
Content: An advanced, integrative keystone seminar involving primary research for all senior environmental studies majors, and taken twice for a total of four credits. Research capstones (theses or alternative outcomes) are based on each student’s concentration within the major and include both oral and written components. Students start planning their capstones during their first enrollment in the course, and complete them in their second enrollment. Students should have completed all other environmental studies core courses prior to taking this course.
Prerequisites: ENVS 350.
Restrictions: Senior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ENVS 460 Topics in Environmental Law and Policy
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 National Environmental Policy Act. Panels discuss careers in law and study of law. A unique opportunity for students interested in careers in environmental law and policy.
Prerequisites: ENVS 160.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

ENVS 490 Topics in Environmental Studies
Content: Application of concepts and skills from ENVS 160 and ENVS 220 to the understanding of specific environmental issues. Potential topics include biodiversity, climate change, energy, environmental justice, international agreements, land use, natural resource depletion, pollution, sustainability, transportation, and urban sprawl. May be taken twice for credit with change of topic.
Prerequisites: ENVS 160 and ENVS 220.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

ENVS 499 Independent Study
Content: Opportunity for the well-prepared student to design and pursue a substantive course of independent learning on an advanced level. Details determined by the student and the supervising instructor. Students should have completed ENVS 160 and ENVS 220 prior to taking this course. May be repeated for credit.
Prerequisites: ENVS 160. ENVS 220.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

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

Minor Requirements
A minimum of 24 semester credits distributed as follows:

- One course chosen from the following:
  - HIST 240 Race and Ethnicity in the United States
  - HIST 243 African American History Since 1863
SOAN 225  Race and Ethnicity in Global Perspective

- ETHS 400 Ethnic Studies Colloquium
- 16 elective semester credits from the departmental listings below. No more than two courses can be applied to the minor from any one department. At least one of the elective courses must be at the 300 or 400 level.
- 12 semester credits must be exclusive to the minor.

### Departmental Listings

#### Art
- ART 207  Pre-Columbian Art
- ART 451  Special Topics in Art History (only when the topic is relevant)

#### English
- ENG 319  Postcolonial Literature: Anglophone Africa, India, Caribbean
- ENG 326  African American Literature

#### Ethnic Studies
- ETHS 220  Education and Social Inequality in Urban America
- ETHS 320  Critical Hip-Hop Studies
- ETHS 345  Ray Warren Symposium on Race and Ethnic Studies Chair

#### French Studies
- FREN 330  Francophone Literature
- FREN 450  Special Topics (only when the topic is relevant)

#### Hispanic Studies
- SPAN 230  Hispanic Literature in Translation (only when the topic is relevant)
- SPAN 260  Cultural Production of the Spanish-Speaking World
- SPAN 360  Latin America and Spain: Pre-Columbian to Baroque
- SPAN 370  Latin America and Spain: Enlightenment to the Present
- SPAN 440  Topics in Hispanic Literatures (only when the topic is relevant)
- SPAN 446  Special Topics in Hispanic Literatures and Cultures (only when the topic is relevant)

#### History
- HIST 134  United States: Revolution to Empire
- HIST 135  United States: Empire to Superpower
- HIST 141  Colonial Latin American History
- HIST 142  Modern Latin American History
- HIST 209  Japan at War
- HIST 217  The Emergence of Modern South Asia
- HIST 222  Britain in the Age of Revolution, 1688 to 1815
- HIST 226  20th-Century Germany
- HIST 229  The Holocaust in Comparative Perspective
- HIST 239  Constructing the American Landscape
- HIST 240  Race and Ethnicity in the United States
- HIST 242  Borderlands: U.S.-Mexico Border, 16th Century to Present
- HIST 328  The British Empire
- HIST 335  History and Culture of American Indians
- HIST 338  Crime and Punishment in the United States
- HIST 345  Race and Nation in Latin America
- HIST 347  Modern Mexico: Culture, Politics, and Economic Crisis
- HIST 348  Modern Cuba
- HIST 400  Reading Colloquium (only when topic is relevant)
- HIST 450  History Seminar (only when topic is relevant)

#### International Affairs
- IA 230  African Politics
- IA 231  Latin American Politics
- IA 232  Southeast Asian Politics
- IA 296  Human Rights in International Relations
- IA 342  Perception and International Relations

#### Latin American Studies
- LAS 200  Latin American Cultural Studies

#### Music
- MUS 142  Music and Social Justice

#### Political Science
- POLS 313  Global Justice

#### Psychology
- PSY 390  Cross-Cultural Psychology

#### Rhetoric and Media Studies
- RHMS 313  Politics of Public Memory
- RHMS 315  Comparative Rhetoric
- RHMS 321  Argument and Social Justice
- RHMS 340  Media Across Cultures
- RHMS 406  Race, Rhetoric, and Resistance

#### Sociology/Anthropology
- SOAN 225  Race and Ethnicity in Global Perspective
- SOAN 251  Myth, Ritual, and Symbol
- SOAN 261  Gender and Sexuality in Latin America
- SOAN 266  Social Change in Latin America
- SOAN 270  Cultural Politics of Youth in East Asia
- SOAN 274  Chinese Culture Through Film
- SOAN 281  South Asian Cultures
- SOAN 285  Culture and Power in the Middle East
- SOAN 310  Religion, Society, and Modernity
- SOAN 324  Anthropology of Violence
- SOAN 347  Borderlands: Tibet and the Himalaya
- SOAN 349  Indigenous Peoples: Identities and Politics
- SOAN 350  Global Inequality
- SOAN 355  African Migration and Diaspora
- SOAN 360  Colonialism and Postcolonialism
- SOAN 363  Imagining the Nation: Culture and Identity in Nation-State Formation
- SOAN 373  Political Economy of Black Labor
Theatre
TH 382 American Theatre and Drama: 19th Century to Present

Faculty
Kimberly Brodkin. Associate professor with term of gender studies and ethnic studies. Gender and politics in the U.S. PhD 2001 Rutgers University. BA 1992 University of Pennsylvania.


Kundai V. Chirindo. Associate professor of rhetoric and media studies, director of the Ethnic Studies Program (fall). Rhetoric, culture, and hermeneutics; Africa in the public imaginary; rhetoric and postcolonial theory. PhD 2012 University of Kansas. MA 2008, BA 2004 Bethel University.


Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation. PhD Johns Hopkins University. MA University of Minnesota at Minneapolis–St. Paul. BA Reed College.


Courses
ETHS 220 Education and Social Inequality in Urban America
Content: Examines the sociological relationship between education, the school system, and society, with a particular focus on how schooling can reproduce, reinforce, and perpetuate racial inequality, class hierarchies, and social stratification in urban America. By surveying and analyzing foundational theories that investigate and interrogate the social function of education, the social purpose of schools, and the vulnerable conditions of the ghetto, this course will provide theoretical understanding and empirical analysis of how education and the process of schooling can impact social life.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

ETHS 244 Practicum
Content: Development of an extensive project relating to ethnic studies issues in an organizational setting. Placement in community-based social and educational agencies concerned with problems related to race and ethnicity, such as employment discrimination, immigration rights, civil and voting rights, equal access to education, housing, law, public policy, and political organization. May be repeated for credit.
Prerequisites: One ethnic studies course.
Restrictions: Declared ethnic studies minor. Sophomore standing and consent of program director and faculty sponsor required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
ETHS 250 Education, Culture, and Citizenship
Content: Connecting education and cultural competence theory to the practice of civic leadership. Exploration of the intersection of these concepts through the creation of a community-based research project that meets the needs of a community or community organization in the Portland metro area. Includes readings and discussion. Credit-no credit. Prerequisites: None. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 2.

ETHS 320 Critical Hip-Hop Studies
Content: Using an interdisciplinary approach to explore the complexity of hip-hop culture and the lived experiences of people in inner-city urban America, this course will examine the historical factors and conditions that birthed hip-hop culture, early narratives and experiences that were being articulated through the music, the corporate commodification of the art form (i.e., rap music), the contemporary representation of African American culture in mainstream rap music, and the possibility of hip-hop culture as a form of resistance against structural marginalization. Prerequisites: None. Restrictions: Sophomore standing required. Usually offered: Annually, fall semester. Semester credits: 2.

ETHS 345 Ray Warren Symposium on Race and Ethnic Studies Chair
Content: Student chairs perform substantive analytic work related to this interdisciplinary field of study, conducting extensive research to explore speakers, develop panels, identify important issues, and develop the program of events. Working closely with each other, the planning committee, and the faculty director, chairs also develop leadership and professional responsibilities. Preference given to minors in Ethnic Studies, but students with relevant coursework or other experience will be considered. Prerequisites: None. Restrictions: Junior standing. Requires permission of instructor after completion of application and interview. Usually offered: Annually, fall semester. Semester credits: 4.

ETHS 400 Ethnic Studies Colloquium
Content: Reading and critical analysis of major interpretive works. Organized around themes or analytical problems; comparative study of works in ethnic studies exemplifying different points of view, methodologies, subject matter. Focus varies depending on instructor's teaching and research area. Prerequisites: SOAN 225 or HIST 240 recommended. Restrictions: Sophomore standing required. Usually offered: Annually, fall semester. Semester credits: 4.

ETHS 499 Independent Study
Content: Opportunities for well-prepared student to design and pursue a substantive course of independent learning on an advanced level. Details determined by the student and the supervising instructor. May be repeated for credit. Prerequisites: SOAN 225 or HIST 240. Restrictions: Declared ethnic studies minor. Sophomore standing and consent of program director and faculty sponsor required. Usually offered: Annually, fall and spring semester. Semester credits: 2-4.

Gender Studies
Director: Deborah Heath
Administrative Coordinator: TBD
Lewis & Clark's Gender Studies Program has received national recognition. Begun in 1985, the program was the first of its kind in the country. It offers an interdisciplinary minor, identifies resources, gathers information, sponsors an annual symposium, and serves as a catalyst for change that should be of equal concern to men and women.

In keeping with Lewis & Clark's commitment to gender issues and gender balance, gender studies is integrated into the curriculum. Program faculty members 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 gender and social inequality, explores the construction of gender and sexuality, 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 gender through artistic expression. Courses take gender as a subject of focus and investigate how gender interacts with race, class, and culture. Lewis & Clark's internationalized curriculum and overseas study programs make it possible for students to examine the intersections of gender, race, and class in a variety of cultures. Finally, the minor engages students in the political and philosophical exploration of strategies for transforming coercive and unequal gender systems and enhancing individual choice and our common humanity.

Minor Requirements
A minimum of 24 semester credits, distributed as follows:

- GEND 200 Genders and Sexualities in U.S. Society
- GEND 300 Gender and Aesthetic Expression
- GEND 440 Feminist Theory
- GEND 231 Genders and Sexualities in Global Perspective or an approved alternative chosen from the following courses:
  - HIST 231A U.S. Women's History, 1600 to 1980
  - RELS 340 Gender in American Religious History
  - SOAN 261 Gender and Sexuality in Latin America
  - SOAN 266 Social Change in Latin America
  - SOAN 285 Culture and Power in the Middle East
- 8 additional semester credits selected from the following list of approved electives.

Classics
- CLAS 324 Roman Women

English
- ENG 100 Introductory Topics in Literature (when topic is Jane Austen or otherwise related)
- ENG 240 The Brontës: Legends and Legacies
- ENG 314 Romanticism in the Age of Revolution
- ENG 315 The Victorians: Heroes, Decadents, and Madwomen
- ENG 333 Major Figures (when the topic is Joyce/Woolf)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ENG 450</td>
<td>Senior Seminar (when the topic is Emily Dickinson)</td>
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<tr>
<td>FREN 330</td>
<td>Francophone Literature</td>
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<tr>
<td>FREN 350</td>
<td>Topics in French and Francophone Literature (when the topic is gender and identity in 19th-century France)</td>
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<td>GEND 345</td>
<td>Gender Studies Symposium Chair</td>
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<td>GEND 445</td>
<td>Gender Theory and Praxis</td>
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<tr>
<td>GERM 230</td>
<td>German Literature in Translation (when topic is related)</td>
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<tr>
<td>HIST 231A</td>
<td>U.S. Women's History, 1600 to 1980</td>
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<tr>
<td>HIST 240</td>
<td>Race and Ethnicity in the United States</td>
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<td>HIST 311</td>
<td>History of Family, Gender, and Sexuality in China</td>
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<td>HIST 331</td>
<td>American Culture and Society: 1880 to 1980</td>
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<td>HIST 345</td>
<td>Race and Nation in Latin America</td>
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<td>IS 217</td>
<td>Gender and Society in Morocco</td>
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<tr>
<td>POLS 275</td>
<td>Gender and Politics</td>
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<tr>
<td>PSY 230</td>
<td>Infant and Child Development</td>
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<td>PSY 260</td>
<td>Social Psychology</td>
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<td>PSY 360</td>
<td>Psychology of Gender</td>
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<td>RELS 335</td>
<td>Gender, Sex, Jews, and Christians: Ancient World</td>
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<td>RELS 340</td>
<td>Gender in American Religious History</td>
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<td>RELS 356</td>
<td>Buddhism and Gender</td>
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<td>RELS 357</td>
<td>Family, Gender, and Religion: Ethnographic Approaches</td>
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<tr>
<td>RHMS 332</td>
<td>Rhetoric of Gender in Relationships</td>
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<td>RHMS 352</td>
<td>Gender in Public Rhetoric and Media</td>
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<td>RHMS 375</td>
<td>Queer Film and Television</td>
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<td>RHMS 406</td>
<td>Race, Rhetoric, and Resistance</td>
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<td>RHMS 431</td>
<td>Feminist Discourse Analysis</td>
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<tr>
<td>SOAN 225</td>
<td>Race and Ethnicity in Global Perspective</td>
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<tr>
<td>SOAN 255</td>
<td>Medicine, Healing, and Culture</td>
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<tr>
<td>SOAN 261</td>
<td>Gender and Sexuality in Latin America</td>
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<tr>
<td>SOAN 266</td>
<td>Social Change in Latin America</td>
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<tr>
<td>SOAN 285</td>
<td>Culture and Power in the Middle East</td>
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<td>SOAN 324</td>
<td>Anthropology of Violence</td>
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<td>SOAN 334</td>
<td>Anthropology of Suffering</td>
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<td>SOAN 390</td>
<td>Cyborg Anthropology</td>
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<td>SOAN 395</td>
<td>Anthropology of the Body</td>
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### Theatre

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<td>TH 106</td>
<td>Fundamentals of Movement</td>
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At least 16 semester credits must be exclusive 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 (courses numbered 244 or 444) may be applied to the minor.

### Faculty


Therese Augst. Associate professor of German. German, German literature and culture of the 18th through 20th centuries, intellectual history, critical theory. PhD 1997, MA 1992 University of California at Santa Barbara. BA 1989 University of California at Davis.


Kimberly Brodkin. Associate professor with term of gender studies and ethnic studies. Gender and politics in the U.S. PhD 2001 Rutgers University. BA 1992 University of Pennsylvania.


Mary Clare. Graduate professor of counseling psychology.


Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation. PhD Johns Hopkins University. MA University of Minnesota at Minneapolis–St. Paul. BA Reed College.


Courses

GEND 200 Genders and Sexualities in U.S. Society
Content: Interdisciplinary exploration of gender and sexuality in connection with race, class, and ethnicity in the United States. Investigation of social and cultural ideas about difference and equality in the past and present. Materials include literature, film, memoir, poetry, feminist philosophy, political tracts, and queer theory, as well as classic and recent scholarly work in history, sociology, economics, communication, psychology, and other fields. Topics may include mass media and consumer culture, work, law and social policy, family, political activism and social movements, sexuality and the body, public health, medical research, violence, and theories of privilege and oppression. Prerequisites: None. Usually offered: Annually, fall and spring semester. Semester credits: 4.
GEND 231 Genders and Sexualities in Global Perspective
Content: Gender as it has been socially, culturally, and historically constituted in different times and places. Theoretical developments in the anthropology of gender. Cross-cultural exploration using examples from a wide range of societies, past and present. The relationship between cultural definitions of gender and the social experience of women, men, and alternative gender roles, such as the Native American two-spirits, the hijra of India, and global perspectives on contemporary transgender experiences.
Prerequisites: SOAN 100, SOAN 110, or sophomore standing.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

GEND 299 Independent Study
Content: Independent study topic to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GEND 300 Gender and Aesthetic Expression
Content: An exploration of ways gender informs the theory, history, and creation of literature and art. The role gender norms and constructs play in establishing, reproducing, or contesting aesthetic values, traditions, and hierarchies; feminist perspectives on subjects such as the gaze, the self-portrait, autobiography, and costume; gender and its relationship to theories of beauty, taste, and the body. Materials may be drawn from literature, art, film, cultural studies, art history, theatre, dance, and queer studies. Emphasis on an interdisciplinary topic to be chosen by the professor. Recent topics have included 20th-century experimentation in novels, films, and photography; the Victorian crisis in gender roles from the sensation heroine and Pre-Raphaelitism to the dandy; gender and self as artistic and theoretical constructs from the Enlightenment to the present.
Prerequisites: One course in humanities or arts.
Restrictions: Junior standing required.
Usually offered: Annually, spring semester.
Semester credits: 3.

GEND 345 Gender Studies Symposium Chair
Content: Student chairs perform substantive analytic work related to this interdisciplinary field of study, conducting extensive research to explore speakers, develop panels, identify important issues, and develop the program of events. Working closely with each other, the planning committee, and the faculty director, chairs also develop leadership and professional responsibilities. Preference given to minors in Gender Studies, but students with relevant coursework or other experience will be considered. Spring registration limited to those students who have completed GEND 345 in the fall of the same academic year.
Prerequisites: None.
Restrictions: Junior standing. Requires permission of instructor after completion of application and interview.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

GEND 440 Feminist Theory
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, de Beauvoir). A problem-oriented approach that explores feminist theorizing about such topics as sex, gender, race, power, oppression, identity, class, difference.
Prerequisites: One course in gender studies.
Restrictions: Junior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

GEND 444 Practicum
Content: Development and execution of extensive projects relating to gender issues in organizational settings. Placement in community-based social and educational agencies concerned with gender-related problems, such as employment discrimination, rape, sexual harassment and abuse, reproductive rights, freedom of sexual identity, the law and public policy, political organization. Credit-no credit. May be repeated, but no more than 4 credits of GEND 444 or GEND 445 may be applied to the minor.
Prerequisites: One Gender Studies course.
Restrictions: Declared Gender Studies minor. Sophomore standing and consent of program director and faculty sponsor required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GEND 445 Gender Theory and Praxis
Content: This advanced seminar juxtaposes contemporary feminist theory with research methods, focusing on collaborative ethnography, participatory action research, historical/comparative methods, and discourse analysis. Students will complete semester-long field research culminating in an analytical research paper and final presentation.
Prerequisites: Two gender studies courses.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

GEND 499 Independent Study
Content: Independent, student-designed research project supervised by a faculty member with expertise in the topic or methodology of the project. May be repeated for credit.
Prerequisites: None.
Restrictions: Declared Gender Studies minor. Junior standing and consent of program director and faculty sponsor required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Geological Science
Coordinator: Elizabeth Safran
Earth is a laboratory in which grand experiments in physics, biology, and chemistry unfold and interact. Perched on the Pacific Rim, Lewis & Clark is nestled in the crucible itself, surrounded by spectacular evidence of the behavior and functioning of our home planet. From the blasted remains of Mount St. Helens to the flood-gouged Columbia River Basalts, the landscapes of the Pacific Northwest provoke us to ask ourselves, "Why did this happen? When?" Geological science addresses these questions. At Lewis & Clark, geology courses are designed to provide students with a basic understanding of major Earth processes while emphasizing environmental implications and regional issues.

Training in geological science enhances understanding of critical environmental problems, an invaluable asset for natural scientists, consultants, environmental lawyers, teachers, and all citizens. It also
heightens appreciation for natural settings by illuminating the fascinating ways in which they evolve.

Faculty


Courses
GEOL 114 The Origins of Life in the Universe
Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life-forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with BIO 114, CHEM 114, and PHYS 114. Not applicable toward any major.
Prerequisites: QR 101 or equivalent.
Corequisites: GEOL 114L.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

GEOL 150 Environmental Geology
Content: Introduction to major geological processes that impact human activity. Emphasis on regional issues. Plate tectonics, loci of seismic and volcanic activity, distribution of mountain ranges, and sediment sources. Floods, landslides, mudflows, tsunamis. Assessment of anthropogenic shifts in landscape functioning. Consequences of standard logging practices, dams, channel modification. Chronic versus catastrophic environmentally significant events. Lecture and laboratory. Weekly laboratory includes two required daylong field trips, held on weekends.
Prerequisites: QR 101.
Corequisites: GEOL 150L.
Usually offered: Alternate Years, fall semester.
Semester credits: 5.

GEOL 170 Climate Science
Content: Introduction to the earth’s climate from a physical, earth-systems perspective. Prehistoric and historic fluctuations in the earth’s climate, the current climate system, and projections for future climate and climate impacts. Topics will include the radiative balance of the earth’s atmosphere, the greenhouse effect, albedo, aerosols, clouds, climate feedbacks, ocean circulation, and variability including El Niño and the Pacific decadal oscillation, the carbon cycle, paleoclimatic proxy records, ocean acidification, and climate models. We will examine some responses to climate change, including geoengineering, adaptation, and mitigation. Weekly laboratory exercises with climate data observations and models (computer-based), and physical mechanisms (lab- and field-based). Lecture and lab.
Prerequisites: QR 101.
Corequisites: GEOL 170L.
Usually offered: Annually, fall semester.
Semester credits: 5.

GEOL 270 Issues in Oceanography
Content: Exploration of the geological, biological, chemical, and physical dynamics of the global oceans, including implications of ocean policy. Topics include geology of the sea floor, coastal erosion, waves, tides, storm surge, sea-level rise, ocean circulation, composition of seawater, biogeochemical cycles, and ocean acidity. The course will be organized around compelling issues in oceanography that may include deep-ocean mining, coastal development, tsunami hazards, ocean pollution, or others. Weekly laboratory includes two required daylong field trips, held on weekends.
Prerequisites: GEOL 150, GEOL 170, CHEM 110, PHYS 141, or MATH 131.
Corequisites: GEOL 270L.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 5.

GEOL 280 The Fundamentals of Hydrology
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, laboratory, and one daylong field trip.
Prerequisites: GEOL 150 or GEOL 170.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 5.

GEOL 340 Spatial Problems in Earth System Science
Content: Recognition and interpretation of spatial patterns in Earth system science. Firsthand analysis of current research questions with a strong spatial component. Familiarization with the background of the research questions and their broader contexts. Hypothesis development about Earth processes from remote data (e.g., topographic data, satellite imagery), articulation of appropriate field tests for hypotheses. Development of analytical skills and use of spatial analysis tools, including geographic information systems software. Lecture and laboratory.
Prerequisites: GEOL 150, GEOL 170, or GEOL 270.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 5.

History
Chair: Maureen Healy
Administrative Coordinator: TBD

Historians study the past, yet they never become disconnected from the present. What we are and will be is rooted in what we were. In uncovering the past, historians reveal to us the political, cultural, and economic elements that have shaped our world. This is how we write and teach history at Lewis & Clark. Our curriculum is global in scope, inviting students to compare the traditions of various cultures and countries. We offer sufficient depth in the history of the Americas, Europe, and Asia to allow students to develop a sophisticated knowledge of these regions in the modern and premodern eras. Moreover, our emphasis on research and writing equips our students with skills appropriate to a wide range of pursuits.

A critical understanding of how history is crafted is as important as learning historical details. The development of research and writing skills is one of the main objectives of the department’s program. All majors
take a unique methods course called Historical Materials, which focuses on how to find and use historical documents—books, manuscripts, periodicals, newspapers, maps, photographs—as research tools. In a second required course called Reading Colloquium, students read the best literature in a field selected by the instructor and come to grips with the variety of ways history is written and interpreted. In the history research seminar, majors conduct intensive research on a particular topic and present their findings to their classmates in the form of a thesis. This series of courses prepares students to use research and writing skills in whatever career they choose and equips them to be discerning students of history throughout the course of their lives.

**Resources for Nonmajors**
All of the department’s course offerings are open to nonmajors. Preference is given to majors and minors for enrollment in HIST 300 Historical Materials, HIST 400 Reading Colloquium, and HIST 450 History Seminar.

**The Major Program**
The department curriculum focuses on three primary geographical fields: the Americas, Asia, and Europe. Students are strongly encouraged to enroll in the introductory sequences as a foundation for more advanced study in these concentrations. History majors are required to complete some work in each of the three fields in order to obtain a breadth of historical understanding. Most introductory sequences are offered at the 100 level. The entry-level U.S. sequence (HIST 134 and HIST 135) is offered at the 100 level and is open to first-year students.

The department counsels students to take courses in related fields of language, literature, fine arts, social sciences, and international affairs to deepen their understanding of their area of concentration.

**Major Requirements**
A minimum of 40 semester credits (10 courses), distributed as follows:

- HIST 300 Historical Materials
- HIST 400 Reading Colloquium
- HIST 450 History Seminar
- HIST 400 Reading Colloquium or HIST 450 History Seminar
- Seven other courses from the list of approved electives. At least one must be in Asian history, one in European history, and one in the history of the Americas. At least one of the seven courses must be in premodern Asian, European, or Latin American history, or in religious studies.

At least two of the seven courses must be at the 300 level, excluding HIST 300 Historical Materials.

Students may apply a maximum of 4 semester credits from HIST 244/HIST 444 toward the major.

**Minor Requirements**
A minimum of 24 semester credits (six courses), which must include:

- HIST 300 Historical Materials
- HIST 400 Reading Colloquium or HIST 450 History Seminar
- At least one course at the 300 level, excluding HIST 300
- Two additional history courses, each one from a different geographical field: Asian history, European history, or history of the Americas. Courses from other departments do not apply.

- One history course from any field.

**Primary Geographical Fields**
The following courses may be used as electives for the major in the primary geographical and premodern areas as specified:

**The Americas**
- HIST 134 United States: Revolution to Empire
- HIST 135 United States: Empire to Superpower
- HIST 141 Colonial Latin American History
- HIST 142 Modern Latin American History
- HIST 218 Perspectives on the Vietnam War
- HIST 231A U.S. Women’s History, 1600 to 1980
- HIST 239 Constructing the American Landscape
- HIST 240 Race and Ethnicity in the United States
- HIST 242 Borderlands: U.S.-Mexico Border, 16th Century to Present
- HIST 243 African American History Since 1863
- HIST 264 From Stumptown to Portlandia: The History of Portland
- HIST 313 American Culture and Society: 1880 to 1980
- HIST 335 History and Culture of American Indians
- HIST 336 Wilderness and the American West
- HIST 338 Crime and Punishment in the United States
- HIST 345 Race and Nation in Latin America
- HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis
- HIST 348 Modern Cuba
- ECON 256 The Industrial Revolution
- LAS 200 Latin American Cultural Studies
- RELS 253 Prophets, Seekers, and Heretics: U.S. Religious History from 1492 to 1865
- RELS 254 Religion in Modern America, 1865 to Present
- RELS 340 Gender in American Religious History

**Asia**
- HIST 110 Early East Asian History
- HIST 111 Making Modern China
- HIST 112 Making Modern Japan
- HIST 209 Japan at War
- HIST 211 Reform, Rebellion, and Revolution in Modern China
- HIST 213 Personal Narratives in Chinese History
- HIST 217 The Emergence of Modern South Asia
- HIST 218 Perspectives on the Vietnam War
- HIST 259 India in the Age of Empire
- HIST 288 China in the News: Socio-Anthropological and Historical Perspective on Modern China
- HIST 310 China in the World
- HIST 311 History of Family, Gender, and Sexuality in China
- HIST 313 Religion, Society, and the State in Japanese History
- HIST 316 Popular Culture and Everyday Life in Japanese History

**Europe**
- HIST 120 Early European History
The practicum is usually an off-campus experience designed by the student in conjunction with an off-campus supervisor and a faculty supervisor according to departmental guidelines. Arrangements on and off campus must be made with the appropriate supervising persons in the semester prior to enrollment.

**Faculty**


**Courses**

**HIST 110 Early East Asian History**

Content: Early histories of China and Japan from earliest origins to the 13th century. Prehistory; early cultural foundations; development of social, political, and economic institutions; art and literature. Readings from Asian texts in translation. The two cultures, covered as independent entities, compared to each other and to European patterns of development. 

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

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**Premodern**

**HIST 110** Early East Asian History

**HIST 120** Early European History

**HIST 141** Colonial Latin American History

**HIST 216** Ancient Greece

**HIST 219** Ancient Rome: From Republic to Empire

**HIST 221** Tudor and Stuart Britain, 1485 to 1688

**HIST 223** War and Society in Premodern Europe

**HIST 227** Medieval Europe, 800 to 1400

**HIST 259** India in the Age of Empire

**HIST 320** Humanism in Renaissance Europe

**HIST 324** Saints and Bureaucrats

**CLAS 324** Roman Women

**ECON 255** Technology, Institutions, and Economic Growth

**ECON 256** The Industrial Revolution

**RELS 251** Medieval Christianity

**RELS 373** Reformations of the 16th Century

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**Honors**

Each year the department invites meritorious students with an overall GPA of at least 3.500 to participate in the honors program. Students choose a faculty member with whom they want to work on a research project and register in HIST 490 History Honors Thesis. The thesis course may involve a major paper based on primary source materials or an extensive review and evaluation of the secondary literature in a particular subject area. Students present the project to the department. Following an oral examination, the department determines whether to grant honors upon graduation.

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**Practicum Program**

Because history is useful in a variety of careers, the department encourages students in their junior or senior year to participate in a practicum. History practica have placed students in a variety of settings, including the museum and library of the Oregon Historical Society (http://ohs.org), publishing companies, land-use-planning agencies, historic preservation organizations, and other enterprises needing the skills of a person knowledgeable in the liberal arts and trained in history.

The practicum is usually an off-campus experience designed by the student in conjunction with an off-campus supervisor and a faculty supervisor according to departmental guidelines. Arrangements on and off campus must be made with the appropriate supervising persons in the semester prior to enrollment.
HIST 111 Making Modern China
Content: The history of China from the Song to the end of the twentieth century through primary sources (art, material culture of daily life, short stories, memoirs, political propaganda, and government documents, and music). We'll examine family, gender roles, sexuality, political and social structures, urbanization, resistance to Western imperialism, popular rebellions, World War Two, revolution, nationalism, modernization, the role of historical memory in contemporary China.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 112 Making Modern Japan
Content: History of Japan from the start of the Tokugawa shogunate to the end of the 20th century. Tokugawa ideology, political economy, urban culture; intellectual and social upheavals leading to the Meiji Restoration; the Japanese response to the West; rapid industrialization and its social consequences; problems of modernity and the emperor system; Japanese colonialism and militarism; the Pacific war; postwar developments in economy, culture, politics.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

HIST 120 Early European History
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 reformation.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

HIST 121 Modern European History
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 20th century, bolshevism, fascism, the Cold War, and the revolutions of 1989.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

HIST 134 United States: Revolution to Empire
Content: Introduction to the United States. How the young American nation coped with major changes and adjustments in its first century. Emergence of political parties; wars with Indians and Mexico, and expansion into a continental nation; the lingering problem of slavery; the rise of industry and urbanization; immigration; the development of arts and letters into a new national culture.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

HIST 135 United States: Empire to Superpower
Content: The power of the United States in the world, from the Spanish-American War to Iraq. American economic growth and its consequences. The federal government and the people. Mass society and mass marketing. Changing political alignments, the policy elite, and "political will." The welfare state, women's and minority rights.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

HIST 141 Colonial Latin American History
Content: History of Latin America from Native American contact cultures through the onset of independence movements in the early 19th century. Cultural confrontations, change, and Native American accommodation and strategies of evasion in dealing with the Hispanic colonial empire.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

HIST 142 Modern Latin American History
Content: Confrontation with the complexity of modern Latin America through historical analysis of the roots of contemporary society, politics, and culture. Through traditional texts, novels, films, and lectures, exploration of the historical construction of modern Latin America. Themes of unity and diversity, continuity and change as framework for analyzing case studies of selected countries.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

HIST 209 Japan at War
Content: In-depth study of the causes, dynamics, and outcomes of the wars fought by Japan in Asia and the Pacific from the late 19th century through World War II. The trajectories of Japanese imperialism, sequence of events leading to the attack on Pearl Harbor, social impact of total war. Japan's wartime culture as seen through diaries, newspaper articles, propaganda films, short stories, government documents. Short- and long-term effects of the atomic bomb and the American occupation of Japan.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 211 Reform, Rebellion, and Revolution in Modern China
Content: The commercial revolution of the 12th century and the cultural flowering and political structures of Ming and early Qing dynasties (1367 to 1800) that shaped China's response to Western invasion. Major peasant rebellions, elite reforms, and political revolutions of the last 150 years including the Opium War, Taiping Rebellion, Hundred Days Reform, Boxer Rebellion, collapse of the Qing dynasty, Nationalist and Communist revolutions.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
HIST 213 Personal Narratives in Chinese History
Content: Political, economic, and cultural history of China, traced through the lives of individual Chinese, including the mighty and the low: venerable philosophers and historians, powerful women, mighty emperors, conscientious officials, laboring women and men, evangelizing missionaries, zealots of all political persuasions. Sixth century B.C.E. to late twentieth century, with emphasis on the nineteenth and twentieth centuries. Lectures cover the historical milieu in which the various subjects lived. Through class discussion and essay assignments, students unite their knowledge of particular individuals and the broad sweep of events to form a rich and lively familiarity with Chinese history. Prerequisites: None. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

HIST 216 Ancient Greece
Content: An introduction to the history and civilization of Ancient Greece, from the early Archaic era in mid-8th-century BC to the death of Socrates in 399 BC. Topics include constitutional changes from monarchy through oligarchy and tyranny to democracy, the development of the Greek polis, contacts with Near Eastern civilizations, hegemony and imperialism, social structure, trade, and colonization. Readings will focus on ancient historical writings in translation and will highlight the challenges in interpreting evidence from antiquity. Prerequisites: None. Usually offered: Alternate Years, fall semester. Semester credits: 4.

HIST 217 The Emergence of Modern South Asia
Content: The social, economic, and political history of the Indian subcontinent from the 18th century to the present. The cultural foundations of Indian Society; the East India Company and the expansion of British power; the experience of Indians under the British Raj; Gandhi and the rise of Indian nationalism; independence and partition; postcolonial South Asian developments in politics, economy, and culture. Thematic emphasis on the causes and consequences of Western imperialism, religious and cultural identities, and competing historical interpretations. Prerequisites: None. Usually offered: Every third year, spring semester. Semester credits: 4.

HIST 218 Perspectives on the Vietnam War
Content: A broadly humanistic and introductory perspective on the problem of the Vietnam War. Root causes of the war from Vietnamese and American perspectives; the nature of the war as it developed and concluded. The war as a problem in American domestic politics. Prerequisites: None. Restrictions: Sophomore standing required. Usually offered: Alternate Years, spring semester. Semester credits: 4.

HIST 219 Ancient Rome: From Republic to Empire
Content: A history of Rome from the foundation of the Roman Republic in the late 6th century B.C. to the end of the Severan dynasty in 235 A.D. Special emphasis on Rome's political transformation from a republic to an empire and the effect of this transition on Roman civilization. Topics include Roman conquest and imperialism, religion, contact with other Mediterranean cultures, class conflict, law and governance, slavery, and family structure. The interpretation of primary source materials (especially ancient historical writings) and the problems of reconstructing the history of a civilization that flourished 2,000 years ago. Prerequisites: None. Usually offered: Alternate Years, spring semester. Semester credits: 4.

HIST 221 Tudor and Stuart Britain, 1485 to 1688
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 renaissances; Elizabeth and her realm; the evolution of monarchical and aristocratic power under the Tudors and Stuarts; Shakespeare, Milton, and the English literary renaissance; the conquest and settlement of Ireland; Cromwell, the Puritans, and the English Civil War; life in the villages and the growth of the mercantile economy; the Glorious Revolution and the shaping of constitutional monarchy. Prerequisites: None. HIST 120 recommended. Usually offered: Every third year, fall and spring semester. Semester credits: 4.

HIST 222 Britain in the Age of Revolution, 1688 to 1815
Content: A history of Britain and its people from the Glorious Revolution to the end of the Napoleonic War. The end of absolutism and the rise of the constitutional monarchy; the Augustan Age: arts, letters, and religion; the Atlantic world and British overseas expansion; the Enlightenment and scientific revolution; the American Revolution and its aftermath; union with Scotland and Ireland and the creation of the British national identity; the revolution in France and the wars against Napoleon; the beginnings of the Industrial Revolution. Prerequisites: None. HIST 121 recommended. Restrictions: Sophomore standing required. Usually offered: Every third year, fall and spring semester. Semester credits: 4.

HIST 223 War and Society in Premodern Europe
Content: Social transformations in premodern Europe caused by organization for and conduct of war. Topics include the hoplite revolution, military professionalization in the Roman Empire, the monopoly on violence in the Middle Ages, technology and “total war” during the Hundred Years’ War, and the military revolution of the sixteenth century. Prerequisites: None. Usually offered: Alternate Years, spring semester. Semester credits: 4.
HIST 224 The Making of Modern Britain, 1815 to Present
Content: The history of Britain from the Industrial Revolution to the present. Industrialization and its social consequences; the shaping of Victorian society; the rise and fall of the British Empire; the Irish question and the emancipation of women; political reform and the rise of mass politics; Britain in the age of total war; popular culture, immigration, and the making of multicultural Britain. Themes include the growth of the social and economic class structure, the shaping of national and regional identities, cultural exchanges with the empire. Extensive use of primary sources, literature, music.
Prerequisites: None. HIST 121 recommended.
Usually offered: Every third year, fall and spring semester.
Semester credits: 4.

HIST 225 20th-Century Germany
Content: Origins and consequences of World War I; attempts to develop a republican government; Nazism; evolution of the two Germanies after 1945 and their reunification. Readings on relationship between individual and state, pressures for conformity, possibility of dissent.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 227 Medieval Europe, 800 to 1400
Content: Social, intellectual, political, and cultural elements of European life during the period from about 800 to 1400. Emphasis on Christianity as a dominant aspect of public life; feudalism and other forms of economic and social life; developing conflicts between secular and ecclesiastical institutions; emergence of European nation-states; contacts with the non-European world; high medieval culture.
Prerequisites: None. HIST 120 recommended.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 229 The Holocaust in Comparative Perspective
Content: The Nazi genocide of European Jews during World War II in comparison to other cases of 20th-century mass violence in countries such as Armenia, Cambodia, the former Yugoslavia, and Rwanda. Nazi Germany serves as the principal case study for discussion of the broader question: What has made possible the organization and execution of mass violence against specific ethnic and religious groups in a wide variety of societies around the world over the past century? Includes examination of strategies for the prevention of future incidents of mass ethnic violence.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 230 Eastern Europe: Borderlands and Bloodlands
Content: Examines Eastern European history from the eighteenth through twentieth centuries: the “nationalities question” that emerged from within the Habsburg and Russian empires; multinational zones; wars; successor states of the interwar period; the Balkans and the Yugoslav dissolution of the 1990s; consideration of East Europeans’ membership in the EU. Students will learn to do primary and secondary source research and will conduct an original research project over the course of the semester.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

HIST 231A U.S. Women's History, 1600 to 1980
Content: The diverse experiences of American women from the colonial era to the recent past. Changing ideologies from the colonial goodwife to the cult of true womanhood. Impact of Victorianism, sexuality and reproduction, the changing significance of women’s work. Origins of the women’s rights movement, battles and legacy of suffrage, history of 20th-century feminism, competing ideologies and experiences of difference.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

HIST 239 Constructing the American Landscape
Content: Political, social, economic, and aesthetic forces that have helped shape ordinary built environments: farms, fast-food restaurants, theme parks, sports stadiums, highways, prisons, public housing. Patterns of economic growth and decline, technological innovation, segregation, gentrification, capital migration and globalization, historic preservation, and changing ideologies about nature and the city.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 240 Race and Ethnicity in the United States
Content: Investigation of the history of categories of race and ethnicity in the United States, primarily focused on the historical production of conceptions of racial and ethnic difference. Examines the origins, uses, and mutations of ideologies of race and ethnicity, as well as how these ideologies intersect with empire and nationalism, sexuality and gender, capitalism and labor relations, and scientific knowledge. Considers both chronological and thematic approaches. Examines scholarly work, visual culture, and memoir. Open to all students.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 241 Researching & Writing Public History
Content: Workshop introducing qualified students to researching and writing history for the broader public; students will write multiple drafts of short and compelling articles to be submitted to designated editorial boards, curated websites, or local newspapers for possible publication. Each student will need to identify an intended outlet for their work at the outset of the course.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

HIST 242 Borderlands: U.S.-Mexico Border, 16th Century to Present
Content: The concept and region known as the Borderlands from when it was part of northern New Spain to its present incarnation as the U.S.-Mexico border. Thematic focus on the roles of imperialism and capitalism in the formation of borderlands race, class, gender, and national identities. The transformation of this region from a frontier between European empires to a borderline between nations.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
HIST 243 African American History Since 1863
Content: A survey of African American history from emancipation to the present: the process of emancipation, Reconstruction, the rise of Jim Crow, the Harlem Renaissance, the Great Depression and the transformation of the rural South, the civil rights movement, black power and white backlash, the rise of the prison-industrial complex, and the development of hip-hop culture. An examination of art, film, and theater will supplement written primary and secondary sources.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 244 Practicum
Content: Experience in historical research, writing, interpreting, or planning. Specifics vary depending on placement with sponsoring agency. Eight credits may be applied to graduation requirements, but only 4 may be applied to major.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

HIST 259 India in the Age of Empire
Content: The political, cross-cultural, and social development of the Indian subcontinent from the classical civilizations of late antiquity to the beginnings of colonial rule in the 18th century. The artistic and architectural achievements of Indo-Islamic civilization; the Mughal Empire and regional polities; religious and cultural syncretism; the influence of contact with the West. Special emphasis on the historical antecedents of contemporary debates about regional identities, state formation and fragmentation, and the origins of colonial rule.
Prerequisites: None.
Usually offered: Every third year, spring semester.
Semester credits: 4.

HIST 261 Global Environmental History
Content: Introduction to major historical shifts in the relationship(s) between humans and their environment from prehistoric times to the present. Focuses particularly on Asia, Europe, and North America and covers such topics as the invention of agriculture, shifting conceptions and portrayals of nature, the exchange of biota between continents, responses to natural disasters, the ecological impact of the industrial revolution, and the 20th-century environmental movement. Exploration of the social, cultural, and political dimensions of environmental change through the work of environmental historians and a wide range of primary sources, including literature, artwork, philosophical texts, government documents, newspaper articles, and scientific data.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

HIST 264 From Stumptown to Portlandia: The History of Portland
Content: An introduction to historical methods by examining the history of Portland: How did the city go from rough-and-tumble center of the timber industry to hipster mecca? Examination of Portland's origins as a port city to the gentrification of more recent times, including exploration of various types of historical sources, from fire-insurance maps to police surveillance photographs. Two major research projects are included: 1) construct the "biography" of a city block, and 2) in small groups, write and deliver walking tours of various Portland neighborhoods.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 269 Asia in the News: Socio-Anthropological and Historical Perspective on Modern China
Content: Rarely a day goes by in the realm of contemporary American news that does not find China center stage. Whether through accolades of its avant-garde architecture, Olympic gold medals, and booming economy or critiques of its environmental practices, "neocolonialist" relationship with Africa, or domestic human rights, China has garnered an important space in the American public imaginary. China is a rapidly rising world power in an international arena witnessing the increasing economic instability and declining economic hegemony of Western nations, and its engagement in the global realm matters. We are interested in looking at China in the news in two different ways. First, this course will think topically about China as news. What is happening today in China both domestically and internationally that is worthy of international coverage? What are the historical precedents for such events and processes? How does understanding both the historical record and contemporary cultural formations help us to comprehend the significance of their current manifestation? Second, this course will think theoretically about China in the news. How is China represented in American media sources? What are the contours, influences, and ramifications of these representations? How do historical precedent and contemporary culture affect these representations?
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 297 Special Topics in History
Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

HIST 299 Independent Study
Content: Introduction to the practice and research methods of history. Reading and critical analysis of primary sources and scholarship organized around themes or problems in history. Focus varies depending on areas of the instructor's teaching and/or research. Assignments are organized around a substantial final project and/or several smaller projects. May be taken twice with change of topic.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

HIST 300 Historical Materials
Content: Materials and craft of historical research. Bibliographic method; documentary editing; use of specialized libraries, manuscripts, maps, government documents, photographs, objects of material culture. Career options in history. Students work with primary sources to develop a major editing project. Topical content varies depending on instructor's teaching field. Enrollment preference given to history majors and minors.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually.
Semester credits: 4.
HIST 310 China in the World
Content: The nature and extent of China’s contact with other countries, including the silk roads to Middle Asia in the first millennium B.C.E., Jesuits and the influx of Spanish-American silver in the sixteenth century, British tea and opium trade, and Chinese intellectual experiments with social Darwinism, anarchism, communism, and the nuclear family ideal. Primary sources showing foreign and Chinese perceptions of the content and significance of these exchanges.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 311 History of Family, Gender, and Sexuality in China
Content: Development of family structure, gender roles, and sexuality in Chinese history, explored through oracle bones, family instructions, tales of exemplary women, poetry, painting, drama, fiction, and calendar posters. Key movements in the transformation of family and gender from 1600 B.C.E. to the 20th century. Close readings of texts to explore how social, economic, religious, and political forces shaped family and gender roles.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 312 Religion, Society, and the State in Japanese History
Content: Japanese religious traditions and their impact on social and political structures from ancient times to the present. Examination of the doctrinal and institutional development of Buddhism, Confucianism, Shinto, and Christianity, as well as the creation and suppression of more marginal belief systems. Issues include pilgrimage, spirit possession, death practices, millenarianism, militarism, abortion, eco-spiritualism, and religious terrorism. Sources include canonical scriptures, short stories, diaries, government records, newspaper articles, artwork, films.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

HIST 313 Popular Culture and Everyday Life in Japanese History
Content: Popular culture as the site of social change and social control in Japan from the 18th to the 20th century. Religion and folk beliefs, work and gender roles, theatre and music, tourism, consumerism, citizens’ movements, fashion, food, sports, sex, drugs, hygiene, and forms of mass media ranging from woodblock prints to modern comic books, film, television. Concepts as well as content of popular and mass culture.
Prerequisites: HIST 112 recommended.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 314 Saints and Bureaucrats
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, and Muslims. The crusades, Christian and Muslim presence in Iberia, Ottoman conquest in southeastern Europe, European colonial conquest, and Muslim immigration and European identity.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 315 History of Islam in Europe
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, and the role of Islam in post-1945 decolonization, and questions about Muslim immigration and European identity.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

HIST 316 History of Soviet Russia
Content: Examines tensions (political, social, cultural) of the final decades of the Romanov dynasty and traces the collapse of the 300-year-old empire during the First World War. Focus is largely on the 20th century. Topics include the Russian Revolution, "Soviet Man" (Homo Sovieticus), Stalinism, collectivization, terror, the "Great Patriotic War," Cold War culture, the Sovietization of Eastern Europe, the Brezhnev era, reforms of the Gorbachev period, the end of the Soviet Union, and legacies for Russia and the other successor states. Attention throughout to gender, family, nation, and concept of the individual in relation to the collective.
Prerequisites: None. HIST 121 recommended.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
HIST 328 The British Empire
Content: The history of British overseas expansion from the early 17th century to the end of the 20th century. Theories of imperialism; Britain’s Atlantic trade network; the Victorian empire in war and peace; collaboration and resistance among colonized people; India under the British Raj; Africa and economic imperialism; the effects of empire on British society; the creation of the British Commonwealth; the rise of nationalism in India, Africa, and the Middle East; decolonization and postcolonial perspectives. Extensive readings from primary sources.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 331 American Culture and Society: 1880 to 1980
Content: Formation of modern culture from the late Victorian era to the "me decade." The influence of consumer culture, popular psychology, mass media, changing definitions of work and leisure in the development of a modern self. Origins and impact of the gender and race revolutions, relationship of "high" and "popular" culture. Readings in primary and secondary sources.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 335 History and Culture of American Indians
Content: Purposes of archaeology and its contributions to the understanding of North American prehistory, the culture-area hypothesis, relations with tribes from colonial times to the present, Native American responses. Federal Indian policy and its evolution over the past 200 years.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 336 Wilderness and the American West
Content: History of the trans-Mississippi West, including Euro-American perceptions of North America, issues of progress and preservation, and environmental history. Role of the federal government; contributions of minorities, women, and men in shaping the trans-Mississippi West. Voices of those who have sought to develop and conserve the West.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 338 Crime and Punishment in the United States
Content: The rise of the carceral state in the United States, including crime in different historical eras and the ways Americans have sought to deter, punish, and rehabilitate. Sub-topics include the changing role of the police; changing definitions of what constitutes a crime; the evolution of the prison system; the rise of convict labor; the political economy of the recent prison boom; the emergence of the victims’ rights and prisoners’ rights movements; the privatization of prisons; differences in treatment based on race, gender, and age. Course will take place in a nearby correctional facility.
Prerequisites: None.
Restrictions: Interested students must submit a formal application to be considered for the course. For details, please contact the instructor. Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 345 Race and Nation in Latin America
Content: Social thought about race and nation in Latin America. The Iberian concept of pureza de sangre, development of criollo national consciousness, 20th-century indigenista movements. Linkages between national identities and constructions of race, particularly in the wake of revolutionary movements. Freyre (Brazil), Marti (Cuba), Vasconcelos (Mexico), and Sarmiento (Argentina).
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis
Content: Origins and development of the modern Mexican nation from independence to the contemporary economic and political crisis. 1811 to 1940: liberal-conservative battles, imperialism, the pax Porfiriana, the Mexican Revolution, industrialization, and institutionalizing the revolution. 1940 to the present: urbanization, migration to the United States, the student movement, neoliberal economics and politics, disintegration of the PRI (Institutional Revolutionary Party), and the new social rebellions (Zapatistas, Popular Revolutionary Army, Civil Society). Constructing mexicanidad in music, dance, film, and the cultural poetics of the street and the town plaza.
Prerequisites: HIST 141 or HIST 142 recommended.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

HIST 348 Modern Cuba
Content: Development of the modern Cuban nation from the independence movement of the mid-19th century to the contemporary socialist state. Focus on how identity changed under the Spanish colonial, U.S. neocolonial, Cuban republic, and revolutionary states. 1840s to 1898: wars of independence, slavery, transition to free labor. 1898 to 1952: U.S. occupation and neocolonialism, Afro Cubanismo, populism. 1952 to the present: Castro revolution, socialism, U.S.-Cuban-Soviet relations.
Prerequisites: HIST 142 recommended.
Restrictions: Junior standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

HIST 388 What's for Dinner
Content: Cross-cultural examination of the history and cultural, political, and economic power of food. Topics include the power and politics exercised through ethnic/racial, gender, and class differences in food consumption; ways in which people express their religious, ethnic, class, gender, and regional identities through food; nostalgia for the food ways of the past and ideas about the food of the future; the history of manners and the cultural value of food etiquette; and "nutritionism," or why we think certain things are good for us. Materials include scholarly and popular books and essays, as well as primary sources.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
HIST 397 Advanced Topics in History
Content: Advanced study in the research and writing of history. Reading and critical analysis of primary sources and scholarship; exposure to major debates and controversies in the field that may include, but are not limited to, comparative study, historiography, or interdisciplinary methodology. Focus varies depending on areas of the instructor’s teaching and/or research. Assignments are organized around a substantial final project and/or several smaller projects. May be taken twice with change of topic.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

HIST 400 Reading Colloquium
Content: Reading and critical analysis of major interpretive works. Organized around themes or problems; comparative study of historical works exemplifying different points of view, methodologies, subject matter. Focus varies depending on instructor’s teaching and research area. May be taken twice for credit. Enrollment preference given to history majors and minors.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

HIST 444 Practicum
Content: Same as HIST 244 but requiring more advanced work. 8 credits may be applied to graduation requirements, but only 4 may be applied to the major.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

HIST 450 History Seminar
Content: Work with primary documents to research and write a major paper that interprets history. Topical content varies depending on instructor’s teaching field. Recent topics: the Americas; the United States and Asia; European intellectual history since 1945; women in American history; Indian policy on the Pacific slope; World War II, the participants’ perspectives; the British Raj; cultural nationalism in East Asia. May be taken twice for credit. Enrollment preference given to history majors and minors.
Prerequisites: HIST 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

HIST 499 Independent Study
Content: Same as HIST 299 but requiring more advanced work. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

International Affairs
Chair: Bob Mandel
Administrative Coordinator: Katie Sholian
International affairs encompasses political, military, economic, legal, and cultural relations involving states, nations, international and nongovernmental organizations, and transnational groups. Study in this discipline explores how international actors, the international system, and states’ domestic environments individually and collectively affect the prospects for conflict and cooperation. Academic work focuses in particular on foreign policy, national security, international law, international economic relations, and national political and economic development.

Often, this field of study is contained within a political science department. Lewis & Clark’s freestanding Department of International Affairs provides an opportunity to study the multiple dimensions of international relations in greater conceptual and empirical depth and breadth. It also allows students to integrate courses and insights from other disciplines into the major.

The department offers a rigorous and challenging conceptually oriented curriculum that introduces students to core ideas in the study of international relations, as well as the tools and methods of the social sciences and other disciplines. Students gain the analytical and methodological skills necessary to make informed judgments about the sources, significance, and consequences of diverse developments, as well as a solid empirical grounding in the field.

The department sponsors several extracurricular activities for students interested in international relations. The annual International Affairs Symposium, a three-day event organized by students, hosts academic and policy experts who debate aspects of a chosen topic in the field. Majors also participate in an active Model United Nations. The Meridian, a student-run journal, offers students a forum in which to publish their own essays and photographs related to international affairs.

Resources for Nonmajors
An understanding of international affairs is important to each student’s growth as an individual and as a citizen of an increasingly interdependent world. A number of courses in the department are accessible to nonmajors without prerequisites. Introduction to International Relations (IA 100) gives the best general introduction to the field as a whole. Nonmajors are welcome to participate in the department’s extracurricular activities.

The Major Program
Majors in international affairs are required to take six core courses as well as an elective in each of five subject areas. Each student works with an advisor to construct a program appropriate to his/her intellectual interests and career goals.

IA 100 Introduction to International Relations should be taken early in the student’s academic career. This course provides an overview of the central concepts used in understanding international relations and
is a prerequisite for most of the courses in the department. Students are advised to complete ECON 100 Principles of Economics, POLS 102 Introduction to Comparative Politics or POLS 103 Introduction to American Politics, and IA 212 United States Foreign Policy, ideally by the end of their second year. These courses introduce students to important concepts and empirical information that inform upper-level courses. Normally, Research Methods and the three other subject area classes should be completed in the third year. IA 310 International Relations Theories usually should be taken in the semester preceding the one in which the student takes IA 430 International Affairs Seminar. Students are urged to complete all other departmental requirements prior to enrolling in the seminar.

In addition to the course requirements, majors are encouraged to develop an academic program that enables them to study at least one language other than English 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 core courses and subject areas. (See lists below.) See appropriate department listings for course descriptions.

**Major Requirements**

A minimum of 44 semester credits (11 courses), distributed as follows:

- IA 100 Introduction to International Relations
- IA 212 United States Foreign Policy
- IA 310 International Relations Theories
- IA 430 International Affairs Seminar
- ECON 100 Principles of Economics
- POLS 102 Introduction to Comparative Politics
- One elective course from each of the following departmental subject areas: comparative and regional perspectives; global security, conflict, and diplomacy; global governance; and economic perspectives.
- One additional elective course from the research methods category, or an additional course from any of the following categories: comparative and regional perspectives; global security, conflict, and diplomacy; global governance; and economic perspectives.

A maximum of four courses from outside the IA department may be used toward the major. Special exception may be made by the department for courses from other institutions submitted by transfer students, and for courses taken on Lewis & Clark overseas programs.

**Core Courses**

**International Affairs**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>IA 100</td>
<td>Introduction to International Relations</td>
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<tr>
<td>IA 212</td>
<td>United States Foreign Policy</td>
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**Economics**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>IA 310</td>
<td>International Relations Theories</td>
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<tr>
<td>IA 430</td>
<td>International Affairs Seminar</td>
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**Political Science**

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<th>Course</th>
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<tbody>
<tr>
<td>ECON 100</td>
<td>Principles of Economics</td>
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**Comparative and Regional Perspectives**

**International Affairs**

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<th>Course</th>
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<tbody>
<tr>
<td>IA 220</td>
<td>Global South</td>
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<tr>
<td>IA 230</td>
<td>African Politics</td>
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<tr>
<td>IA 231</td>
<td>Latin American Politics</td>
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<td>IA 232</td>
<td>Southeast Asian Politics</td>
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<td>IA 290</td>
<td>Middle East Politics</td>
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<td>IA 320</td>
<td>Democratization</td>
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<tr>
<td>HIST 121</td>
<td>Modern European History</td>
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<tr>
<td>HIST 142</td>
<td>Modern Latin American History</td>
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<tr>
<td>HIST 217</td>
<td>The Emergence of Modern South Asia</td>
</tr>
<tr>
<td>HIST 328</td>
<td>The British Empire</td>
</tr>
<tr>
<td>POLS 250</td>
<td>Transitions to Democracy and Authoritarianism</td>
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<tr>
<td>POLS 314</td>
<td>Russian Politics in Comparative Perspective</td>
</tr>
<tr>
<td>POLS 325</td>
<td>European Politics</td>
</tr>
<tr>
<td>POLS 435</td>
<td>Topics in Comparative Politics</td>
</tr>
<tr>
<td>SOAN 266</td>
<td>Social Change in Latin America</td>
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<tr>
<td>SOAN 270</td>
<td>Cultural Politics of Youth in East Asia</td>
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<td>SOAN 350</td>
<td>Global Inequality</td>
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**Global Security, Conflict, and Diplomacy**

**International Affairs**

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<tbody>
<tr>
<td>IA 257</td>
<td>Global Resource Dilemmas</td>
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<tr>
<td>IA 262</td>
<td>Religion &amp; Global Politics</td>
</tr>
<tr>
<td>IA 312</td>
<td>Studies of Diplomacy</td>
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<tr>
<td>IA 330</td>
<td>Global Security</td>
</tr>
<tr>
<td>IA 342</td>
<td>Perception and International Relations</td>
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<tr>
<td>IA 348</td>
<td>Global Order</td>
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**Global Governance**

**International Affairs**

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<tr>
<td>IA 211</td>
<td>International Organization</td>
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<tr>
<td>IA 296</td>
<td>Human Rights in International Relations</td>
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<tr>
<td>IA 313</td>
<td>International Ethics</td>
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<td>IA 333</td>
<td>International Law</td>
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<td>IA 362</td>
<td>Politics of Humanitarian Intervention &amp; Violence</td>
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**Economic Perspectives**

**International Affairs**

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<tr>
<th>Course</th>
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<tr>
<td>IA 238</td>
<td>Political Economy of Development</td>
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<tr>
<td>IA 318</td>
<td>Multinational Corporations</td>
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<tr>
<td>IA 340</td>
<td>International Political Economy</td>
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Courses

IA 100 Introduction to International Relations
Content: An introduction to a conceptual, analytical, and historical understanding of international relations. Emphasis on the international system and the opportunities and constraints it places on state and nonstate behavior. Cooperation and conflict, sovereignty, the rich-poor gap, determinants of national power, interdependence, the process of globalization, international institutions, and the role of transnational phenomena. Designed for students who have no previous background in the study of international relations.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

IA 211 International Organization
Content: Examines attempts at governance in the international system, including the birth of the modern state system, the United Nations, and other international organizations. Explores competing explanations for global cooperation in conflict management, economics, and human rights.
Prerequisites: IA 100.
Usually offered: Annually, spring semester.
Semester credits: 4.

IA 212 United States Foreign Policy
Prerequisites: IA 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

IA 220 Global South
Content: Explores important themes across countries in the Global South, including variation in conflict and peace, democracy and authoritarianism, wealth and poverty, and the strength or fragility of states. Examining similarities and differences across countries, students will explore compelling domestic, regional, and international explanations, while touching on the roles of identity and culture in the patterns observed across the Global South.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

IA 230 African Politics
Content: Introduces students to political, social, and economic issues facing African states (primarily sub-Saharan), covering both domestic and international dimensions. The course explores the historical origins and contemporary dynamics of challenges associated with democratization, civil conflict, and underdevelopment, as well as emerging opportunities and prospects. Students gain specific country expertise, and are also equipped to make sense of the variation in the experiences of a range of African countries.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.
IA 231 Latin American Politics
Content: Comparative analysis of politics in South and Central America. Specific emphases vary, but usually include role of the peasantry, Catholic Church and Catholicism, changing political roles of women, international linkages, causes and effects of social revolutions, military rule, transitions to democracy. Emphasis on theories attempting to explain patterns of Latin American politics.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, fall semester.
Semester credits: 4.

IA 232 Southeast Asian Politics
Content: Political and economic context of contemporary Southeast Asian states using a comparative perspective. Topics may include the effects of colonial and Cold War legacies on state development; the relationships among ethnicity, religion, and conflict; political transition and democratization; economic development policy; regional environmental issues; and Southeast Asian economic integration.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, fall semester.
Semester credits: 4.

IA 238 Political Economy of Development
Content: Introduction to theories on the role of the state in economic development. How politics affect the state's role and impact. Why are some countries poor while others are rich? How does government policy contribute? How does poverty affect political development and governmental stability? Organized according to major economic and political problems affecting developing countries. The theoretical debates surrounding the role of government in addressing problems of development. Focus is on thinking critically about the complexity of these problems in countries where the state apparatus is itself new, transitional, or developing.
Prerequisites: IA 100. ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

IA 244 IA Practicum/Internship
Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on- and off-campus organizations. Students may participate in individually arranged opportunities or the International Affairs Symposium: Guided readings on the topic of the College's annual International Affairs Symposium. Focus on key issues of controversy within contemporary international relation. Recent topics have included global terrorism, arms transfers, migration, disease, and humanitarian intervention. Discussion of the substantive issues involved, preparation of written materials, and training and guidance to shape sessions and the ways to create an effective symposium. The International Affairs Symposium section must be taken in a fall-spring sequence; it may not be started in the spring, and students enrolling in the fall must take it in the spring. It may be taken up to four times.
Prerequisites: IA 100.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

IA 257 Global Resource Dilemmas
Content: Exploration of the controversies surrounding global resource and environmental problems. Topics include the "limits to growth" and "lifeboat ethics" debates; global population, food, water, and energy problems; environment and development; and international resource conflict.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

IA 262 Religion & Global Politics
Content: Introduces students to the often-overlooked role of religious actors and politics in international affairs. While commonly associated with radicalism or terrorism, religious actors and ideas have played significant roles in democratization, peacebuilding, conflict resolution, humanitarianism, the evolution of human rights, and foreign policy. The course also explores relevant religious histories, the recent "resurgence" of Islam and Christianity, and definitions of "religion" and "secular."
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

IA 290 Middle East Politics
Content: Analysis and explanation of the historical forces that shaped the complexities of this region, placing the area in its proper setting and perspective.
Prerequisites: IA 100.
Usually offered: Annually, spring semester.
Semester credits: 4.

IA 296 Human Rights in International Relations
Content: Tensions surrounding sovereignty, or nonintervention, in the face of increasingly severe human rights abuses. Overview of the philosophical underpinnings of human rights as well as prominent debates in the human rights literature. Critical examination of the doctrine of sovereignty in international relations theory and practice. Analysis of the international community's ways of preventing human rights violations, including political and judicial enforcement of human rights norms.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

IA 299 Independent Study
Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

IA 310 International Relations Theories
Content: Contending theories of international relations, specifically those that explain the evolution and content of world politics by reference to transnational, international, state-specific, and/or individual factors. Emphasis on the conceptual, analytical, and methodological aspects of and debates in international relations theory.
Prerequisites: IA 100. Two 200-level international affairs courses.
Restrictions: Junior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.
IA 312 Studies of Diplomacy
Content: A reading of diplomatic history and the rules governing the conduct of diplomacy. The tools of statecraft through case studies including the strategy and tactics of negotiating across cultures, diplomatic law, and multilateral diplomacy.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, fall semester.
Semester credits: 4.

IA 313 International Ethics
Content: An overview of different theoretical perspectives concerning moral argumentation in IR theory; ethical dimensions of poverty, population growth, climate change, terrorism, migration, moral standing of states and borders, use of force, ethics of humanitarian intervention, individual vs. group morality, origin and meaning of human rights, global governance, and just world order. Discussion of cosmopolitanism, patriotism, and nationalism; just war theory; nuclear ethics; global distributive justice; climate ethics; and the responsibilities and duties of citizens, soldiers, leaders, and collectives.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, fall semester.
Semester credits: 4.

IA 318 Multinational Corporations
Content: Causes of growth of the multinational corporation, its impact on host states and home states, and international responses to its emergence.
Prerequisites: IA 100. ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, fall semester.
Semester credits: 4.

IA 320 Democratization
Content: The international spread of democracy in the contemporary period. How variations in national institutional design and national context impact outcomes. Particular attention is given to the transition to and consolidation of democracy, instances of limited democratization, and the question of political accountability in nondemocracies.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, fall semester.
Semester credits: 4.

IA 322 Global Security
Content: Analysis of the major theories covering human, state, and international security. Emphasis on developing a probing conceptual understanding of ongoing challenges emanating from both state and nonstate sources. Explores military, economic, environmental, political, cultural dimensions. Cross-cultural security perspectives relevant to both Western and non-Western societies.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IA 333 International Law
Content: The political setting of international law, its changing content, its influence on the foreign policies of states, the special problems of regulating war, and developing and implementing human rights. Focus on insights from social science theories and perspectives, not on technical understanding of international law.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IA 340 International Political Economy
Content: The relationship between politics and economics in international relations. History of the modern international political economy, and theories to explain how political factors affect the content and evolution of international economic systems. Focus on trade, monetary, financial, and production relations.
Prerequisites: IA 100. ECON 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

IA 342 Perception and International Relations
Content: Processes and patterns of intergroup and international perception, views of enemies, perception in foreign policy-making and deterrence, ways of reducing perceptual distortions. Students analyze and theorize about the role of misperception—distortions in one state’s perception of other states—in international relations.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IA 348 Global Order
Content: Exploration of the origins and development of the modern state system in world politics, focusing on the different and most productive ways to think about how international relations have been or could be organized. Topics include the origins of state sovereignty and alternatives to it; important material, ideological, and political trends in international affairs in the seventeenth through twentieth centuries; the ingenuities and weaknesses of the American-led international order of the postwar era; the rapid development of international courts and tribunals, particularly since the end of the Cold War; and the prospects for and desirability of a non-Western-dominated global order emerging over the coming century.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

IA 350 Social Justice in the Global Economy
Content: Examines the concepts of social justice, environmental sustainability, and fair trade within the context of the international political economy (IPE). How have these concepts been fostered or limited in the twentieth and twenty-first century IPE? How have states, international organizations, non-governmental organizations, and the private sector promoted or challenged further incorporation of concepts in the IPE? Focuses on empirical problems and analysis of existing and potential solutions, with special attention to voluntary, ethical certification systems such as fair trade.
Prerequisites: IA 100. IA 238, IA 340 or ECON 232.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.
IA 362 Politics of Humanitarian Intervention & Violence
Content: Introduces major debates surrounding the militarization of relief, politicization of aid, and armed interventions. Addresses tensions surrounding the appeal to “care for distant strangers,” management of violence, and the response of various actors, from NGOs and international institutions to individuals, media, celebrities, and businesses. Students will become familiar with the key actors, agencies, and ideas in the development of modern humanitarianism, explore lessons from major past and present crises, and engage with the stories of people affected.
Prerequisites: IA 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

IA 430 International Affairs Seminar
Content: Advanced research in international affairs. Students are expected to develop, research, write, and present a methodologically rigorous and analytically oriented analysis of some dimension of international relations. Topics and explanations are to be informed and guided by the relevant international relations literature. Normally taken during spring semester of senior year.
Prerequisites: IA 310. One course from the Research Methods list.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

IA 444 Practicum
Content: Field-learning experience combining theoretical concepts and skills learned in the classroom with practical work in on-campus and off-campus organizations such as the World Trade Center, World Affairs Council, or U.S. Department of Commerce in Portland. Students must be well prepared prior to enrollment, consult the faculty supervisor about the program in advance, and write a report on the practicum experience. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2-4.

IA 499 Independent Study
Content: Same as IA 299 but requiring more advanced work. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Latin American Studies
Director: Freddy Vilches
The minor in Latin American studies enables students to combine study of a major field in the arts, humanities, sciences, or social sciences with a focused study of Latin American and Hispanic/Latina/o 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:

- Eight semester credits chosen from the following:
  - HIST 141 Colonial Latin American History
  - HIST 142 Modern Latin American History
  - SOAN 266 Social Change in Latin America

- Participation in one of the following Lewis & Clark overseas study programs from which a minimum of 3 semester credits and a maximum of 4 semester credits must be applied to the minor.
  - Language courses do not apply.
  - Cuba
  - Chile (Santiago or Valparaiso)
  - Dominican Republic (Santo Domingo only)
  - Mexico (Merida)

- Capstone course: LAS 400 Latin American and Latinx Cultural Studies.

- Eight additional semester credits chosen from the list of elective courses below:

Elective Courses
Art
ART 207 Pre-Columbian Art

Hispanic Studies
SPAN 230 Hispanic Literature in Translation
SPAN 260 Cultural Production of the Spanish-Speaking World
SPAN 360 Latin America and Spain: Pre-Columbian to Baroque
SPAN 370 Latin America and Spain: Enlightenment to the Present
SPAN 440 Topics in Hispanic Literatures (when focus is on Latin America)
SPAN 444 Spanish Practicum (when focus is on Latin America)
SPAN 446 Special Topics in Hispanic Literatures and Cultures (when focus is on Latin America)
SPAN 450 Special Topics in Spanish (when focus is on Latin America)

History
HIST 141 Colonial Latin American History
HIST 142 Modern Latin American History
HIST 242 Borderlands: U.S.-Mexico Border, 16th Century to Present
HIST 345 Race and Nation in Latin America
HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis
HIST 348 Modern Cuba
HIST 400 Reading Colloquium (when focus is on Latin America)
HIST 450 History Seminar (when focus is on Latin America)
**International Affairs**

IA 231 Latin American Politics
IA 430 International Affairs Seminar (when focus is LAS)

**Latin American Studies**

LAS 200 Latin American Cultural Studies

**Music**

MUS 106 Workshops in World Music
MUS 237 Music of Latin America

**Sociology/Anthropology**

SOAN 261 Gender and Sexuality in Latin America
SOAN 266 Social Change in Latin America
SOAN 349 Indigenous Peoples: Identities and Politics
SOAN 400 Senior Seminar and Thesis (when focus is on Latin America)

At least three of the courses used for the minor must be taken on campus at Lewis & Clark.

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

**Forthcoming Overseas Study Programs**

Language-intensive offerings:

- Santo Domingo, Dominican Republic: every fall, every spring (with option of full year)
- Santiago or Valparaiso, Chile: every fall, every spring (with option of full year)
- Merida, Mexico: every fall, every spring (with option of full year)

For details, see World Languages and Literatures (https://college.lclark.edu/departments/world_languages/overview) and Overseas and Off-Campus Programs (p. 126)

**Faculty**


**Courses**

**LAS 200 Latin American Cultural Studies**

Content: Theoretical approaches to the study of Latin American culture. Focused study of particular writers, artists, and musicians. Topics include indigenismo, nationalism, postcolonialism, the African diaspora, borderlands, and hybridity. Interdisciplinary approach integrates literary, historical, and anthropological modes of inquiry in this bilingual class. Extensive oral and written work culminating in a research paper.

Prerequisites: SPAN 301 or 302.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

**LAS 400 Latin American and Latinx Cultural Studies**

Content: Theoretical approaches to the study of Latin American culture. Focused study of particular writers, artists, and musicians. Topics include indigenismo, nationalism, postcolonialism, the African diaspora, borderlands, and hybridity. Interdisciplinary approach integrates literary, historical, and anthropological modes of inquiry in this bilingual class. Extensive oral and written work culminating in a research paper.

Prerequisites: SPAN 301 or 301H. HIST 141, 142, or SOAN 266.

Completion of Overseas Study Program in a Latin American country.

Restrictions: Junior standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

**Mathematical Sciences**

Chair: Peter Drake

Administrative Coordinator: Donna Kerr

The mathematical sciences—mathematics, statistics, and computer science—continue to play a central role in the evolution of civilization. With a focus on patterns and structure, and with methodologies based on computation and representation of information, the mathematical sciences foster coherence and understanding that enable technology and broaden insights about the world of natural science.

The goal of the department is to acquaint students with this role as it relates to developments within the mathematical sciences, as well as to applications to other disciplines. The department focuses on two distinct but complementary responsibilities: the mathematical sciences as an essential component of a liberal arts education and the mathematical sciences as a major course of study.

The department’s courses present the many aspects of the mathematical sciences: as a means of structuring the world of knowledge, as an art form, as an enabler of other disciplines, and as a historical force. As a consequence, the department provides the requisite mathematical,
computational, and statistical content and methodology for allied disciplines as well as three comprehensive major programs.

**Resources for Nonmajors**

The following courses are designed with nonmajors in mind:

**QR 101** is intended for those students who need more preparation for college-level mathematics and science. It replaces MATH 055 and CS 102. Students who do not pass Lewis & Clark’s quantitative reasoning exam should enroll in this course.

**MATH 103** Perspectives in Mathematics, **MATH 105** Perspectives in Statistics, and **CS 107** Perspectives in Computer Science stress connections among contemporary mathematics, statistics, computer science, and modern society.

**MATH 115** Elementary Functions allows students to explore and become comfortable with the functions used in introductory calculus and computer science courses.

**MATH 123** Calculus & Statistics for Modeling the Life Sciences introduces foundational quantitative skills that are relevant to problem-solving in the life sciences.

**MATH 255** Statistical Concepts and Methods introduces the main ideas of modern statistics with applications to problems encountered in various disciplines, especially the natural sciences.

**The Major Programs**

The department supports three majors: one in mathematics, one in computer science and mathematics, and one in computer science.

Students intending to major in any of these programs should have four years of high school mathematics, including, at a minimum, two years of algebra, a course in geometry, and a course in precalculus mathematics (including analytical geometry and trigonometry). Most well-prepared students begin their college mathematics programs with calculus (MATH 131 Calculus I, MATH 132 Calculus II, or MATH 233 Calculus III) and their college computer science programs with **CS 171** Computer Science I. Students who have received Advanced Placement credit, or who have significant computer science experience, should consult with a member of the department for proper placement. For students without strong backgrounds in mathematics, the department offers **MATH 115** Elementary Functions to prepare them for work in calculus and computer science.

Students majoring in mathematics may also earn a minor in computer science; otherwise, students may not earn more than one major or minor from the department.

**Major Requirements: Computer Science**

A minimum of 44 semester credits in the mathematical sciences numbered 171 and above,* including the following:

- **CS 171** Computer Science I
- **CS 172** Computer Science II
- **CS 230** Computational Mathematics or MATH 132 Calculus II
- **CS 383** Algorithm Design and Analysis
- One of the following:
  - **CS 277** Computer Architecture and Assembly Languages
  - **CS 293** Networks and Web Development
- At least 16 additional semester credits in computer science numbered 200 or above.

**Major Requirements: Computer Science and Mathematics**

A minimum of 40 semester credits in the mathematical sciences numbered 171 and above,* including the following:

- **CS 171** Computer Science I
- **CS 172** Computer Science II
- **CS 383** Algorithm Design and Analysis
- One of the following:
  - **CS 277** Computer Architecture and Assembly Languages
  - **CS 293** Networks and Web Development
- **MATH 215** Discrete Mathematics
- **MATH 225** Linear Algebra
- At least 4 additional semester credits in mathematics courses numbered 200 or above.
- At least 4 additional semester credits in mathematics courses numbered 300 or above.
- At least 8 additional semester credits in computer science courses numbered 200 or above*.

**Major Requirements: Mathematics**

A minimum of 36 semester credits in mathematics courses numbered 171 and above,* including the following:

- **CS 171** Computer Science I
- **MATH 215** Discrete Mathematics
- **MATH 225** Linear Algebra
- **MATH 233** Calculus III
- At least 16 additional semester credits at the 300 or 400* level, at least 12 of which must be in mathematics courses.
- At least 4 additional semester credits in mathematics or computer science courses numbered 171 and above.

**Minor Requirements: Computer Science**

A minimum of 20 semester credits, including the following:

- **CS 293** Networks and Web Development
- **MATH 255** Statistical Concepts and Methods
- **CS 488** Software Development
- At least 16 additional semester credits in computer science numbered 200 or above.
• Sixteen semester credits in computer science courses numbered 171 and above.*

• CS 230 Computational Mathematics or 4 semester credits in mathematics courses numbered 115 and above.

Minor Requirements: Mathematics
A minimum of 16 semester credits in mathematics courses numbered 200 and above,* including the following:

• MATH 215 Discrete Mathematics
• MATH 225 Linear Algebra
• At least 4 semester credits in mathematics at the 300 or 400* level.

*To apply MATH 490 Topics in Mathematics or CS 495 Topics in Computer Science to a major or minor requires consent of the department chair.

Honors
The honors program in the mathematical sciences usually consists of either (a) a yearlong independent research project, or (b) a summer research project followed by one semester of independent study, culminating in an appropriate oral presentation and written form. After completing the 100- and 200-level courses required for one of the majors and enrolling in at least one course at the 300 or 400 level, an interested student with a cumulative GPA of 3.500 or higher, both in the major and overall, should consult the chair or the student’s advisor concerning development and completion of a project.

Faculty


John W. Krussel. Associate dean of the College of Arts and Sciences, professor of mathematics. Graph theory, combinatorics, cryptography. PhD 1987, MS 1983 Colorado State University. BA 1977 Saint Louis University.


Computer Science Courses
CS 107 Perspectives in Computer Science
Content: Introduction to computer science. Algorithmic thinking, the nature of electronic computers, and the place of information technology in society. Simple programming including variables, if statements, and loops.
Prerequisites: QR 101 or equivalent.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

CS 171 Computer Science I
Content: Basic techniques for solving problems amenable to solution through the use of a high-level computer programming language. Emphasis on solving a problem via a program and on the skills to write programs solving complex problems. Variables, data types, branches, loops, arrays, functional decomposition.
Prerequisites: MATH 115 or equivalent.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

CS 172 Computer Science II
Content: Data structures and algorithmic techniques that are fundamental in programming solutions to complex problems. Abstract data types, lists, stacks, queues, trees, graphs. Array-based and linked structures. Use and simple analysis of iterative and recursive algorithms. Introduction to object-oriented programming.
Prerequisites: CS 171.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

CS 211 Computer and Network Security
Content: Introduction to principles and practices of computer and network security. Topics may include cryptography, command line scripting, penetration testing, intrusion detection, incident response, analysis of attacks on web applications, mobile devices, internet of things.
Prerequisites: CS 171.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CS 230 Computational Mathematics
Content: Overview of the kinds of problems that arise in calculus and physics. Emphasis on computer solutions. Topics include differentiation, integration, linear systems, ordinary differential equations, approximation.
Prerequisites: MATH 115 or equivalent. CS 171.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
CS 277 Computer Architecture and Assembly Languages
Content: Computer-design concepts and assembly languages. Topics chosen from the following: digital logic; arithmetic/logic units; instruction sets; memory addressing modes; parameter passing; macro facilities; binary representation of information; pointers.
Prerequisites: CS 172.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CS 293 Networks and Web Development
Content: Introduction to computer networks and web development. Topics may include internet protocols, client-server computing, distributed applications, databases.
Prerequisites: CS 172.
Usually offered: Annually, spring semester.
Semester credits: 4.

CS 299 Independent Study
Content: Independent study topic to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

CS 367 Computer Graphics
Content: Two- and three-dimensional computer graphics. Line, circle, filling, windowing, clipping algorithms, three-dimensional perspective projections, hidden line removal, shading, light models.
Prerequisites: CS 172. CS 230 or MATH 132. Familiarity with vectors and matrices recommended.
Usually offered: Annually, fall semester.
Semester credits: 4.

CS 369 Artificial Intelligence and Machine Learning
Content: Design and construction of intelligent computer systems. Agents and environments; blind, heuristic, and adversarial search; machine learning techniques including neural networks; philosophical issues including definitions of intelligence.
Prerequisites: CS 172.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CS 373 Programming Language Structures
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.
Prerequisites: CS 172.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

CS 383 Algorithm Design and Analysis
Content: Introduction to the design and analysis of algorithms. Balanced binary search trees; bit vectors; hash tables; heaps; dynamic programming; algorithms including incremental, divide and conquer, greedy, graph.
Prerequisites: CS 172. MATH 132 or CS 230.
Restrictions: Junior standing. Declared major in computer science (CS) or computer science and mathematics (CSMT).
Usually offered: Annually, fall semester.
Semester credits: 4.

CS 444 Internship/Practicum
Content: Practicum or internship in computer science.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

CS 465 Theory of Computation
Content: Basic theoretical foundations of computer science including finite state and pushdown automata, Turing machines, computability, the halting problem, regular expressions, NP-completeness, the relationship between grammars and automata.
Prerequisites: CS 172. MATH 215.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CS 467 Advanced Computer Graphics
Prerequisites: CS 367.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CS 488 Software Development
Content: Development of large software systems by teams of programmers. Problem specification, system design, testing, version control, design patterns. Teams of students work on a semester-long project for an external "customer."
Prerequisites: CS 383.
Restrictions: Junior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

CS 495 Topics in Computer Science
Content: Determined by student and/or faculty interest. May continue topics from an existing course or explore new areas. May be taken three times for credit under different topics. Requires instructor consent.
Prerequisites: CS-172.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 2-4.

CS 499 Independent Study
Content: Independent study topic to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Mathematics and Statistics Courses
MATH 103 Perspectives in Mathematics
Content: For nonmajors. Selected topics illustrating mathematics as a way of representing and understanding patterns and structures, as an art, as an enabler in other disciplines, and as a historical force. Emphasis changes from semester to semester, reflecting the expertise and interests of the faculty member teaching the course. For further information consult the appropriate faculty member before registration.
Prerequisites: QR 101 or equivalent.
Usually offered: Annually, fall semester.
Semester credits: 4.
MATH 105 Perspectives in Statistics
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. Credit may not be earned for both this course and AP statistics.
Prerequisites: QR 101 or equivalent.
Usually offered: Annually.
Semester credits: 1.

MATH 115 Elementary Functions
Content: The basic functions encountered in calculus, discrete mathematics, and computer science: polynomial, rational, exponential, logarithmic, and trigonometric functions and their inverses. Graphs of these functions, their use in problem solving, their analytical properties. May not be taken for credit if AP Calculus credit has been granted.
Prerequisites: QR 101 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 123 Calculus & Statistics for Modeling the Life Sciences
Content: Use of case studies to introduce students to foundational quantitative skills that are relevant to problem solving in the life sciences. Included are topics in calculus, probability, statistics, and algorithms.
Prerequisites: MATH 115.
Usually offered: Annually.
Semester credits: 4.

MATH 131 Calculus I
Content: Basic analytical and quantitative reasoning and problem-solving skills that depend on the concept of the limit. Continuity, the derivative and its applications, the Fundamental Theorem of Calculus, introduction to the definite integral with applications. May not be taken for credit if AP Calculus credit has been granted.
Prerequisites: MATH 115 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 132 Calculus II
Content: Further development of the definite integral including techniques of integration, applications of the definite integral, indeterminate forms, and improper integrals. Sequences, series of constants, power series, Taylor polynomials and series, introduction to elementary differential equations. May not be taken for credit if AP Calculus BC credit has been granted.
Prerequisites: MATH 131 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 215 Discrete Mathematics
Content: Basic techniques of abstract formal reasoning and representation used in the mathematical sciences. First order logic, elementary set theory, proof by induction and other techniques, enumeration, relations and functions, graphs, recurrence relations.
Prerequisites: MATH 132 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 225 Linear Algebra
Content: Basic skills and concepts that evolve from the study of systems of linear equations. Systems of linear equations, Euclidean vector spaces and function spaces, linear transformations, matrices and determinants, inner product spaces, eigenvalue problems, symmetric transformations.
Prerequisites: MATH 132 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 233 Calculus III
Content: Further development of the definite integral including techniques of integration, applications of the definite integral, indeterminate forms, and improper integrals. Sequences, series of constants, power series, Taylor polynomials and series, introduction to elementary differential equations. May not be taken for credit if AP Calculus credit has been granted.
Prerequisites: MATH 132 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 235 Differential Equations
Content: Introduction to theory, methods, and applications of differential equations, emphasizing the analysis of dynamical systems. Elementary modeling, numerical techniques, solutions to linear systems, qualitative analysis of nonlinear systems, nonlinear oscillators, introduction to advanced topics.
Prerequisites: MATH 132 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 244 Math Practicum
Content: Tutoring opportunities (two to four hours onsite per week) at community schools to include one-on-one tutoring or classroom aid for site supervisor. Written reports and consultation with instructor required during semester. Specific math courses or grade levels to be determined by student, site supervisor, and instructor. Credit-no credit. May be taken twice for credit with at most 2 credits counted toward math major.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 1-4.

MATH 255 Statistical Concepts and Methods
Content: Introduction to principal statistical concepts and methods with emphasis on data. Statistical thinking, the application of statistical methods to other disciplines, and the communication of statistics, both verbally and in writing. Exploratory data analysis, random variables, regression analysis, data production, and statistical inference. Mathematical tools and skills used to address problems posed by collecting, analyzing, and modeling data.
Prerequisites: MATH 131 or equivalent.
Usually offered: Annually.
Semester credits: 4.

MATH 281 Putnam Exam Preparation
Content: Emphasis on problem-solving skills required for success on the Putnam Exam. Participation in the exam is required to earn credit. Credit-no credit. May be taken twice for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 1.
MATH 282 Modeling Competition Preparation
Content: Emphasis on mathematical modeling skills required for success in the COMAP Mathematical Modeling Competition and Interdisciplinary Modeling Competition. Participation in the competition is required to earn credit. Credit-no credit. May be taken twice for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, spring semester.
Semester credits: 1.

MATH 299 Independent Study
Content: Independent study topic to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MATH 305 Partial Differential Equations with Applications
Content: Using techniques of multivariate calculus to derive and study the classical linear partial differential equations. Topics include the calculus of variations, initial and boundary value problems, the method of separation of variables, Hilbert spaces, and Fourier series. Additional topics may include special functions, the Fourier transform, and Green's functions.
Prerequisites: MATH 233, MATH 235.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

MATH 315 Number Theory
Content: Divisibility properties of the integers, unique factorization, linear Diophantine equations, congruences, Fermat's and Wilson's theorems, arithmetic functions. Other topics selected from the following: primitive roots and indices, quadratic reciprocity, the theory of prime numbers, continued fractions, sums of squares, analytic number theory.
Prerequisites: MATH 215.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MATH 325 Combinatorics
Content: Introduction to combinatorial theory, including one or more of the following: enumeration, algebraic enumeration, optimization, graph theory, coding theory, design theory, finite geometries, Latin squares, posets, lattices, Polya counting, Ramsey theory.
Prerequisites: MATH 215 and MATH 225.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MATH 341 Real Analysis
Content: Development of the ability to understand, construct, and write proofs in analysis. Topics include limits, continuity, differentiation, integration, metric spaces, applications, and generalizations, from an axiomatic perspective.
Prerequisites: MATH 215.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

MATH 345 Numerical Analysis
Content: The theoretical basis, error analysis, and practical techniques of numerical computations. Topics chosen from the following: solutions of systems of linear equations, solutions of nonlinear equations, numerical integration and differentiation, solutions of ordinary differential equations, eigenvalue problems, interpolation, approximation.
Prerequisites: CS 171. MATH 225. MATH 233.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MATH 351 Linear Models
Content: Introduction to statistical modeling, this course surveys general model-building methods and studies linear regression analysis that is widely employed for modeling the relationship between a response variable and a set of explanatory variables. It aims to blend both theory and applications to gain an understanding of the concepts and methods for applying statistical modeling techniques in a wide variety of disciplines.
Prerequisites: ECON 103, PSY 200, MATH 105, MATH 123, or MATH 255.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MATH 352 Simulation-Based Statistical Methods
Content: Introduction to simulation-based methods used in statistical inference and scientific computation. Problems in the life sciences will be used to motivate various randomization-based methods including sampling techniques from various distributions, permutation test, bootstrap, random walk, nonparametric inference, Bayesian inference, and Markov chain Monte Carlo.
Prerequisites: ECON 103, PSY 200, MATH 105, MATH 123, MATH 255 or equivalent.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

MATH 355 Geometry
Content: Concepts of geometry encompassing both Euclidean and non-Euclidean geometries. Parallelism, distance, angles, triangles, other geometric notions studied from the viewpoint of logic and foundations, transformations or differential geometry.
Prerequisites: MATH 215.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MATH 365 Complex Variables
Content: Concepts of complex analysis. Complex number system, analytic functions, integration of functions of a complex variable, power series representation, conformal mappings, residue theory.
Prerequisites: MATH 233.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MATH 421 Abstract Algebra I
Content: A two-semester sequence in abstract algebraic systems. Structure of groups, subgroups, quotient groups, homomorphisms, Fundamental Isomorphism Theorems, rings, ideals, integral domains, polynomial rings, matrix rings, fields, Galois theory, advanced topics in linear algebra.
Prerequisites: MATH 215 and MATH 225.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.
MATH 422 Abstract Algebra II
Content: A two-semester sequence in abstract algebraic systems. Structure of groups, subgroups, quotient groups, homomorphisms, Fundamental Isomorphism Theorems, rings, ideals, integral domains, polynomial rings, matrix rings, fields, Galois theory, advanced topics in linear algebra.
Prerequisites: MATH 215 and MATH 225.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

MATH 442 Advanced Topics in Analysis and Topology
Content: Multivariable real analysis with applications to differential topology. Topics selected from fixed-point theorems, implicit and inverse function theorems, integration, manifolds, homotopy, and homology.
Prerequisites: MATH 225, MATH 233, and MATH 341.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

MATH 444 Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

MATH 451 Probability and Statistics I
Content: A two-semester sequence in the theory of probability and mathematical statistics. Elementary probability, discrete and continuous random variables, distributions, limit theorems, point estimation, hypothesis testing, linear models, analysis of variance, nonparametric statistics.
Prerequisites: MATH 215 and MATH 233.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MATH 452 Probability and Statistics II
Content: A two-semester sequence in the theory of probability and mathematical statistics. Elementary probability, discrete and continuous random variables, distributions, limit theorems, point estimation, hypothesis testing, linear models, analysis of variance, nonparametric statistics.
Prerequisites: MATH 215 and MATH 233.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

MATH 450 Independent Study
Content: Independent study topic to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Quantitative Reasoning Courses
QR 101 Foundations of Quantitative Reasoning
Content: Students will apply mathematics, statistics, and algebra to quantitatively analyze, model, and solve problems in authentic contexts with a focus on effectively reporting the results and conclusions. Topics include units, dimensional analysis, estimation, percent change, proportional reasoning, linear and exponential modeling, systems of equations, charts and graphs, descriptive statistics, logarithmic scale, linear regression, correlation, and what-if analysis. Emphasis on using computational tools.
Prerequisites: ALEKS score of 30 or above.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

Middle East and North African Studies
Director: Oren Kosansky
Administrative Coordinator: Terry Moore
The Middle East and North African Studies (MENA) minor offers students the opportunity to explore diverse aspects of this region from an interdisciplinary perspective. The program is anchored in core courses that focus on culture, religion, and politics in North Africa and the Middle East. Minor students typically enroll in Arabic language courses and also pursue a range of electives across the humanities and social sciences. The Lewis & Clark overseas program in Morocco provides opportunity for students to extend their studies and learning experiences within the region. The minor culminates in a capstone project that encourages students to integrate their minor with other facets of a liberal arts education at Lewis & Clark.

The interdisciplinary minor is supervised by a group of faculty from several departments. Student advising is provided by faculty teaching core courses in the program.

The minor is designed to guide students in the pursuit of the following learning outcomes:

- Understand the merits and limitations of conceptualizing the Middle East and North Africa as a region of study.
- Gain knowledge of the historical, cultural, political, and linguistic processes that have forged the region in its global contexts.
- Demonstrate mastery of intermediate Arabic language skills (or, in some cases, another regionally significant language).
- Appreciate how complementary and competing academic approaches to the Middle East and North Africa condition an interdisciplinary understanding of the region.
- Develop a foundation for continued study of the Middle East and North Africa and for applied work in the region.

Minor Requirements
A minimum of 20 credits, distributed as follows:

- ARB 201 Intermediate Arabic I, ARB 202 Intermediate Arabic II, or the equivalent level in a Hebrew, Turkish, or Persian language.*
- Two courses, from different departments, chosen from the following list.
  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA 290</td>
<td>Middle East Politics</td>
</tr>
<tr>
<td>RELS 273</td>
<td>Islamic Origins</td>
</tr>
</tbody>
</table>

* Students must demonstrate proficiency in a language other than Arabic to meet graduation requirements.

For more information, contact the Middle East and North African Studies Department at Lewis & Clark.
At least 12 semester credits must be exclusive to the minor (may not be used in any other set of major or minor requirements). In addition, at least 12 credits for the minor must be taken at Lewis & Clark.

*Students who have placed into an Arabic language level beyond ARB 202 may substitute an additional approved elective course to complete the minor. Students using a language not taught at Lewis & Clark must submit official transfer credit or proof of placement from a regionally accredited institution.

**Faculty**


**Music**

Chair: Michael Johanson
Administrative Coordinator: TBD

Lewis & Clark's Department of Music provides an intellectually, artistically, and creatively rigorous program with a breadth and depth of opportunities for students to explore music within the context of their liberal arts education. Music majors receive a comprehensive musical education through studying a core program of music theory, music history, and performance. They then choose an area of specialization that culminates in a capstone senior project. The music major curriculum is designed to prepare students for further musical study, careers in music, and global citizenry.

Our faculty of active performers, composers, music historians, and world-music scholars tailor their teaching to the needs of music majors and nonmajors, striving to establish music as a perpetually enriching element in the lives of their students.

**Performing Organizations**

The Department of Music provides performing opportunities for students at all levels of accomplishment and interest. These include the African Marimba Ensemble, Cappella Nova (a mixed choral ensemble), Community Chorale, Gamelan Ensemble, Ghanaian Drum Ensemble, Ghanaian Music and Dance Ensemble, Guitar Ensemble, Chamber Music Ensembles, Jazz Combos, Opera/Musical Theatre, Orchestra, Percussion Ensemble, Voces Auream Treble Chorus, and Wind Symphony.

**Resources for Nonmajors**

All performing groups welcome participation by nonmajors, and all studio instruction is open to beginning as well as advanced students. The
following courses are appropriate for students with little or no previous knowledge of music.

All MUP (music performance) courses at the 100 level.

MUS 100  Pre-Theory
MUS 102  Jazz Appreciation
MUS 104  Sound and Sense: Understanding Music
MUS 106  Workshops in World Music
MUS 107  Music in the United States
MUS 123  Chamber Music
MUS 124  The Symphony
MUS 142  Music and Social Justice
MUS 151  Contemporary Trends in Music
MUS 162  History of Western Music I
MUS 163  History of Western Music II
MUS 233  Introduction to Electronic Music
MUS 361  Writing About Music

Facilities

The musical life of Lewis & Clark is based around Evans Music Center. Rehearsal rooms, 22 practice rooms, faculty offices and teaching studios, classrooms, and the administrative offices of the Department of Music are located there. The 400-seat Evans Auditorium is well known in the Portland area for its superior acoustics. Agnes Flanagan Chapel is also used for major concerts, and Fir Acres Theatre provides excellent facilities for production of operas, musicals, and other types of theatre.

The Department of Music uses a collection of more than 4,000 recordings, compact discs, and cassettes housed in Aubrey R. Watzek Library, as well as digital subscriptions providing access to hundreds of thousands of additional recordings. An electronic and computer music studio is available for student use. Evans Music Center also contains a Yamaha electronic keyboard laboratory and a composition computer suite.

The Music Center houses two harpsichords, a baroque organ, and 43 pianos, including one seven-foot and two nine-foot Steinway concert grands. The Agnes Flanagan Chapel contains a Fazioli nine-foot concert grand piano and an 85-rank Casavant organ appropriate for performance of all styles and periods. The organ is one of the finest in the Pacific Northwest. Two other pipe organs are also available on campus.

The Major Program

A core curriculum is common for the first two years, with students pursuing a more focused course of study in the junior and senior years. For the senior capstone experience, all students complete a senior project in recital performance, composition, or music research, or a hybrid project combining more than one of those formats. Declaring a music major by the sophomore year is strongly advised.

All majors and prospective majors are reviewed by the music faculty at the end of the fall semester of the sophomore year. Most students should be near the completion of core requirements at this time. Transfer students and those who decide to declare a music major after the sophomore year must consult the department chair.

The sophomore review involves a short performance in the student’s primary area of studio instruction, or work samples in the primary area of interest (for students working in composition, musicology, or ethnomusicology), as well as an interview about intended areas of study in the junior and senior years.

A satisfactory departmental review results in faculty approval of upper-division status as a music major and is a prerequisite for MUS 490 Senior Project. Students are asked to propose their senior capstone project during fall of their junior year. Enrollment in MUS 490 requires completion of at least one semester of 300-level study in the chosen area of study. Further advising for a student’s senior project is done individually to match students’ aims with departmental and national standards. The senior project requires work beyond the core major requirements. Majors are required to complete the piano proficiency sequence before enrolling in MUS 490.

Major Requirements

All students intending to major in music must first complete (or have waived by examination) MUS 100 and MUS 150. Credit earned in these courses does not apply toward the major, which requires a minimum of 45 semester credits, distributed as follows:

- Music theory and composition:
  MUS 200  Music Theory II
  MUS 250  Music Theory III

- Music history and literature:
  MUS 162  History of Western Music I
  MUS 163  History of Western Music II

- Four semester credits of a single instrument or voice lessons. Declared majors must enroll in on-campus studio instruction every semester.

- Six semester credits of ensemble chosen from the following list. At least four of the six credits must be from orchestra, wind symphony, or choirs.
  MUP 111  Orchestra
  MUP 112  Wind Symphony
  MUP 113  Jazz Combos
  MUP 115  Voces Auream Treble Chorus
  MUP 116  Community Chorale
  MUP 117  Cappella Nova
  MUP 118  Vocal Performance Workshop
  MUP 121  Gamelan Ensemble
  MUP 125  African Mbira Class
  MUP 135  Percussion Ensemble
  MUP 136  Ghanaian Drumming Ensemble
  MUP 138  Beginning African Marimba Ensemble
  MUP 214  Guitar Ensemble
  MUP 215  Chamber Music Ensembles
  MUP 293  Accompanying Class

- Four semester credits of world music chosen from the following:
  MUS 106  Workshops in World Music

- Eight semester credits of upper-division theory or composition chosen from the following:
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MUS 300  Music Theory IV: Contemporary
MUS 316  Jazz Theory
MUS 333  Seminar in Electronic Music
MUS 341  Orchestration
MUS 342  Counterpoint
MUS 346  Conducting
MUS 347  Advanced Conducting

• Four semester credits of upper-division music history or ethnomusicology chosen from:
  MUS 301  Portland Music Scenes
  MUS 307  Topics in Music
  MUS 308  Topics in Music, Comparative and North American
  MUS 361  Writing About Music
• MUP 144 Piano Proficiency IV
• Two semester credits in MUS 490 Senior Project.

The Minor Program
Students who wish a basic but thorough introduction to the field of music may choose to minor in music. Minors pursue basic coursework in music history, theory, and performance.

Minor Requirements
A minimum of 23 semester credits, distributed as follows:

• Four semester credits of music theory and aural skills chosen from the following:
  MUS 150  Music Theory I
  MUS 200  Music Theory II

• Eight semester credits in music history and literature:
  MUS 162  History of Western Music I
  MUS 163  History of Western Music II

• Two semester credits of ensemble chosen from the following list. At least one of the two credits must be from orchestra, wind symphony, or choirs.
  MUP 111  Orchestra
  MUP 112  Wind Symphony
  MUP 113  Jazz Combos
  MUP 115  Voces Auream Treble Chorus
  MUP 116  Community Chorale
  MUP 117  Cappella Nova
  MUP 118  Vocal Performance Workshop
  MUP 121  Gamelan Ensemble
  MUP 125  African Mbira Class
  MUP 135  Percussion Ensemble
  MUP 136  Ghanaian Drumming Ensemble
  MUP 138  Beginning African Marimba Ensemble
  MUP 214  Guitar Ensemble
  MUP 215  Chamber Music Ensembles
  MUP 293  Accompanying Class

• One semester credit of instrumental or voice lessons.
• Eight semester credits in upper-level courses in theory, music history, world music, or composition chosen from the following:
  MUS 300  Music Theory IV: Contemporary
  MUS 301  Portland Music Scenes
  MUS 307  Topics in Music
  MUS 308  Topics in Music, Comparative and North American
  MUS 316  Jazz Theory
  MUS 333  Seminar in Electronic Music
  MUS 341  Orchestration
  MUS 342  Counterpoint
  MUS 346  Conducting
  MUS 347  Advanced Conducting
  MUS 361  Writing About Music

Honors
To qualify for honors, students must have a GPA of 3.500 or higher in the major. They must also produce an exceptional senior project. All eligible senior music majors are reviewed for possible honors by the faculty, who evaluate the quality of their academic coursework and their senior project. Students must have completed at least two semesters of coursework at Lewis & Clark before being considered eligible for honors.

Faculty
Alex Addy. Instructor in music. Ghanaian drumming.
Ravi Albright. Instructor in music. Tabla.
Julia Banzi. Instructor in music. Flamenco guitar, folk guitar.
Carol Biel. Instructor in music. Piano.
Dave Captein. Instructor in music. Jazz bass.
JāTtik Clark. Instructor in music. Tuba.
Deborah Cleaver. Instructor in music. Piano.
Jennifer Craig. Instructor in music. Harp.


Lee R. Garrett. Professor emeritus of music. DMA University of Oregon.


Lance Inouye. Associate professor of music, director of orchestral activities. Orchestra, conducting, theory. DMA 2015 College Conservatory of Music at University of Cincinnati. MM 2000 Aaron Copland School of Music at Queens College, City University of New York. BM Berklee College of Music.

Nancy Ives. Instructor in music. Chamber music.


Kaley Mason. Assistant professor of music. Music of South Asia; Francophone popular music; creative economies; social movements. PhD 2006 University of Alberta. BMus 1999 Queen's University at Kingston.


Ben Medler. Instructor in music. Trombone.


Bruce Neswick. Instructor in music. Organ.


Randy Porter. Instructor in music. Jazz piano, jazz.


Sarah Tiedemann. Instructor in music. Flute.

Adam Trussell. Instructor in music. Bassoon.


**Nonperformance Courses**

**MUS 100 Pre-Theory**
Content: Elements of music in sight and sound, dealing with pitch, rhythm, intervals, chords.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**MUS 102 Jazz Appreciation**
Content: Developing an understanding and appreciation for a wide range of jazz styles, both old and new, through the cultivation of listening skills, examination of the elements of music that define jazz, and the study of jazz history with an emphasis on its key figures.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

**MUS 104 Sound and Sense: Understanding Music**
Content: Characteristics and sources of musical sounds, elements of music, musical texture. Examples from a variety of forms, periods, and styles including non-Western and popular music.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**MUS 106 Workshops in World Music**
Content: Examines folk, popular, and art musical traditions from around the world with a special focus on the Andes, Ireland, Indonesia, Ghana, and India. Drawing on historical and visual sources, recordings, and contemporary ethnomusicology, the course develops interpretive skill sets for analyzing the sound structures, performance contexts, and cultural significance of music in rituals, festivals, politics, schools, recording studios, cinema, the internet, and global stages. In addition to learning about key topics in the field of ethnomusicology, we engage with traditions firsthand through an ethnographic assignment in Portland and a weekly workshop with performance faculty on campus. Organized into three small-group sessions, the workshops introduce music and dance from Indonesia, Ghana, Zimbabwe, Spain, Latin America, and/or North India. Specific content may change from year to year.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

**MUS 107 Music in the United States**
Content: Music representing formal and informal traditions in American culture, especially in the 20th century. Emphasis on oral traditions, roots of blues and jazz, and the relationship of music to other arts, society, and culture.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
MUS 122 The Broadway Musical
Content: Introduction to the history of the Broadway musical, from its roots in vaudeville, minstrelsy, and operetta to its modern examples. Students will learn to recognize fundamental elements of the musical’s structures, describe and analyze their principal stylistic features, learn the hallmarks of composers and their historical periods, and place musicals in historical and cultural contexts.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

MUS 123 Chamber Music
Content: Chamber music in its various forms in the non-Western and Western traditions, with examples from jazz, percussion and African ensembles, string quartets, vocal ensembles, and folk. Use of visual and audio materials, live performances when possible.
Prerequisites: None.
Usually offered: Every fourth year, fall and spring semester.
Semester credits: 4.

MUS 124 The Symphony
Content: Study of the symphony and its development in the Western tradition with examples from Mozart to John Williams. Use of visual and audio materials, live performances when possible.
Prerequisites: None.
Usually offered: Every fourth year, fall and spring semester.
Semester credits: 4.

MUS 142 Music and Social Justice
Content: Engages with the roles of music in movements for women’s rights, LGBTQ equality, civil rights, labor reform, and nation building. Will entail critical listening, examination of primary and secondary sources, and research papers.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

MUS 150 Music Theory I
Content: Four-voice chromatic, modulating chorale writing in all major and minor keys. Harmonization of chromatic melodies. Analysis of binary and ternary forms, basic phrase structures. Ear training, sight singing, keyboard work, and rhythm reading, including simple chromatic chord progressions, rhythmic dictation with syncopation at faster tempi in simple and compound meters, and chromatic melodic dictation exercises.
Prerequisites: MUS 150 or placement exam.
Usually offered: Annually, spring semester.
Semester credits: 4.

MUS 151 Contemporary Trends in Music
Content: Survey of musical traditions from the Asian continent. Study of music, instruments, and performance through readings, recordings, and live performance when possible. Historical developments, how the music is used. Social function, political context, art, poetry, literature, and religion as they assist in understanding the music and its culture.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

MUS 152 History of Western Music II
Content: Representative compositions from Haydn and Mozart to those by living composers. Classical, romantic, and modern periods; musical forms developed during those periods; evolution of musical theory and performance practice.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

MUS 162 History of Western Music I
Content: Compositions from the Middle Ages to Bach and Handel. Medieval, Renaissance, baroque periods; musical forms developed during these periods; evolution of musical theory and performance practice.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.
MUS 250 Music Theory III
Content: Romantic-era chromatic harmonic analysis with linear (non-functional) progressions; foreign-key modulations. Formal analysis of sonata, rondo, sonata-rondo, and other forms, including unusual periodic, sentence, and phrase-group structures. Ear training, sight singing, keyboard work, and rhythm reading, including sophisticated chromatic chord progressions, rhythmic dictation with hemiola, metric shifting, and polyrhythm; chromatic and modulating melodic dictations of greater length and complexity.
Prerequisites: MUS 200 or placement exam.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

MUS 260 Piano Literature
Content: Content: In-depth survey of keyboard masterworks from the baroque era to the present day. Style and historical significance of the repertoire by the major composers from each era.
Prerequisites: MUS 150.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 280 Vocal Literature
Content: In-depth survey of solo vocal music from 1750 through the present. Style, qualities, performance practices, environment in the major historical periods. Weekly in-class performances and listening experience; off-campus recital attendance.
Prerequisites: MUS 150.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 281 Art & Science of the Voice
Content: General survey of the study of the voice, including foreign-language singing principles, current research on vocal performance and historical style, and certain aspects of vocal anatomy and physiology. Essential information for experienced singers.
Prerequisites: MUP 174 and consent of instructor.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 299 Independent Study
Content: A well-defined study project carried out under regular supervision by a faculty member. The course is intended to allow advanced students to work in areas and on projects not normally included in scheduled courses. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

MUS 300 Music Theory IV: Contemporary
Content: Music theory and compositional practice from late chromatic harmony to free atonality, polytonality, expanded and varied scalar and harmonic structures, neoclassicism, serialism, indeterminacy, expanded tone colors, minimalism, and new formal organizations. Ear training, sight singing, keyboard work, and rhythm reading with representative works.
Prerequisites: MUS 250 or placement exam.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

MUS 301 Portland Music Scenes
Content: This course equips students with the tools for doing ethnographic fieldwork in Portland music scenes. Topics unfold over three stages. First, a prefield introduction to research design, politics, and ethics. Second, an infield focus on skill sets for participating in, observing, and documenting the social life of a music-centered scene. Third, a postfield emphasis on relationships, rights, responsibilities, and representational strategies. In class, we discuss readings from anthropology, ethnomusicology, sociology, performance studies, and folklore, along with individual work in progress.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

MUS 307 Topics in Music
Content: Advanced seminar with a different research focus every semester. Topics announced in advance. Classes will focus on music outside of North America. Topics in previous semesters have included music and Chinese philosophy, music and iconography, music of diaspora, music and ritual, eco-musicology, women and music, and medieval and Renaissance music.
Prerequisites: MUS 104, 106, 162, or 163.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

MUS 308 Topics in Music, Comparative and North American
Content: Advanced seminar with a different research focus every semester. Topics announced in advance. Classes will focus on music in North America and/or comparative topics. Topics might include jazz history, music and iconography, music of diaspora, music and diplomacy, jazz history, eco-musicology, women and music, and Native American music.
Prerequisites: MUS 104, 106, 162, or 163.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MUS 316 Jazz Theory
Content: Introduction to and application of jazz chord theory and chord symbols, jazz scale theory, common jazz progressions, chord substitutions and forms. Written exercises presenting theoretical principles. Application of principles through performance of the student’s instrument or voice. Beginning concepts of jazz improvisation, arranging, keyboard application.
Prerequisites: MUS 150.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 333 Seminar in Electronic Music
Content: Advanced, continuing course including synthesis and sound design, creation and utilization of loops, live application of digital processing. Exploration of new technical and software developments. Examples of sophisticated or unusual MIDI and audio techniques. Composition for digital media.
Prerequisites: MUS 233.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
MUS 341 Orchestration
Content: Instrumentation and orchestration using Western classical instruments. Arranging and composing for winds, brass, percussion, strings, voice.
Prerequisites: MUS 150.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 342 Counterpoint
Content: Counterpoint in historical styles, including the complex polyphony of the sixteenth and eighteenth centuries.
Prerequisites: MUS 250.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 346 Conducting
Content: Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, application of music-theory analysis to score reading for the conductor. Instrumentation, transpositions, string bowings, and performance practice.
Prerequisites: None.
Restrictions: Sophomore standing and music major required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 347 Advanced Conducting
Content: Refinement of skills important to the professional musician: sight reading, conducting, score reading, aural perception, improvisation. Traditional and contemporary idioms. Rehearsal techniques.
Prerequisites: MUS 250 and 346.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

MUS 361 Writing About Music
Content: Writing concert and record reviews, program notes, analytical and historical descriptions, research essays. Readings by and about Richard Wagner, Bernard Shaw, Virgil Thomson, Miles Davis, Billie Holiday. Weekly writing assignments on classical, jazz, world, popular music.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

MUS 444 Practicum
Content: Internship or Practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

MUS 489 Senior Project Research
Content: Research in preparation for a senior project in music (thesis in musicology, ethnomusicology, or theory), or a recital project in performance or composition that necessitates additional research beyond the lessons.
Prerequisites: MUS 200.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

MUS 490 Senior Project
Content: Research in musicology, ethnomusicology, or theory leading to a thesis. Preparation for a recital (performance or composition). Music education (school practicum). Students working toward a thesis or recital primarily do independent study under faculty guidance. All students and faculty involved meet in a colloquium twice each semester to review projects in progress and consider miscellaneous current issues in music.
Prerequisites: Successful completion of piano proficiency exam.
Restrictions: Senior standing and approval of music faculty through formal review at sophomore or junior level required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

MUS 499 Independent Study
Content: Same as MUS 299 but requiring more advanced work. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Performance Courses
Note: Performance (MUP) courses may be repeated for credit.

MUP 100 Music Private Lesson for Non-Music Major
Content: Five hours of private music lessons in the instrument specified. This course does not apply to the Music major or minor, and does not apply to General Education requirements. Elective credit only.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 0.5.

MUP 111 Orchestra
Content: Strings, winds, brass, and percussion performing works from the traditional and modern orchestral repertoire, including symphonic, concert, ballet, opera, and other orchestral genres. Special attention is paid to the inclusion of historical and modern works of women composers. Students will play in Wind Symphony (MUP 112) and/or Orchestra based on the needs of each ensemble. May be repeated for credit.
Prerequisites: None.
Restrictions: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 112 Wind Symphony
Content: Diverse traditional and contemporary band literature, including occasional works for reduced instrumentation. Pursuit of high standards in preparation, performance, promotion of quality compositions, and transcriptions for the wind band repertory. Students will play in Wind Symphony and/or Orchestra (MUP 111) based on the needs of each ensemble. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.
MUP 113 Jazz Combos
Content: Sight-reading, study, and performance of music representing diverse jazz styles arranged for combos. Rehearse and perform quality compositions and arrangements. Opportunities for solo improvisation, development of ensemble skills. May be repeated for credit.
Prerequisites: None.
Restrictions: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 115 Voces Auream Treble Chorus
Content: Singing of diverse choral music for treble voices. Preparation and performance of choral literature from all stylistic periods, a cappella and accompanied. Open to all students after placement audition. May be repeated for credit.
Prerequisites: None.
Restrictions: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 116 Community Chorale
Content: Singing of diverse choral music for large symphonic chorus. Preparation and performance of choral literature from all stylistic periods, a cappella and accompanied. Open to all students of all three schools after placement audition, as well as faculty, staff, alumni, and community members. May be repeated for credit.
Prerequisites: None.
Restrictions: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 117 Cappella Nova
Content: Singing of diverse choral music. Preparation and performance of choral literature from all stylistic periods, a cappella and accompanied. Open to all students after placement audition. May be repeated for credit.
Prerequisites: None.
Restrictions: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 118 Vocal Performance Workshop
Content: Workshop for singers, with variable performance focus. Topics may include opera and musical theatre performance, with exercises in acting, stage movement, character development, and scene studies; early music performance; art song performance; vocal chamber music; and others. May be repeated for credit up to a maximum of 12 credits.
Prerequisites: None.
Restrictions: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

MUP 121 Gamelan Ensemble
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 124 Viola da Gamba Private Lessons
Content: Private lessons in Viola da Gamba, a string instrument related to the cello and used in the performance of early music. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 125 African Mbira Class
Content: The basic technique of playing the 22-key Shona mbira. The history, cultural context, and musical structure. Instruments will be provided. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 131 Beginning Voice Class
Content: Tone quality, intonation, breath control, vocal range, interpretative skills. Preparation of appropriate song literature for performance. Introduction to traditional and contemporary vocal literature. Improvement of singing skills. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 132 Beginning Piano Class
Content: Basics of keyboard playing, emphasizing ensemble playing.
Individual needs dictate content. Music majors may desire basic technical and theoretical skills; non-majors may pursue single literature of interest. Divided into sections according to student backgrounds and skills. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 134 Beginning Guitar Class
Content: The basic technique of playing the 22-key Shona mbira. The history, cultural context, and musical structure. Instruments will be provided. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 135 Percussion Ensemble
Content: Performance ensemble. Rehearsal of percussion duets, trios, and larger ensembles. Students give a concert each semester. Percussionists of all levels are encouraged to participate. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 136 Ghanaian Drumming Ensemble
Content: Music of West Africa. Introduction to performance of Ghanaian drums. Singing in traditional styles. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 138 Beginning African Marimba Ensemble
Content: Introduction to playing techniques of African marimba. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.
MUP 141 Piano Proficiency I
Content: First semester of 4-semester piano sequence. Students who are new to piano study should contact the piano area coordinator prior to course registration to be matched with the appropriate teacher.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 142 Piano Proficiency II
Content: Second semester of 4-semester piano sequence.
Prerequisites: MUP 141 or placement.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 143 Piano Proficiency III
Content: Third semester of 4-semester piano sequence.
Prerequisites: MUP 142 or placement.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 144 Piano Proficiency IV
Content: Fourth semester of 4-semester piano proficiency requirement.
Prerequisites: MUP 141, MUP 142, and MUP 143, or placement.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 147 Applied Brass Lessons
Content: Applied brass lessons that introduce students to a variety of brass instruments, as determined by the student in consultation with the instructor.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 148 Applied String Lessons
Content: Private lessons that introduce students to all four instruments of the string family: violin, viola, cello, and bass.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 149 Applied Woodwind Lessons
Content: Private lessons that introduce students to a variety of woodwind instruments, as determined by the student in consultation with the instructor.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 150 Beginning Ghanaian Music and Dance Ensemble
Content: Introduction to hand drumming and dance of Ghana, West Africa. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 152 Hindustani Voice Class
Content: Introduction to the vocal style and technique of North Indian classical music and understanding of its ancient cultural and historical elements. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 153 Hindustani Voice Private Lessons
Content: Private instruction of the vocal style and technique of North Indian classical music. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 154 Beginning Indian Instrumental Music Class
Content: Group instruction on the basic principles of Indian music performance, available to instrumentalists on all instruments (both Indian and Western) with at least one year of experience. Class will cover ragas, talas, microtuning, and performance style. Fee. May be repeated for credit.
Prerequisites: None.
Restrictions: Consent of instructor.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 155 Sitar Private Lessons
Content: Instruction in sitar and fundamental principles of North Indian classical music. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 156 Hindustani Voice Private Lessons
Content: Private lessons in fiddle. Fee. May be repeated for credit.
Prerequisites: None.
Restrictions: Audition and instructor consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 157 Tabla Private Lessons
Content: Private lessons in tabla and fundamental principles of North Indian classical music. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 158 Cuatro Private Lessons
Content: Private lessons in cuatro. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 161 Fiddle Private Lessons
Content: Private lessons in fiddle. Fee. May be repeated for credit.
Prerequisites: None.
Restrictions: Audition and instructor consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 165 Classical Guitar Private Lessons
Content: Private lessons in classical guitar. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 166 Folk Guitar Private Lessons
Content: Private lessons in folk guitar. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.
MUP 167 Jazz Guitar Private Lessons
Content: Private lessons in jazz guitar. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 168 Electric Bass Guitar Private Lessons
Content: Private lessons in electric bass guitar. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 169 Flamenco Guitar Private Lessons
Content: Private lessons in flamenco guitar. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 170 Jazz Piano Private Lessons
Content: Private lessons in jazz piano. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 171 Classical Piano Private Lessons
Content: Private lessons in classical piano. Fee. May be repeated for credit. First-time piano students should contact the piano area coordinator prior to course registration to be matched with a specific teacher.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 172 Harpsichord Private Lessons
Content: Private lessons in harpsichord. Fee. May be repeated for credit. Restrictions: Audition/Consent required.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 173 Organ Private Lessons
Content: Private lessons in organ. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 174 Voice Private Lessons
Content: Individual private vocal lessons. Emphasis on healthy vocal technique, selection of appropriate repertoire, methods of learning vocal music, and performance with excellent style, diction, and expression. Fee. May be repeated for credit. First-time voice students should contact the voice area coordinator prior to course registration to be matched with a specific teacher.
Prerequisites: Instructor consent is required when registering for the first time.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 175 Violin Private Lessons
Content: Private lessons in violin. Fee. May be repeated for credit. First-time violin students should contact the string area coordinator prior to course registration to be matched with a specific teacher.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 176 Viola Private Lessons
Content: Private lessons in viola. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 177 Cello Private Lessons
Content: Private lessons in cello. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 178 Bass Private Lessons
Content: Private lessons in bass. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 179 Harp Private Lessons
Content: Private lessons in harp. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 181 Flute Private Lessons
Content: Private lessons in flute. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 182 Oboe Private Lessons
Content: Private lessons in oboe. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 183 Clarinet Private Lessons
Content: Private lessons in clarinet. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 184 Saxophone Private Lessons
Content: Private lessons in saxophone. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 185 Bassoon Private Lessons
Content: Private lessons in bassoon. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 186 Trumpet Private Lessons
Content: Private lessons in trumpet. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.
MUP 187 Horn Private Lessons
Content: Private lessons in horn. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 188 Trombone Private Lessons
Content: Private lessons in trombone. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 189 Euphonium Private Lessons
Content: Private lessons in euphonium. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 190 Tuba Private Lessons
Content: Private lessons in tuba. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 194 Jazz Drumset Private Lessons
Content: Private lessons in jazz drumset. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 197 Ghanaian Percussion Private Lessons
Content: Private lessons in Ghanaian drums. Fee. May be repeated for credit.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 214 Guitar Ensemble
Content: Coached music ensemble for classical guitarists. Repertory includes works drawn from a wide variety of music eras and genres. Focus on the development of music-reading skills on the guitar and the development of musicianship through rehearsal and performance. Audition or permission of instructor required. Fee. May be repeated for credit.
Prerequisites: MUP 134 or MUP 165.
Restrictions: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 215 Chamber Music Ensembles
Content: Small, select groups such as string quartets, piano trios, duos, wind quintets. Weekly coaching plus two hours of outside rehearsal required as preparation for performance. Creativity encouraged through experimentation with unusual combinations of instruments, or the use of electronic media. May be repeated for credit.
Prerequisites: None.
Restrictions: Consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 234 Intermediate Guitar Class
Content: Continued study of musicianship and skills taught in MUP 134. Musical notation and technical skills, developed through folk music. Basic folk guitar techniques learned through musical notation, tablature, visual demonstration. Fee. May be repeated for credit.
Prerequisites: MUP 134.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 238 Intermediate African Marimba Ensemble
Content: Continued study of musicianship and skills taught in MUP 138. Playing techniques of African marimba. Fee. May be repeated for credit.
Prerequisites: MUP 138.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 240 Intermediate Piano Class
Content: Continued study of musicianship and keyboard skills taught in MUP 132. A higher level of technical facility introduced via exercises/studies, in addition to an increased quantity of more intricate repertoire. Fee. May be repeated for credit.
Prerequisites: MUP 132.
Restrictions: Audition or placement exam.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 250 Intermediate Ghanaian Music and Dance Ensemble
Content: Continued study of musicianship and skills taught in MUP 150. Hand drumming and dance of Ghana, West Africa. Fee. May be repeated for credit.
Prerequisites: MUP 150.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

MUP 299 Independent Study
Content: Opportunities for students to design and pursue a course of independent learning in music performance. Details determined by the student and supervising instructor.
Prerequisites: None.
Restrictions: Consent and sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
MUP 365 Advanced Classical Guitar Private Lessons  
Content: Private lessons in classical guitar. Fee. May be repeated for credit.  
Prerequisites: MUP 165.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 366 Advanced Folk Guitar Private Lessons  
Content: Private lessons in folk guitar. Fee. May be repeated for credit.  
Prerequisites: MUP 166.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 367 Advanced Jazz Guitar Private Lessons  
Content: Private lessons in jazz guitar. Fee. May be repeated for credit.  
Prerequisites: MUP 167.  
Restrictions: Sophomore standing required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 368 Advanced Electric Bass Private Lessons  
Content: Advanced private lessons in electric bass. Fee. May be repeated for credit.  
Prerequisites: MUP 168.  
Restrictions: Sophomore standing required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 369 Advanced Classical Guitar Private Lessons  
Content: Private lessons in classical guitar. Fee. May be repeated for credit.  
Prerequisites: MUP 169.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 370 Advanced Jazz Piano Private Lessons  
Content: Private lessons in jazz piano. Fee. May be repeated for credit.  
Prerequisites: MUP 170.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 371 Advanced Piano Private Lessons  
Content: Private lessons in piano. Fee. May be repeated for credit.  
Prerequisites: MUP 171.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 372 Advanced Organ Private Lessons  
Content: Private lessons in organ. Fee. May be repeated for credit.  
Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 173.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 373 Advanced Voice Private Lessons  
Content: Individual private lessons for advanced vocal students.  
Emphasis on healthy vocal technique, selection of appropriate repertoire, methods of learning vocal music, and performance with excellent style, diction, and expression. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 174 and instructor consent are required when registering for the first time.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 374 Advanced Violin Private Lessons  
Content: Private lessons in violin. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 175.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 375 Advanced Viola Private Lessons  
Content: Private lessons in viola. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 176.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 376 Advanced Cello Private Lessons  
Content: Private lessons in cello. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 177.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 377 Advanced Bass Private Lessons  
Content: Private lessons in bass. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 178.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 378 Advanced Harp Private Lessons  
Content: Private lessons in harp. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 179.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 379 Advanced Flute Private Lessons  
Content: Private lessons in flute. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 181.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.

MUP 380 Advanced Oboe Private Lessons  
Content: Private lessons in oboe. Fee. May be repeated for credit. Testing into advanced 300-level lessons requires successful fulfillment of 100-level requirements and successful jury performance.  
Prerequisites: MUP 182.  
Restrictions: Sophomore standing and consent required.  
 Usually offered: Annually, fall and spring semester.  
Semester credits: 1.
MUP 383 Advanced Clarinet Private Lessons

MUP 384 Advanced Saxophone Private Lessons

MUP 385 Advanced Bassoon Private Lessons

MUP 386 Advanced Trumpet Private Lessons

MUP 387 Advanced Horn Private Lessons

MUP 388 Advanced Trombone Private Lessons

MUP 389 Advanced Euphonium Private Lessons

MUP 390 Advanced Tuba Private Lessons

MUP 391 Advanced Percussion Private Lessons

MUP 392 Composition Private Lessons

MUP 394 Jazz Drumset Private Lessons

MUP 499 Independent Study

Neuroscience
Codirectors: Yueping Zhang and Todd Watson
The interdisciplinary neuroscience minor is designed to allow students an opportunity to explore the fast-growing field of neuroscience from multiple perspectives. Students develop an in-depth understanding of nervous-system function in a structured and rigorous way while pursuing a major in another discipline. The minor draws from multiple departments and programs, including biochemistry and molecular biology, biology, chemistry, world languages and literatures, mathematical sciences, philosophy, physics, and psychology.

Minor Requirements
A minimum of 22 semester credits (six courses), distributed as follows:

- One 300- or 400-level neuroscience course chosen from the following:
  - BIO 252 Introduction to Neuroscience or PSY 252 Introduction to Neuroscience
  - One 300- or 400-level neuroscience course with laboratory, chosen from the following:
    - BIO 380 Behavioral Genetics
    - BIO 422 Neurobiology
    - PSY 350 Behavioral Neuroscience
    - PSY 355 Cognitive Neuroscience

- One 300- or 400-level neuroscience course chosen from the following:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 380</td>
<td>Behavioral Genetics</td>
</tr>
<tr>
<td>BIO 422</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Special Topics in Biology (when the focus is neuroscience)</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>Neurochemistry</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Behavioral Neuroscience</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Advanced Topics in Neuroscience</td>
</tr>
</tbody>
</table>

- Three elective courses chosen from the following list. At least one of these courses must be from biology or chemistry, and at least one must be from outside of biology and chemistry. Students are strongly encouraged to take neuroscience electives outside of their own major, and may ask the program director for permission to use only courses from outside their major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCMB 496</td>
<td>Biochemistry/Molecular Biology Senior Research (when topic has been approved by Neuroscience Program Committee)</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Biological Core Concepts: Mechanisms (cannot apply if major is biology or BCMB)</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Human Genes and Disease</td>
</tr>
<tr>
<td>BIO 352</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>BIO 369</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Special Topics in Biology (when the focus is neuroscience)</td>
</tr>
<tr>
<td>BIO 495</td>
<td>Biology Senior Thesis (when topic has been approved by Neuroscience Program Committee)</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Structural Biochemistry</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>Neurochemistry</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>Senior Research (when topic has been approved by Neuroscience Program Committee)</td>
</tr>
<tr>
<td>CS 369</td>
<td>Artificial Intelligence and Machine Learning</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>Philosophy of Language</td>
</tr>
<tr>
<td>PHIL 313</td>
<td>Philosophy of Mind</td>
</tr>
<tr>
<td>PHYS 390</td>
<td>Biomedical Imaging</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Thinking, Memory, and Problem Solving</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Cognition</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Behavioral Neuroscience</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Advanced Topics in Psychology (when topic has been approved by Neuroscience Program Committee)</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Advanced Topics in Neuroscience</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Senior Thesis (when topic has been approved by Neuroscience Program Committee)</td>
</tr>
<tr>
<td>WLL 240</td>
<td>Introduction to Linguistics</td>
</tr>
</tbody>
</table>

At least 12 semester credits must be exclusive to the minor and may not be used in any other set of major/minor requirements.

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**Overseas and Off-Campus Programs**

**Director:** Blythe Knott  
**Associate Director:** Nicole Schneider

As a liberal arts college committed to international education, Lewis & Clark offers an extensive program of overseas and off-campus study opportunities. Each year roughly 300 students participate in more than 30 programs, either abroad or in selected areas of the United States. Over 30 programs, either abroad or in selected areas of the United States. Over

**Faculty**


- **Peter Drake.** Associate professor of computer science, chair of the Department of Mathematical Sciences. Artificial intelligence/cognitive science. Programming languages. PhD 2002 Indiana University. MS 1995 Ohio State University. BA 1993 Willamette University.


half of the students who graduate from Lewis & Clark will have spent at least one semester studying overseas or at a domestic off-campus location.

Overseas and Off-Campus Programs form an integral part of the total educational experience at Lewis & Clark, supporting and enhancing on-campus curricula. Through immersion in foreign or domestic cultures, students learn firsthand about the history, culture, and contemporary issues of the area. They also gain insights into their own culture by comparing and contrasting American institutions and values to those of the host country. Recognizing the significant educational value of study in another culture, Lewis & Clark includes international studies in its General Education requirements (p. 17) for graduation. Most overseas programs offer courses that fulfill that requirement.

Faculty broaden their historical, cultural, and linguistic knowledge of the world by leading overseas and off-campus programs. Many of Lewis & Clark’s present faculty have led programs, which have taken place in 66 countries.

Students should start planning for overseas or off-campus study early in their college careers. Faculty and academic advisors are prepared to assist students in integrating overseas study with majors or General Education requirements (p. 16). Program information and applications are available on the Overseas and Off-Campus Programs website (http://go.lclark.edu/overseas).

Please note: Students may not receive transfer credit for an overseas program not sponsored by Lewis & Clark that occurs at the same place and time as a Lewis & Clark overseas program.

### Eligibility

All students in good academic standing (p. 24) and without pending disciplinary sanctions are eligible to apply for an overseas or off-campus program. Enrollment in an overseas or off-campus program is by selective admission. Acceptance into the program is determined by examination of academic preparation and a personal interview. In order to participate in the program, a student must remain in good academic standing during the period between acceptance and program departure. Students on academic probation or on disciplinary warning or probation may apply for participation but must be in good academic standing and off disciplinary probation or warning by the end of the semester preceding program departure. Students are advised that some programs have specific prerequisites and a higher minimum GPA for eligibility. Students are not allowed to participate in an overseas or off-campus program until they have completed the core requirement: Exploration and Discovery (p. 16).

### Credit

Students on all programs will earn credit based on Lewis & Clark Curriculum Committee program approval. Awarded credit may vary based on courses taken. Students are not allowed to exceed a normal course load of 19 credits, and partial course credit will not transfer. In some cultural programs, credit awarded is limited to the pre-approved courses. Since curricular offerings vary with the program location and academic focus, students should consider their need to fulfill major or General Education requirements (p. 16) in close consultation with their academic/major advisor before applying to an off-campus program. An internship or independent study is available in the same semester as an overseas or off-campus program only when the internship or independent study is part of the program curriculum approved in advance by the curriculum committee.

### Program Fee

Students participating in off-campus study programs are charged Lewis & Clark tuition, full Lewis & Clark room and board, plus an administrative fee of $750. Not included in the fee are books, inoculations, passports, visas, and incidental expenses. Round-trip travel is not included. Financial aid and Federal Direct Loans may be applied. Please refer to Overseas and Off-Campus Program Fee (p. 214) in Costs (p. 213) for program fees. Additional information may be found on the Overseas and Off-Campus Programs Cost (http://college.lclark.edu/programs/overseas_and_off-campus/cost) webpage.

### Application and Selection

Students apply to overseas programs by completing an application, which includes information regarding academic preparation, program objectives, essays, release and agreement forms, and academic references. Applicants are interviewed by the program leader or advisor. Final decisions regarding selection are made by the Office of Overseas and Off-Campus Programs.

Normally students apply one year in advance. The application deadline for fall semester and summer programs is mid-October of the academic year preceding the program. The application deadline for spring semester programs is in late 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. Students who withdraw less than three months before departure are charged a $3,000 fee. In the event a student voluntarily withdraws from an overseas or off-campus program after the beginning of the Lewis & Clark semester, the following fees and charges will apply:

If withdrawal occurs at, or after, the beginning of the semester (based on the Lewis & Clark academic calendar), tuition and program fees will be prorated on a per-day basis, up to the 60-percent point of the semester. After the 60-percent point of the semester, the charges for tuition and program fees are not adjusted.

Lewis & Clark reserves the right to add any fees incurred by the participant to the participant’s account, and to refuse registration, provision of transcripts, and issuance of degrees until all fees are paid in full. Please refer to the Overseas and Off-Campus Programs (http://go.lclark.edu/overseas) Release and Agreement for complete details of the policies in force once a student has been accepted to an overseas or off-campus program.

### Types of Programs

Overseas and off-campus programs vary considerably in form and content. However, the majority involve language study, academic coursework, field projects, excursions, and a period of residence with host-country families. Most programs include an intensive orientation prior to departure, and in all cases returning students are expected to share their experiences with the Lewis & Clark and 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, its history, and contemporary issues. At least six such semester programs, focusing on specific areas or cultures, are offered each year in Latin America, Europe, Asia, and Africa. Please note that although the primary focus is on the host culture, some programs also have a significant language component. Please visit Overseas and Off-Campus Programs (http://go.lclark.edu/overseas) for details.

Since many programs are repeated annually or biennially, students may choose from a variety of programs during their four years at Lewis & Clark. Specific sites include Australia, China, Cuba, the Dominican Republic, East Africa (Kenya and Tanzania), Ecuador, England, France, Germany, Greece, India, Ireland, Italy, Japan, Morocco, New Zealand, Russia, South Korea, Southeast Asia, and Spain.

**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 Australia, East Africa, and New Zealand (biology); Chile, Mexico, and Spain (Spanish); France and Senegal (French); Germany (chemistry or German); England (fine arts); Ireland (social sciences); Japan (Japanese); Russia (Russian); and China and Taiwan (Chinese). Additional programs are offered on request by academic departments.

**Off-Campus Domestic Programs**
Off-campus programs are offered in New York City, to study fine arts and theatre.

**Scheduled Programs**
As of publication time for this catalog, the following overseas and off-campus study programs are planned.

**2019-20**

**Language-Intensive Programs**
- Chile: Santiago
- Chile: Valparaíso
- China: Beijing
- France: Paris
- France: Strasbourg
- Germany: Munich (full year only)
- Japan: Fukuoka at Seinan Gakuin University
- Japan: Osaka at Osaka Gakuin University
- Japan: Tokyo (full year only)
- Mexico: Merida
- Russia: St. Petersburg
- Senegal: Dakar
- Spain: Alicante
- Taiwan: Taipei

**General Culture Programs, Fall Semester**
- China: Beijing
- Dominican Republic: Santiago
- East Africa: Kenya and Tanzania
- England: London Humanities
- Japan: Sapporo
- Russia: Moscow
- Russia: St. Petersburg
- South Korea: Seoul
- Southeast Asia: Regional Area Study

**General Culture Programs, Spring Semester**
- Australia for Biology Majors
- Cuba: Regional Area Study
- Dominican Republic: Santiago
- Ecuador: Cuenca
- Ireland (Dublin): Social Sciences
- Italy: Siena
- Japan: Sapporo
- Russia: Moscow
- Russia: St. Petersburg
- South Korea: Seoul

**General Culture Programs, Summer**
- Australia: Psychology

**2020-21**

**Language-Intensive Programs**
- Chile: Santiago
- Chile: Valparaíso
- China: Beijing
- France: Paris
- France: Strasbourg
- Germany: Munich (full year only)
- Japan: Fukuoka at Seinan Gakuin University
- Japan: Osaka at Osaka Gakuin University
- Japan: Tokyo (full year only)
- Mexico: Merida
- Russia: St. Petersburg
- Senegal: Dakar
- Spain: Alicante
- Taiwan: Taipei

**General Culture Programs, Fall Semester**
- China: Beijing
- Dominican Republic: Santiago
- East Africa: Kenya and Tanzania
- England: London Humanities
- Japan: Sapporo
- Russia: Moscow
- Russia: St. Petersburg
- South Korea: Seoul
- Southeast Asia: Regional Area Study

**General Culture Programs, Spring Semester**
- Australia for Biology Majors
- Cuba: Regional Area Study
- Dominican Republic: Santiago
- Ecuador: Cuenca
- Ireland (Dublin): Social Sciences
- Italy: Siena
- Japan: Sapporo
- Russia: Moscow
- Russia: St. Petersburg
- South Korea: Seoul

**General Culture Programs, Summer**
- Australia: Psychology

**2021-22**

**Language-Intensive Programs**
- Chile: Santiago
Chile: Valparaíso
China: Beijing
France: Paris
France: Strasbourg
Germany: Munich (full year only)
Japan: Fukuoka at Seinan Gakuin University
Japan: Osaka at Osaka Gakuin University
Japan: Tokyo (full year only)
Mexico: Merida
Russia: Moscow
Russia: St. Petersburg
Senegal: Dakar
Spain: Alicante
Taiwan: Taipei

General Culture Programs, Fall Semester
China: Beijing
Dominican Republic: Santiago
Germany: Berlin
Greece: Regional Area Study
India: Regional Area Study
Japan: Sapporo
Russia: St. Petersburg
South Korea: Seoul

General Culture Programs, Spring Semester
Australia: Regional Area Study
China: Beijing
Dominican Republic: Santiago
Ecuador: Cuenca
England (London): Fine Arts
Japan: Sapporo
Morocco: Regional Area Study
New Zealand for Biology Majors
Russia: St. Petersburg
South Korea: Seoul

Domestic Programs, Fall Semester
New York City: Art and Theatre

Courses
IS 210 Area Studies: East Africa History, Culture and Change
Content: East Africa is a region of extraordinary ethnic, cultural, and biological diversity. This course begins with the earliest inhabitants and examines the movements and settlement patterns of various peoples of the region. Special attention is given to the impact of overseas influences during the last millennium, particularly those of the Arab-Muslim world during initial contact, and those of the Western-Christian world during the colonial period. The course also considers the rise of African nationalism, the end of colonial rule, and the ongoing effects of modernization and globalization in a developing country.
Prerequisites: None.
Restrictions: Acceptance to East Africa overseas program.
Usually offered: Annually, fall semester.
Semester credits: 4.

IS 211 Contemporary East Africa
Content: This course focuses on a wide variety of contemporary issues in East Africa, including population growth, health care, education, political structure and institutions, gender roles, land use, environmental health, geography, urbanization, art, and literature. As part of the coursework, students will complete an independent study project on a topic of their choice, which they will work on for the duration of the program. Both written and oral presentations will be made during the final week of the program.
Prerequisites: None.
Restrictions: Acceptance to East Africa overseas program.
Usually offered: Annually, fall semester.
Semester credits: 4.

IS 215 Morocco: Development & Sustainability
Content: A journey through the multiple and overlapping realities of contemporary life in Southwest Morocco. Prosperity of its population and growth of its economy as the paradigms of modernity and bountiful natural resources are in crisis. Study of energy concerns, livelihood quests, individual community hopes and aspirations, the larger frame of what is identified as “progress,” and the role of development within such an endeavor.
Prerequisites: None.
Restrictions: Acceptance to Morocco program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 216 Moroccan Modernity
Content: This course explores Moroccan society, culture and politics in contemporary global context. Lectures, discussions, and field trips will be led by a variety of Moroccan experts, supplemented by regular discussions with program leader. Emphasis will be placed on Morocco’s vibrant participation in the dynamics of post-colonial state formation, modernization, and globalization—and the ambivalent effects of this participation. Also includes exploration of the literary, visual, and musical arts and the religious communities of modern Morocco. Students will be encouraged to connect classroom activities to their ongoing experiences of living in Morocco. Reading and writing assignments, journals, presentations, independent study projects, and field exercises are used to promote and test multifaceted approaches to learning.
Prerequisites: None.
Restrictions: Acceptance into Morocco Overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 217 Gender and Society in Morocco
Content: Examines the multifaceted relationships between women and men in Moroccan society. Beyond considering how gender formation and relations have been mediated by historically dynamic Islamic ideologies and institutions, the course attends to numerous other factors that have shaped gender identity, performance, and hierarchy. Particular attention will be paid to the ways in which gender intersects with other structures of identity formation and social life, such as ethnicity, class, and religion. Topics include: doctrinal norms and lived realities, language and gender, models of masculinity, Moroccan feminism and women’s rights, gender and international migration.
Prerequisites: None.
Restrictions: Acceptance into Morocco Overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
IS 230 The Politics of Cultures: Religion, Education, Environment, and the Arts
Content: Introduction to Indian culture, with focus on dynamic processes of family, neighborhoods and the city, education, socialization, gender, religions, work and leisure, environmental values, and the arts. Students will learn and apply techniques in ethnography, and interpretation through four analytical perspectives: cultural Marxism, developmental/modernization theory, cultural studies/deconstruction, and feminism. Combination of lectures, discussions, reading, interactive visits, and guided projects.
Prerequisites: None.
Restrictions: Acceptance to the SE Asia overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 231 Beyond North India
Content: By examining the differences (both academic and experienced) between North India and South India, the course will illuminate the complex culture of India. Through lecture, field trips, writing, and observation, students will focus on three basic themes: Chennai in the globalized world, religion, and art and culture.
Prerequisites: None.
Restrictions: Acceptance to India overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 232 The Present In Delhi's Past
Content: Beginning with a history of Delhi, students will explore the complex organization of the Indian state, political opinions, gender, environment, labor and caste. Field trips to notable historical sites and classroom participation with Delhi University graduate students provide the opportunity to interact, create relationships and reflect on the cultural complexity.
Prerequisites: None.
Restrictions: Acceptance to India overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 233 Area Studies: South Asia
Content: This bridge course synthesizes knowledge and experiences gained on the program. Students will do independent research and complete a holistic project focusing on phenomena common to the many program locations visited throughout India.
Prerequisites: None.
Restrictions: Acceptance to India overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 235 Thai Language and Society
Content: This course includes small group language classes (3-5 students); regular seminars on Thai history, religions, social issues, and geography; and discussion sessions in small groups, which allow students an opportunity to reflect on adapting to Thai culture, culture shock, and lessons learned outside the classroom that will help students better function cross-culturally in Thailand. No English is used in class, and students will learn to speak, read, and write in Thai. Language instruction continues throughout the semester when students are at the institute, and Thai is used during each Expedition Field Course.
Prerequisites: None.
Restrictions: Acceptance to the SE Asia overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 236 Political Ecology of Forests
Content: An exploration of the ethnoecological relationship between humans and forests. Most of the course will be conducted within ethnic Karen villages in the extreme northwest corner of Thailand. Topics will include tropical forest ecology, Karen adaptation to the environment, and conflicts surrounding forest resource management. By living, farming, interacting, and traveling through the forests with villagers, students will learn firsthand how the Karen livelihood is intertwined with their forest world.
Prerequisites: None.
Restrictions: Acceptance to the SE Asia overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 237 Culture and Ecology of the Andaman
Content: This course focuses on coral reefs, mangroves, and the coastal communities and islands of the Andaman Sea, Southern Thailand. Both the physical and cultural environments are challenging—over a week of travel will be by sea kayak, and half of the course will be in a small Southern Thai fishing village. By the end of the course, students will have an understanding of the major issues surrounding coastal ecology and culture, with experience in and understanding of coral reefs, mangroves, seagrasses, and tidal areas; as well as understanding the unique challenges and struggles of the human communities that live in the coastal zone—the semi-nomadic Urak Lawoi and Southern Thai Muslim fisherfolk. These cases represent a complex situation of multiple and often conflicting resource uses in the coastal ecosystem and rapidly changing ways of life for the coastal and island people.
Prerequisites: None.
Restrictions: Acceptance to the SE Asia overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 238 Sustainable Food Systems
Content: Examination of food systems in depth, with a specific focus on small-holder sustainable agriculture. Topics include ecology and natural resource management, food supply, permaculture, and the role of biological and sociological systems in global sustainability. Seminars and discussions take place in context; e.g., reading about agroforestry, then going into an agroforest to study the plants growing there. This is also literally a "hands-on" course—students will be tramping through fields and working on a farm.
Prerequisites: None.
Restrictions: Acceptance to the SE Asia overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 239 Topics in Southeast Asia
Content: Taught by the faculty leader of the SE Asia Regional Area Study overseas program, this course will focus on a topic within the leader's discipline and expertise. The course will make use of SE Asia resources and will incorporate site visits. Topics will vary by year and leader.
Prerequisites: None.
Restrictions: Acceptance to the SE Asia overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.
IS 245 Japanese Language Pledge and Cultural Immersion
Content: Students will improve oral proficiency and cultural immersion skills on the Osaka Gakuin CET overseas program by taking a modified language pledge and meeting with CET staff and Japanese roommates in cultural immersion activities.
Prerequisites: None.
Restrictions: Participation in Osaka Gakuin overseas program.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

IS 249 Japan Past and Present
Content: Introduction to the political, economic, social, and cultural landscape of contemporary and historical Japan, with special reference to Mt. Fuji. Lectures, reading discussions, and field excursions will couple with historical and cultural training to provide a more in-depth understanding of the current situation.
Prerequisites: None.
Restrictions: Acceptance to Mt. Fuji Overseas Program.
Usually offered: Alternate Years, summer only.
Semester credits: 4.

IS 251 Contemporary England
Content: This course attempts to come to terms with the legacy of Britain’s imperial past while simultaneously analyzing contemporary Britain in the light of the challenges that the country faces from a variety of political, economic and cultural sources. Key features for analysis will include Britain’s traditional political institutions and the process of reform; the importance of social class, race and ethnicity; and ‘popular culture’ vs. ‘high culture’. Ultimately, the course will provide students with a series of critical perspectives that will enable them to analyze, criticize, empathize and celebrate contemporary Britain.
Prerequisites: None.
Restrictions: Acceptance to the London psychology overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 252 The Fine Arts in Contemporary London
Content: Focusing on the visual arts, this course asks provocative questions (e.g., What is Art?), and seeks to explore answers through lectures, discussions, and visits to prominent galleries and museums, including the British Museum, National Gallery, the Tate and Tate Modern and other sites. Other topics include arts funding, arts education, and performances and issues in the fine arts in areas not covered by the music and theatre courses. A large component of this course is a required individual experiential learning project in one area of the arts. These take the form of practicums, private study/performance, or research projects.
Prerequisites: None.
Restrictions: Acceptance to England Fine Arts overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 253 Social Welfare Issues in the United Kingdom
Content: An introduction to social welfare issues in the UK that examines critical approaches to welfare; the history of welfare in the UK; social exclusion; education, and health; the social services; citizenship and how the global affects the local within the community. The course encourages critical discussion about the differences between US, the UK and the EU. The course aims to facilitate student orientation in the context of British society and workplace, and to offer an important socio-historical framework relevant to the other courses they will take.
Prerequisites: None.
Restrictions: Acceptance to the London psychology overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 254 Diaspora Studies
Content: An introduction to Multicultural Britain, its idealistic assumptions and its ground realities. An attempt will be made to trace and analyze the composition the composition of about 4 million non-white Britons from multi-ethnic backgrounds who have evolved from diasporas into multicultural ethnicities and transnational communities. As almost half of all of ethnic minority Britons live in London, the course will be on this “global city” where the new transnational dispersions of the global era have come to be identified as “global diasporas”. The study will include the Black community, Chinese and South Asians, the Jewish diaspora and Islam in the diaspora.
Prerequisites: None.
Restrictions: Acceptance to the London psychology overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 255 Topics in Humanities: London
Content: Taught by the faculty leader of the London humanities overseas program, this course will focus on a humanities topic within the leader’s discipline. The course will make use of London-based resources and will incorporate site visits. Topics will vary by year within the humanities.
Prerequisites: None.
Restrictions: Sophomore standing and participation in the London Humanities Program.
Usually offered: Annually, fall semester.
Semester credits: 4.

IS 259 Modern Greece: Language and Culture
Content: Students abroad in Greece face a double challenge: making sense of a new culture in a language that is new to them. This course gives students the tools necessary to interpret and understand what’s going on around them, and to push past their first impressions of difference in order to evaluate the cultural logic and history behind what they observe. Students will receive an introduction to the Modern Greek language, making it possible for them to interact with people on a basic everyday level in their neighborhood, their explorations of the city, and their travels throughout Greece. The course also covers the important social changes that have transformed Greek society over the past 50 years, as well as the social concerns most pressing in Greek society today.
Prerequisites: None.
Restrictions: Acceptance to Greece overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.
IS 260 History of Modern Berlin: From 1815 to Present
Content: Provides a history of Berlin focusing on the period from 1815 to the present. Students will examine changes in the economic structure, social development and technical history of Berlin. Topics covered include Berlin as a cultural center in literature, the fine arts, cabaret, and theater, as well as urban planning and the division and unification of a modern city. Particular attention is paid to the periods of reunification and the postwar period.
Prerequisites: None.
Restrictions: Acceptance to Berlin overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 261 Contemporary Germany
Content: Introduction to a wide variety of contemporary issues in Germany, including the political system, gender roles, regional differences, issues with labor migration and naturalization, and culture. This part of the program will take advantage of the opportunities available in the Berlin area, such as the German capital complex, the large Turkish immigrant community, musical infrastructure (including three opera houses and two symphony orchestras), arts (more museums than rainy days according to one advertising slogan), and the natural landscape beyond the city-limits. This portion of the course will be supported by travel to the Baltic Sea Coast and Dresden.
Prerequisites: None.
Restrictions: Acceptance to Berlin overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 262 20th Century Art and Architecture
Content: Surveys German art and architecture from the rise of modernism circa 1900 through postmodernism and the present. It aims to: study the individual works closely and interpret them critically by analyzing their formal structure, style, technique, iconography, etc.; consider the concerns of the artists who created them; and place the works within their wider historical, political, economic, social, and cultural backgrounds as well as within the international development of the visual arts in Europe and—in the second half of the 20th century—the U.S. Topics include Jugendstil (Art Nouveau), Expressionism, Dada, Surrealism, New Objectivity and Magic Realism, Bauhaus, art and architecture in Nazi Germany, art and architecture in the two German states—the GDR and FRG (1945-1989)—and the reflection of the German past, the reshaping of Berlin as the restored capital of Germany after 1989, and Pluralism in postmodern German art. An essential approach of the course is to think about art and architecture as a product of a particular culture and social system. Prerequisites: None.
Restrictions: Acceptance to Berlin overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 263 Metropolitan Development: Urban Studies in Comparative Perspective
Content: Examines Berlin's complicated and often turbulent development, taking advantage of the city to explore its urban landscape firsthand, and ask whether the forces that continue to forge Berlin's identity are the same that have been at work in other European and American cities. Students in the course visit many of the city's historic sites, and in class compare them to urban prototypes in Paris, Vienna, St. Petersburg, New York, Los Angeles, Lagos, and Dubai—among other cities. How have absolutist policies, whether monarchic or totalitarian, influenced the city? How have periods of powerful economic growth, whether spurred by industrial revolution or the "economic miracle" of the post-war Wirtschaftswunder, determined urban growth? How have the 20th century's primary competing ideological systems—democratic market capitalism and Communism—altered the course of urban development in Europe? Berlin offers a unique opportunity to examine these questions in the one location where they have all played a vital role. The course devotes time to important urban issues, both historical and actual: the relationship of municipal and state government in city planning (the transformation of Paris under Baron Haussmann and Napoleon III in the 19th century; the works programs of Robert Moses in New York City in the 20th century); the role of the automobile in the propagation of suburban sprawl; the impact of new technology on urban development; the city as an imperial or (post-)colonial power center; demographic challenges (shrinking versus expanding cities); the emergence of specific urban movements (Garden City, modernism, postmodernism, "Critical Reconstruction," "New Urbanism"); contrasting patterns of racism, poverty, and immigration; security in an age of terrorism; and the impact of global warming.
Prerequisites: None.
Restrictions: Acceptance to Berlin overseas program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 264 Irish History Through Literature
Content: This course studies a series of literary engagements with some key moments in modern Irish history and explores what they tell us about the past and the conditions of the moment in which the story was told. Mixing literature with film and painting, the course outlines a narrative of the formation of modern Ireland, providing an opportunity to explore questions about the nature of history and its representation.
Prerequisites: None.
Restrictions: Acceptance into Ireland Regional Area Study Overseas Program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

IS 265 Contemporary Irish Theater
Content: The Irish theatre tradition is one of the most influential, successful and theatrically vibrant of modern times, and this course provides students with an opportunity to explore its contemporary condition both textually and in performance. It will examine current trends in Irish dramatic writing, explore the traditions and methodologies of different Dublin theaters, familiarize students with the form and aesthetics of theatre review, and provide drama workshop experience.
Prerequisites: None.
Restrictions: Acceptance into Ireland Regional Area Study Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
IS 266 Social Change in Ireland
Content: This course offers students an overview of the contemporary Irish social/cultural landscape. It draws on alternative theories and views of social change to analyze a wide variety of social issues and developments influencing the country's national identity. Topics include: migration, family and gender relations, religion and the role of the Catholic Church, the Celtic Tiger phenomenon, government social policy, and Ireland's status as a post-colonial nation.
Prerequisites: None.
Restrictions: Acceptance to Ireland overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 267 Art and Architecture of Dublin
Content: Introduction to the art (and artists) and architecture of Dublin. Dublin is immortalized in song, prose and poetry, and yet less is known of the visual artists who create and created the streets, buildings, and monuments of this great city. This course explores the influences, legacies, and contexts in which these artists applied their craft to reflect the style, function, power, and privilege of the eras in which they lived and worked.
Prerequisites: None.
Restrictions: Acceptance into Ireland Regional Area Study Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 268 Irish Life & Cultures
Content: Key features of Irish culture and society and the key currents underpinning social change in Ireland in the 21st century. The course begins with a profile of Irish society and a historical overview of its core features in the latter half of the 20th century, then moves on to examine continuity and change in some of the key categories of Irish society (religion, culture, economy, politics, et al.) via their encounters with modernity.
Prerequisites: None.
Restrictions: Acceptance into Ireland Regional Area Study Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 269 The Irish Welfare System
Content: Examines central questions about the Irish welfare system: Where can we find social welfare policies? Where do social welfare policies come from? How and by whom are they implemented? The course will help students understand how the welfare system and its component institutions work, how they are interrelated, and how they are influenced and constrained by surrounding factors.
Prerequisites: None.
Restrictions: Acceptance to Ireland overseas program.
Usually offered: Annually, spring semester.
Semester credits: 4.

IS 270 Irish Literature and Theatre
Content: Introduction to a number of great classics of Irish literature and theatre and the important role Irish writers have played in the shaping of Irish history. Close reading of texts from the 19th century to the present will reveal common and unifying themes: history, violence, and cultural memory; the relation between the individual writer and the nation state; and the conflicts of allegiance called forth by the claims of self and place, radical aesthetics, and a unifying tradition.
Prerequisites: None.
Restrictions: Acceptance to Ireland overseas program.
Usually offered: Annually, spring semester.
Semester credits: 4.

IS 272 Modern Italian History
Content: On March 17, 1861 the Italian Parliament convened for the first time. That date, symbolic of Italian unification, could also be taken as the beginning of the long process, which ended in the creation of a government and a nation. By looking at the most significant periods of Nineteenth and Twentieth century Italian history (Unification, birth of Sovereignty, the Great War, Fascism, the Second World War, the Resistance, the constitution of the Republic), we will trace the profound social, political and economic transformations that changed the face of the population and its sense of national identity throughout over 150 years of history.
Prerequisites: None.
Restrictions: Acceptance to Italy (Siena) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 273 Topics in Art History
Content: This course offers on rotation a series of different topics of Italian Art History. Based not only on specific time periods but also on themes that tie various historical or cultural eras together, each semester offers an opportunity to explore topics ranging from a brief but exhaustive panorama of Italian Romanticism, to a specific theme-based topic such as the use of the portrait in the Renaissance. For each historical and cultural era or topic, we will examine major themes and artists, thus opening windows onto the cultural and historical worlds of each topic or period.
Prerequisites: None.
Restrictions: Acceptance to Italy (Siena) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 274 Religious Cultures and Traditions in Italy
Content: Foundations and contributions of Christianity in the cultural development of Italy, in particular in the Tuscany region, from the Roman Empire to the twentieth century. Exploration of how religion is expressed and shaped through art history, literature, and popular media.
Prerequisites: None.
Restrictions: Acceptance to Italy (Siena) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 275 Introduction to Sociolinguistics
Content: History, regional variety, and structure of the Italian language through a study of sociolinguistics; Latinate origins of the language; study of dialects and diastatic variation; Italian in mass media and as an "ethnic language" abroad.
Prerequisites: None.
Restrictions: Acceptance to Italy (Siena) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
IS 276 Emigration in Italy and Europe During the Globalization Era
Content: Wide overview of the migratory processes and movements from and to Italy in the past thirty years. Analysis of the reasons and consequences of this transformation; Italian emigration in the twenty-first century; extra-European emigration; the impact of movement on Italian society.
Prerequisites: None.
Restrictions: Acceptance to Italy (Siena) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 277 Contemporary Spain
Content: The structures of Spanish society and the currents of change that continue to influence contemporary Spain. Exploration of the values of the Spanish family, youth, and women; migratory movements, the process of urbanization, and conflict between national and regional interests; political parties and labor unions in society with emphasis on Andalusian society.
Prerequisites: None.
Restrictions: Acceptance to Spain (Seville) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 278 Art History of Spain
Content: The major artistic expressions of the Spanish people in painting, sculpture, and architecture, from the cave paintings of antiquity to the artists of the modern period, with special attention to the styles related to Seville.
Prerequisites: None.
Restrictions: Acceptance to Spain (Seville) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 279 Crossroads: Spain and Immigration
Content: Spain’s encounters with new populations from the earliest period of national consciousness to the present. Consideration of the contemporary reality that recent waves of immigration have brought, looking beyond to the political, economic, and social realities that underlie our observations. Effects of the centuries of contacts that formed Andalusian and Spanish identity through the movements of peoples from the south and east across the Mediterranean. Spain’s unique experience and relationship with the Arab world, in history and in the reality of Seville today. Presentations, guest lectures, visits to relevant sites and monuments.
Prerequisites: None.
Restrictions: Acceptance to Spain (Seville) Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 280 Contemporary Cuban Voices
Content: Introduction to a wide variety of contemporary Cuban intellectuals, artists and writers through weekly guest lectures. Students will also be asked to process their experiences and discuss the guest lectures.
Prerequisites: None.
Restrictions: Acceptance to Cuba Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 281 Community-Based Research
Content: Introduction to basic oral history and ethnographic methodologies. Students will develop field research projects through internships and participant-observation. Their projects will culminate in a 15 page field-research paper.
Prerequisites: None.
Restrictions: Acceptance to Cuba Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 282 Art and Culture in Modern Cuba
Content: Examines major trends and movements in Cuban music, film, dance, and plastic arts in the twentieth century. The course will not only teach students how to appreciate these cultural expressions, but it will situate these movements within the context of the evolving Cuban society.
Prerequisites: None.
Restrictions: Acceptance to Cuba Overseas Program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 284 Contemporary Ecuador
Content: Explores different aspects of Ecuador through an anthropological optic. The main purpose is to provide students with information, conceptual tools, and methods with which to investigate and interpret their Ecuadorian experience. Class discussion and questions from students are very important. The specific topics covered in the course are chosen anew each semester, in order to address current affairs and new anthropological work. Globalization, Andean prehistory, traditional medicine, identity politics, indigenous rights movements, gender roles, religion and society, race, ethnicity, witchcraft, agricultural economics, transnational migration and Plan Colombia are some of the topics included in recent courses. Social structure and culture in Cuenca are also included. The course includes day trips and a week-long fieldtrip. Some class assignments require students to investigate and report on questions about Cuenca and its environments. Course material is presented in required readings and class lectures. There are films and occasionally guest speakers to complement this material. Grades are based on exams, short writing assignments, and a term paper.
Prerequisites: None.
Restrictions: Acceptance to Ecuador overseas program.
Usually offered: Annually, spring semester.
Semester credits: 4.

IS 290 Area Study: Australia
Content: Traces the major developments in Australia’s history from European colonization into the present. Emphasis is on the events that played a major role in shaping contemporary Australian society and Australia’s current relationships with East Asia, the United States, and the British Commonwealth. Topics include Australian literature, nonindigenous art, exploration and settlement, military history, and political and social institutions.
Prerequisites: None.
Restrictions: Acceptance into Australia Overseas Program.
Usually offered: Annually, spring semester.
Semester credits: 4.
IS 291 Contemporary Australia
Content: Provides insight into important contemporary social issues, including population demographics, multiculturalism, gender issues, treatment of indigenous peoples, family and youth issues, crime and violence.
Prerequisites: None.
Restrictions: Acceptance into Australia overseas program
Usually offered: Annually, spring semester.
Semester credits: 4.

IS 292 Indigenous Studies
Content: Investigations of the evolution of human society in Australia, cultural diversity among indigenous peoples, social organization, ceremonies and art, spiritual life, material culture, gender roles, and relationship to the land.
Prerequisites: None.
Restrictions: Acceptance into Australia overseas program
Usually offered: Annually, spring semester.
Semester credits: 4.

IS 294 Cultural Ecology of New Zealand
Content: Introduction to Pacific Islander and Maori culture and language. Extended Maori visit. Indigenous art and relevant cultural artifact production. Contemporary business and recreational activities.
Prerequisites: None
Restrictions: Acceptance to New Zealand overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 295 Repeated Colonization, a History of New Zealand
Content: Provides insight into important contemporary social issues, including population demographics, multiculturalism, gender issues, treatment of indigenous peoples, family and youth issues, crime and violence.
Prerequisites: None.
Restrictions: Acceptance to New Zealand overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 296 Environment, Society & Natural Resource Management
Content: Examines the major environmental issues and challenges New Zealand faces today, highlighting the policy and management frameworks that are in place to address these environmental issues. Students will critically appraise the role of citizen science and science communication in shaping New Zealand’s future and examine how well currently employed policy and management mechanisms achieve the goal of environmental sustainability. Field trips will provide a hands-on insight into current environmental issues in New Zealand. Topics include: Climate change and New Zealand’s future; Indigenous perspectives on natural resources; Water quality - the clean green myth; Sustainable farming; Sustainable energy; Citizen science; Science studies - communication and persuasion and science writing.
Prerequisites: None.
Restrictions: Acceptance to New Zealand overseas program.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

IS 356 Advanced Topics in Humanities: London
Content: Taught by the faculty leader of the London humanities overseas program, this course will focus on an advanced humanities topic within the leader’s discipline. The course will make use of London-based resources and will incorporate site visits. Topics will vary by year within the humanities.
Prerequisites: None.
Restrictions: Sophomore standing and participation in the London Humanities Program.
Usually offered: Annually, fall semester.
Semester credits: 4.

OCS 233 History of New York
Content: An overview of the architectural history and urban structure of New York. Particular emphasis is given to examining the process of continuity and change in New York architecture from the colonial period to the 20th century.
Prerequisites: Admission to the New York City Off-Campus Program.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

OCS 345 Internship: New York City
Content: The New York internship gives students a professional, site-specific work environment in an institution closely related to the student’s major and/or potential career choice. Students will develop skills, both interpersonal and job-specific, that are appropriate to that work environment. The internship will create opportunities to view the city from an ethnographic perspective, looking closely at the lives of those who live and work in New York. The student on an internship avoids the singular perspective of a cultural tourist. The goal is for the skills and attitudes acquired through a New York internship to be transferable to academic life and professional development.
Prerequisites: Acceptance to the NYC off-campus program.
Restrictions: Sophomore standing required. Acceptance to the NYC off-campus program.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

Philosophy
Chair: Rebecca Copenhaver
Administrative Coordinator: Claire Kodachi
Philosophy is the critical examination of our most fundamental ideas about ourselves and the world. Who are we? What can we know? How should we treat each other? What kind of society is best? What is our relation to the natural world? As individuals and as a culture, we have views on these questions even if we don’t talk about them. These beliefs and values influence the way we live, personally and socially. Philosophy tries to make these ideas evident and open to reconsideration, hoping thereby to improve human and nonhuman life on this planet.

To further those goals, philosophers often attempt to clarify and examine the basic assumptions and methods of other disciplines. Religion, the natural and social sciences, business, economics, literature, art, and education are examples of fields of study about which philosophical questions can be raised.

Resources for Nonmajors
Because philosophy is a basic discipline in the liberal arts, every well-educated person should have engaged with it. All courses in philosophy are open to nonmajors, and very few have extensive prerequisites.
However, some advanced courses may be of greater benefit to students who have done previous work in the department.

Students majoring in other disciplines will find courses that probe the philosophical foundations of their major areas of study. These are courses pertaining to mathematics, biology, psychology, arts, politics, social theory, and the relations between science and religion.

The 100- and 200-level courses are all introductory courses designed for students beginning the study of philosophy. The 100-level entry-point courses introduce students to philosophy through its main issues: good reasoning, values, reality, and knowledge. The 200-level entry-point courses introduce students to philosophy through the consideration of philosophical questions about major human concerns that arise in religion, science, art and literature, and law. The 300-level courses in the history of philosophy demand substantial reading and are open to anyone who has taken one of the introductory courses. The 300-level courses in the themes in philosophy sequence build on students’ previous work in the history of philosophy and 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 important philosophers, past and present, and of philosophical fields, problems, and methods.

**Philosophical Studies**

The Philosophical Studies Program consists of advanced courses concerning important 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 the same specific topic. Consult the course listings for current offerings.

**The Major Program**

Students major in philosophy for many reasons, and the requirements are flexible enough to accommodate different kinds of interests in philosophy. Most majors are interested in philosophical questions for personal reasons—because they wish to explore questions about what is real and what is valuable, or questions about political ideals, in order to make sense of their lives. Some majors, however, hope to pursue philosophy as a profession. This means preparing for graduate work. Because of the many connections between philosophy and other disciplines, students often make philosophy part of a double major, combining it with areas such as political science, biology, psychology, religious studies, English, or economics. Philosophy is an excellent preparation for further study in almost any field. In fact, philosophy majors’ scores on the GRE and LSAT are among the highest of any major.

The Philosophical Studies Program of 400-level courses is determined from year to year by the faculty with student input. These courses enable juniors and seniors to do more advanced work in seminar settings in which students contribute significantly to the work of the class. The topics include the study of major thinkers of the past and present and of philosophical fields, problems, and methods.

Every semester the department offers a series of colloquia in which students can hear and discuss papers of visiting philosophers, philosophy faculty, faculty from other departments at Lewis & Clark, and fellow philosophy students.

Students interested in majoring or minoring in philosophy should consult as soon as possible with a member of the department and work closely with a faculty advisor to plan a program. Those interested in graduate school should make a special effort to become familiar with traditional questions, philosophical themes, and major figures and movements.

**Major Requirements**

A minimum of 40 semester credits (10 courses), distributed as follows:

- PHIL 101 Logic
- PHIL 102 Introduction to Philosophy or PHIL 103 Ethics
- Any 200-level philosophy course except PHIL 250 Philosophical Methods
- PHIL 250 Philosophical Methods
- Two courses from the history of philosophy sequence:
  - PHIL 301 Ancient Western Philosophy
  - PHIL 302 Early Modern Philosophy
  - PHIL 303 19th-Century Philosophy
  - PHIL 307 Recent Continental Philosophy
- Two courses from the themes in philosophy sequence:
  - PHIL 310 Metaphysics
  - PHIL 311 Epistemology
  - PHIL 312 Philosophy of Language
  - PHIL 313 Philosophy of Mind
  - PHIL 314 Ethical Theory
  - PHIL 315 Philosophy of Science
- Two philosophical studies courses:
  - PHIL 451 Philosophical Studies: History of Philosophy
  - PHIL 452 Philosophical Studies: Topics in Value Theory
  - PHIL 453 Philosophical Studies: Advanced Themes in Philosophy

**Minor Requirements**

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

- PHIL 101 Logic
- Any 100-level or 200-level philosophy course except PHIL 101 Logic and PHIL 250 Philosophical Methods
- PHIL 250 Philosophical Methods
- Two courses from the history of philosophy sequence:
  - PHIL 301 Ancient Western Philosophy
  - PHIL 302 Early Modern Philosophy
  - PHIL 303 19th-Century Philosophy
  - PHIL 307 Recent Continental Philosophy
- One course from the themes in philosophy sequence:
  - PHIL 310 Metaphysics
  - PHIL 311 Epistemology
  - PHIL 312 Philosophy of Language
  - PHIL 313 Philosophy of Mind
PHIL 314  Ethical Theory
PHIL 315  Philosophy of Science

• One philosophical studies course:

PHIL 451  Philosophical Studies: History of Philosophy
PHIL 452  Philosophical Studies: Topics in Value Theory
PHIL 453  Philosophical Studies: Advanced Themes in Philosophy

Honors
Students who are interested in graduating with honors in philosophy should consult with the department early in the fall semester of their junior year. Candidates who are accepted into the program spend one semester of the senior year writing a thesis on a basic issue in philosophy. A review committee, consisting of three members of the department and any other faculty member who may be involved, will read the final work and reach a final decision on its merit. Honors will be awarded only by the unanimous vote of the three members of the review committee from the Department of Philosophy. Students earn 4 semester credits for honors work.

Faculty


Courses
PHIL 101 Logic
Content: Analyses of arguments with an emphasis on formal analysis. Propositional and predicate calculus, deductive techniques, and translation into symbolic notation.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHIL 102 Introduction to Philosophy
Content: Introduction to problems and fields of philosophy through the study of major philosophers' works and other philosophical texts. Specific content varies with instructor.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHIL 103 Ethics
Content: Fundamental issues in moral philosophy and their application to contemporary life.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHIL 201 Philosophy of Religion
Content: Issues in classical and contemporary philosophical examinations of religion such as arguments for the existence of God, religious experience, religious faith, the problem of evil.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHIL 203 Philosophy of Art and Beauty
Content: Theorizing about art. Puzzles in art that suggest the need to theorize; traditional discussions of art in Plato and Aristotle and critiques of them (Hume, Kant, Nietzsche, Collingwood); critical perspectives on these discussions (Danto). Specific discussions of individual arts: literature, drama, film, music, dance, the plastic arts.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHIL 207 Indian Philosophy
Content: Survey of India's classical philosophies as well as introductions to the Vedas, the Upanishads, Carvaka, Jainism, Buddhism, and recent Indian philosophers.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PHIL 215 Philosophy and the Environment
Content: Investigation of philosophical questions about our relationship to the environment. Topics include the value of individual organisms, species, ecosystems; the concepts of wilderness and wilderness; aesthetics of natural environments; and the relationship between ecological science and environmental policy.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PHIL 217 Topics in Philosophy
Content: Introduces students to philosophy through a specific theme or topic. Students investigate how philosophy is represented and enacted in a specific area as well as by participating in its enactment. Possible topics include philosophy and existentialism, philosophy and Latin America, philosophy and literature, philosophy and race, gender, class.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
PHIL 244 Practicum/Internship
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

PHIL 250 Philosophical Methods
Content: Some of the main methods, concepts, distinctions, and areas of systematic philosophical inquiry. Including basic tools for argument, such as validity, soundness, probability, and thought experiments; basic tools for assessment, such as the rule of excluded middle, category mistakes, and conceivability; and basic tools for conceptual distinctions, such as a priori versus a posteriori and analytic versus synthetic.
Includes methods, such as the history of philosophy, naturalized philosophy, conceptual analysis, and phenomenology, as well as areas of systemic philosophical approach, such as empiricism, rationalism, naturalism, realism, idealism, internalism, externalism, and nominalism.
Prerequisites: PHIL 101.
Usually offered: Annually, fall semester.
Semester credits: 4.

PHIL 301 Ancient Western Philosophy
Content: The birth of philosophy against the background of mythic thought; its development from Socrates to the mature systems of Plato and Aristotle; their continuation and transformation in examples of Hellenistic thought.
Prerequisites: Any 100- or 200-level philosophy course.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

PHIL 302 Early Modern Philosophy
Content: Development of modern ideas in the historical context of 17th- and 18th-century Europe: reason, mind, perception, nature, the individual, scientific knowledge. Reading, discussing, and writing about the works of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Reid, Kant.
Prerequisites: Any 100- or 200-level philosophy course.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

PHIL 303 19th-Century Philosophy
Content: German Idealism: Kant, Fichte, Schelling, Hegel, as well as the reactions of philosophers such as Kierkegaard, Schopenhauer, Marx, Nietzsche.
Prerequisites: Any 100- or 200-level philosophy course or consent of instructor.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

PHIL 307 Recent Continental Philosophy
Content: Key movements such as psychoanalysis, phenomenology, hermeneutics and existentialism, structuralism, Marxism, poststructuralism and deconstruction, critical theory.
Prerequisites: Any 100- or 200-level philosophy course.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PHIL 310 Metaphysics
Content: Personal identity, time, free will, composition, persistence, universals, particulars, possibility, necessity, realism, antirealism.
Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

PHIL 311 Epistemology
Content: Naturalistic, evolutionary, and social epistemology; moral epistemology; religious epistemology; theories of truth, of explanation, of experience and perception; relationships between theory and observation.
Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

PHIL 312 Philosophy of Language
Content: Philosophical issues concerning truth, meaning, and language in the writings of 20th century thinkers such as Frege, Russell, Grice, Putnam, Quine, Searle, Kripke.
Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

PHIL 313 Philosophy of Mind
Content: The mind-body problem, mental causation, consciousness, intentionality, the content of experience, internalism and externalism about content, perception.
Prerequisites: PHIL 101. PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

PHIL 314 Ethical Theory
Prerequisites: PHIL 102 or PHIL 103. PHIL 250.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PHIL 315 Philosophy of Science
Content: Issues concerning scientific knowledge and its epistemological and ontological implications from the perspective of history and practice of the natural sciences, such as explanation, testing, observation and theory, scientific change and progress, scientific realism, instrumentalism.
Prerequisites: PHIL 101 and PHIL 250. PHIL 102 or one course in the history of philosophy sequence (PHIL 301 through PHIL 307) recommended.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.
PHIL 444 Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

PHIL 451 Philosophical Studies: History of Philosophy
Content: Advanced study of movements and philosophers discussed in 300-level history of philosophy courses. May be repeated with change of topic.
Prerequisites: PHIL 101. PHIL 250. One 300-level philosophy course or consent of instructor.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHIL 452 Philosophical Studies: Topics in Value Theory
Content: Advanced study of classical and current philosophical issues and problems in value theory, including the philosophy of art and beauty, ethics and morality, philosophy of religion, social and political thought, and the philosophy of law. May be repeated with change of topic.
Prerequisites: PHIL 101. PHIL 250. One 300-level philosophy course or consent of instructor.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHIL 453 Philosophical Studies: Advanced Themes in Philosophy
Content: Advanced study of topics covered in 300-level themes in philosophy courses, in areas other than value theory. May be repeated with change of topic.
Prerequisites: PHIL 101. PHIL 250. One 300-level philosophy course or consent of instructor.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

Physical Education and Athletics

Director: TBD
Associate Director: Sharon Sexton

Physical education and physical fitness are important aspects of a curriculum that stresses the interrelationship between the physical, mental, and social dimensions of the human experience. Integral to a liberal arts education is recognition and application of the importance of health and fitness. Therefore, Lewis & Clark offers a comprehensive physical-activity program that emphasizes physical fitness and the acquisition of skills and knowledge for lifelong activities in the areas of fitness, recreational activities, sports skills, and dance.

For students interested in practical applications and theory-based learning, the Department of Physical Education & Athletics offers opportunities to collaborate with experienced professionals via independent study or internships to pursue the supervised study of topics not offered in the regular curriculum.

Facilities
Pamplin Sports Center and Zehntbauer Swimming Pavilion are the major indoor health and fitness facilities on campus. They house an eight-lane swimming pool, a gymnasium with three basketball courts, an extensive fitness center, and an activity room for self-defense, martial arts, and aerobics classes. Locker rooms are available for people participating in classes, recreation, and athletic events. Griswold Stadium, Fred Wilson Field, and Eldon Fix Track feature a lighted, state-of-the-art track and synthetic playing field. The campus has six tennis courts, four of which are covered. Other facilities include the Huston softball-baseball complex and an outdoor pool, which is open during the summer.

Course Subjects
Specific offerings may include the following:
- aerobics
- badminton
- ballroom dancing
- baseball
- basketball
- bowling
- cardio strength circuit
- cross training & core conditioning
- cycling indoor/outdoor
- golf
- group fitness
- gym class heroes
- lifeguard training
- martial arts
- mountain biking
- personal fitness
- qi gong (chi kung)/meditation
- rock climbing/bouldering
- rowing
- sailing
- scuba diving
- skiing/snowboarding
- soccer
- softball
- step aerobics
- swim fitness
- swimming
- tennis
- volleyball
- weight training
women's self-defense
yoga

Graduation Requirement

Students are required to take two physical education/activity courses as part of Lewis & Clark's General Education requirements. (p. 22) The following physical education and athletics courses meet this requirement:

- PE/A 101 Activities
- PE/A 102 Varsity Athletics
- PE/A 142 Wilderness Leadership

Students may register for only one PE/A 101 Activities course per semester, except in the summer semester, when one course may be taken each session. Up to 4 semester credits earned for the courses listed above may be applied toward total credits required for graduation.

Faculty

Tara Boatman. Instructor in physical education and athletics, assistant athletic trainer. BA 2003 Concordia University.

Joe Bushman. Instructor in physical education and athletics, assistant football coach. MAT 1994, BS 1993 Willamette University.

Aaron Campbell. Instructor in physical education and athletics, assistant track and field coach, recruiting coordinator. BA 2010 University of Vermont.

Jimmy Chau. Instructor in physical education and athletics, head tennis coach. BA 2001 Lewis & Clark College.

Shawna Cyrus. Instructor in physical education and athletics, head softball coach. BA 2002 Oregon State University.

Angela Dendas-Pleasant. Head strength and conditioning coach. MS 2010, BS 2007 Humboldt State University.

Chris Fantz. Instructor in physical education and athletics, aquatics director, head swimming coach. MA 2012 Lewis & Clark College. BA 1999 University of Puget Sound.

Sarit Gluz. Instructor in physical education and athletics, athletic academic coordinator. BA 2009 Lewis & Clark College.

Jacob Hales. Instructor in physical education and athletics, assistant football coach. BS 2008 University of Nevada, Las Vegas.

Paige Hall. Instructor in physical education and athletics, assistant softball coach. BS 2012 Oregon State University.

Emily Hayes. Instructor in physical education and athletics, head volleyball coach. BA 2014 Hope College.

Eric Jackson. Instructor in physical education and athletics, assistant football coach. BS 1987 Eastern Michigan University.

Randall Jackson. Instructor in physical education and athletics, assistant men's basketball coach. MA 2018 Greenville University. BA 2016 Point Loma Nazarene University.

Tamara Ko. Director of department programs and events. MA 2011 Lewis & Clark College. BA 2007 Willamette University.

Matt Kosderka. Instructor in physical education and athletics, head baseball coach. MA 2003 Concordia University. BS 1998 Willamette University.


Claudia Loeber. Instructor in physical education and athletics, assistant rowing coach, athletics communications assistant. BFA 2013 Temple University.


Timothy McCrory. Instructor in physical education and athletics, head men's basketball coach. MPA 2010 University of Missouri. BS 2008 University of Vermont.

Mark Pietrok. Senior associate director of physical education and athletics, head athletic trainer. MEd 1987, BA 1985 University of Portland.

Scott Pisapia. Instructor in physical education and athletics, assistant women's basketball coach. BA 2012 Lewis & Clark College.

Bruce Read. Instructor in physical education and athletics, assistant football coach. BS 1986 Portland State University.

Brandon Rupp. Instructor in physical education and athletics, assistant baseball coach. BA 2006 George Fox University.

Sharon Sexton. Associate director of physical education and athletics, senior woman administrator. MEd 1999 Ashland University. BA 1996 St. Bonaventure University.

Hannah Stinson. Instructor in physical education and athletics, assistant volleyball coach. BS 2018 University of Puget Sound.

Sam Taylor. Instructor in physical education and athletics, head rowing coach. BA 2001 University of Puget Sound.

Jim Tursi. Instructor in physical education and athletics, head women's soccer coach. BA 1981 University of Portland.

Kristina Williams. Instructor in physical education and athletics, head women's basketball coach. MS 2016 Smith College. BA 2013 Lewis & Clark College.

James Yen. Instructor in physical education and athletics, head golf coach, assistant football coach. MS American Public University. BS 2002 Linfield College.

Courses

PE/A 101 Activities

Content: Visit go.lclark.edu/physical_education_courses for current course descriptions (including prerequisites and fees for specific offerings). Focus on principles of physical fitness such as safe techniques, conditioning activities, principles of movement, importance of lifetime fitness. Student participation and attendance emphasized. Credit-no credit. May be repeated for credit. Prerequisites: None. Usually offered: Annually, fall, spring, and summer. Semester credits: 1.
PE/A 102 Varsity Athletics
Content: Fall varsity sports: volleyball (W), football (M), cross country
(MW), soccer (W). Spring varsity sports: swimming (MW), basketball
(MW), tennis (MW), track and field (MW), softball (W), baseball (M),
golf (MW), crew (MW). Credit-no credit. May be repeated for credit.
Registration is subject to coaching-staff approval during the add/drop
period.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

PE/A 142 Wilderness Leadership
Content: Leadership, followership, and decision making in a wilderness
environment. Five class meetings and extensive outdoor field experience
offering opportunities to develop and test interpersonal and technical
skills. Credit-no credit. Fee.
Prerequisites: None.
Restrictions: Consent of College Outdoors required.
Usually offered: Annually, spring semester.
Semester credits: 1.

PE/A 244 Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.

PE/A 299 Independent Study
Content: Independent study topic to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.

PE/A 340 Prevention and Care of Injuries
Content: Introduction to athletic training, scientific background for
conditioning, influence of factors on performance, psychogenic factors
in sports, modalities, injury recognition, first aid techniques, protective
equipment.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

PE/A 405 Advanced Athletic Training
Content: Application of scientific foundations, use of therapeutic
modalities, evaluative techniques, manufacturing of protective equipment
and strapping, clinical experience.
Prerequisites: None.
Restrictions: Sophomore standing and consent of instructor required.
Usually offered: Every third year.
Semester credits: 4.

PE/A 444 Practicum
Content: Independent project developed under the direction of a faculty
member. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 1-4.

PE/A 499 Independent Study
Content: Independent topic developed and researched under the direction
of a faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 1-4.

Physics
Chair: Stephen Tufte
Administrative Coordinator: Amy Timmins
Physics is the inquiry into the structure and organization of the universe.
It is the study of forces and matter, of motion, of cause and effect, and
of the intrinsic properties of space and time. It seeks to comprehend
the essences of these things at the deepest level, and to use them to
synthesize models of complex phenomena. The accomplishments of
physics stand out among the highest achievements of human intellect
and imagination, and as the discipline continues to evolve, the mysteries
with which it deals are ever more intriguing. For a person planning a
career in any field, a physics course is an ideal component of a liberal
arts education. For one who seeks a career as a physicist, the breadth
acquired in a liberal arts education augments and enhances the special
training that physics requires.

The Department of Physics offers a complete program for students
planning careers in physics, astronomy, or engineering, including a
thorough preparation for graduate school or for professional engineering
school. (For additional information on engineering, see Engineering
(p. 72).) The program is also well suited for those who plan careers in
science education or in the health sciences. Special courses for students
not planning a science career introduce them to the basic concepts
underlying modern scientific thought.

The physics faculty have diverse interests and expertise, are active
in research, and engage students in their research activities. The
department is particularly active in the areas of biophysics, astrophysics,
and nonlinear dynamics. Laboratory and desk space is available for
majors. The faculty strive to maintain an atmosphere of creative inquiry
and informal interaction with students, and to provide an environment
that stimulates students to learn from each other. Physics majors
sponsor campus events through the Physics Club.

Resources for Nonmajors
The department regularly offers courses geared toward students
majoring in disciplines outside of the mathematical and natural-sciences
division. These courses include PHYS 105 Astronomy, PHYS 106 The
Physics of Music, and PHYS 110 Great Ideas in Physics, all of which fulfill
General Education requirements in scientific and quantitative reasoning
(p. 20) (Category B). For students in other science departments, several
other courses are valuable.

It is also possible for students majoring in other disciplines to gain
a broad introduction to physics by taking an introductory sequence.
Introductory General Physics I (PHYS 141) and Introductory General
Physics II (PHYS 142) cover classical and modern physics in one year,
and utilize elementary calculus. Physics I: Motion (PHYS 151), Physics II:
Waves and Matter (PHYS 152), Physics III: Electromagnetism (PHYS 251),
and Physics IV: Thermodynamics and Statistical Mechanics (PHYS 252)
are also calculus-based and provide a two-year introduction to physics.
Chemistry, mathematics, and biology majors planning graduate study may need to take additional physics courses beyond the introductory sequence.

Facilities
The Olin Center for Physics and Chemistry has more than 40,000 square feet of classroom, laboratory, library, and study space. Facilities and equipment used by the physics department include the following:

- Research astronomical observatory
- Lecture-demonstration theatre
- Extensive faculty research space
- Professionally staffed electronic and machine shops
- Special laboratories for acoustics, quantum optics, modern physics, phase transition studies in liquids, and biophysics using state-of-the-art optical microscopy
- Advanced physics laboratory for ongoing student projects
- Student-faculty research laboratories and conference room

The Major Program
The introductory program serves students already committed to rigorous training for a professional career in physics, as well as those who are still testing their interest in physics or engineering as a profession.

The physics curriculum is highly sequential; all students contemplating the major should seek the advice of a physics faculty member as soon as possible. Transfer students and those who declare the major after the first year should consult the department chair for guidance. Upon consultation with faculty, the complete course program for a physics major can be adapted to match the goals of each student, including opportunities to participate in overseas study programs.

Major Requirements
A minimum of 38 semester credits in physics, plus courses in mathematics, distributed as follows:

- PHYS 151 Physics I: Motion (or, with the consent of the department, PHYS 141 Introductory General Physics I)
- PHYS 152 Physics II: Waves and Matter
- PHYS 251 Physics III: Electromagnetism
- PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 233 Calculus III
- MATH 235 Differential Equations
- MATH 305 Partial Differential Equations with Applications (For some students, including those in a 3-2 engineering program, it may be preferable to take MATH 225 Linear Algebra instead. Consult your advisor.)
- PHYS 201 Experimental Methods in the Physical Sciences
- PHYS 300 Advanced Lab and Colloquium
- PHYS 321 Quantum Physics I
- PHYS 331 Advanced Electricity and Magnetism I
- PHYS 451 Theoretical Dynamics I
- One course (2 semester credits) chosen from the following:

All majors beyond the first year are expected to attend the physics colloquium. CS 171 Computer Science I, MATH 225 Linear Algebra, and two semesters of biology and/or chemistry are recommended for all majors. Majors planning to do graduate work should also take PHYS 380 Topics in Physics as well as MATH 345 Numerical Analysis and MATH 365 Complex Variables.

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

- PHYS 151 Physics I: Motion (or, with the consent of the department, PHYS 141 Introductory General Physics I)
- PHYS 152 Physics II: Waves and Matter
- PHYS 201 Experimental Methods in the Physical Sciences
- PHYS 251 Physics III: Electromagnetism
- PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics
- One course chosen from the following:
  - PHYS 321 Quantum Physics I
  - PHYS 331 Advanced Electricity and Magnetism I
  - PHYS 390 Biomedical Imaging
  - PHYS 451 Theoretical Dynamics I

Honors
Physics majors in their junior year are invited to take part in the department’s honors program during the semester they are scheduled to have completed 96 semester credits, provided they have a GPA of 3.500 overall and 3.500 for all physics courses taken at Lewis & Clark. Before the end of the semester of invitation, the student selects a faculty member to supervise the research. The approved research program is completed during the senior year, and the student receives 4 semester credits in PHYS 491 Honors Research for each of the two semesters required to carry out the research. Credit in PHYS 491 Honors Research may be applied to the laboratory requirement of the physics major program. The designation of honors in physics requires approval of at least three-quarters of the physics faculty.

Faculty


Bethe A. Scalettar. Professor of physics. Fluorescence microscopy, biophysics, optics, thermodynamics, quantum mechanics. PhD 1987
University of California at Berkeley. BS 1981 University of California at Irvine.


Courses

**PHYS 105 Astronomy**
Content: First semester of a rigorous one-year introductory physics course aimed at life science and chemistry majors. Kinematics, vectors, force, statics, work, energy, linear and angular momentum, oscillations, fluids. Students may not earn credit for both PHYS 141 and PHYS 151.
Lecture, Lab.
Prerequisites: MATH 131 (may be taken concurrently).
Usually offered: Annually, fall semester.
Semester credits: 5.

**PHYS 106 The Physics of Music**
Content: For nonmajors. Essential concepts used to describe and predict the motion of objects. Kinematics; description of motion in one, two, and three dimensions. Dynamics; causes of motion, including Newton's laws of motion. Momentum, work, energy, equilibrium, gravity, rotational motion. Special relativity. Students may not earn credit for both PHYS 141 and PHYS 151. Lecture, lab.
Prerequisites: MATH 131 (may be taken concurrently).
Usually offered: Annually, spring semester.
Semester credits: 5.

**PHYS 107 Introductory General Physics I**
Content: First semester of a rigorous one-year introductory physics course aimed at life science and chemistry majors. Kinematics, vectors, force, statics, work, energy, linear and angular momentum, oscillations, fluids. Students may not earn credit for both PHYS 141 and PHYS 151.
Lecture, Lab.
Prerequisites: MATH 131 (may be taken concurrently).
Usually offered: Annually, spring semester.
Semester credits: 5.

**PHYS 108 Introductory General Physics II**
Content: Second semester of a rigorous one-year introductory physics course aimed at life science and chemistry majors. Electrostatics, magnetism, induced currents and fields, electrical circuits, wave motion and sound, light, optics, wave properties of matter, atomic physics, nuclear physics. Students may not earn credit for both PHYS 142 and PHYS 152.
Lecture, lab.
Prerequisites: PHYS 141 or PHYS 151. MATH 131.
Usually offered: Annually, spring semester.
Semester credits: 5.

**PHYS 109 The Origins of Life in the Universe**
Content: Processes of stellar evolution and planet formation that set the stage for life on Earth. Theories and evidence from diverse scientific disciplines on the origins of life and how physical and chemical aspects of the environment contributed to the emergence and transformations of life-forms. Scientific evaluation of the possibility of extraterrestrial life. Attention is devoted both to the processes and content of scientific discovery. Lecture, discussion, laboratory. Cross-listed with BIO 114, CHEM 114, and GEOL 114. Not applicable toward any major.
Prerequisites: QR 101 or equivalent.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

**PHYS 110 Great Ideas in Physics**
Content: For nonmajors. Essential concepts used to describe and understand the physical universe. Conservation of energy, second law of thermodynamics, entropy, theory of relativity, wave-particle duality of matter.
Prerequisites: QR 101 or equivalent.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**PHYS 111 The Physics of Sound**
Content: For nonmajors. Present knowledge of the sun, the planets, and other objects in the solar system; of stars, star systems, galaxies, and the universe as a whole. Focus on conceptual understanding rather than on a catalog of objects. Basic laws of physics, including Newton's laws of motion and gravitation, laws governing energy and its transformations, theories of matter and radiation. How the distance, size, mass, brightness, and composition of remote objects are determined. General theory of stellar evolution including nuclear synthesis, origins of life on earth, and origin and fate of the solar system. Occasional evening observations at the Karle Observatory atop the Olin Center for Physics and Chemistry.
Prerequisites: QR 101 or equivalent. Mathematics proficiency should be sufficient for entry into precalculus.
Usually offered: Annually, spring semester.
Semester credits: 4.

**PHYS 112 The Physics of Vibrations**
Content: Design experiments, construct instrumentation, make 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.
Prerequisites: PHYS 141 or PHYS 151.
Corequisites: PHYS 142 or PHYS 152.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.
PHYS 205 Deep Space Astronomy
Content: Introduction to cosmology. Cosmological models throughout history. Interplay between observations and basic principles: looking out in space and back in time. Development of modern cosmology from Newton through Einstein, including the theories of special and general relativity. Properties of light and gravitation, stars, stellar evolution, black holes, galaxies, and the large-scale structure of the universe. Present-day observations and models: Hubble space telescope, big bang, microwave background radiation, and cosmological red shift. In-depth discussion of the standard (Einstein-DeSitter) model. The ultimate fate of the universe. For majors and nonmajors. Prerequisites: PHYS 105, PHYS 110, PHYS 141 or PHYS 151. Prior introductory physics or astronomy. Comfort with mathematics at the level of elementary functions is requested. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall semester. Semester credits: 4.

PHYS 251 Physics III: Electromagnetism

PHYS 252 Physics IV: Thermodynamics and Statistical Mechanics

PHYS 300 Advanced Lab and Colloquium
Content: Experiments of a significant historical nature or emphasizing important laboratory techniques. Students design and conduct two experiments per semester. Attendance at weekly physics colloquium required. Prerequisites: PHYS 201. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 2.

PHYS 321 Quantum Physics I

PHYS 331 Advanced Electricity and Magnetism I
Content: Mathematical theory of static electromagnetic fields in vacuum. The forces due to electric charges and currents in terms of electric and magnetic vector fields. The derivation of electric and magnetic fields from scalar and vector potential fields. Boundary-value techniques for the solution of the equations of Laplace and Poisson: potential fields in the presence of various configurations of charges and currents. The summary of all aspects of electromagnetism in terms of Maxwell’s equations. Prerequisites: MATH 233. PHYS 251. MATH 235. Restrictions: Sophomore standing required. Usually offered: Annually. Semester credits: 4.

PHYS 332 Advanced Electricity and Magnetism II
Content: Mathematical theory of static and dynamic electromagnetic fields, including electromagnetic fields in matter. The contribution of induced charges and currents to the electric and magnetic fields in matter. The prediction of electromagnetic waves from Maxwell’s equations. The propagation of these waves in vacuum, bulk matter, and waveguides. The radiation of accelerated charges. Prerequisites: PHYS 331. Restrictions: Sophomore standing required. Usually offered: Alternate Years. Semester credits: 4.

PHYS 380 Topics in Physics
Content: Application of physics concepts and techniques to the understanding of specific systems. Topic chosen from the following: astrophysics, atomic physics, molecular spectroscopy, solid state physics, optics, fluids, particle physics, cosmology. May be repeated once with a change of topic. Prerequisites: PHYS 252. Restrictions: Sophomore standing required. Usually offered: Alternate Years, spring semester. Semester credits: 2-4.

PHYS 390 Biomedical Imaging
Content: This course introduces several cutting-edge imaging techniques used in science and medicine and explores some of the physics underlying these techniques. Concepts are explored through lectures, readings, and hands-on, out-of-class activities. Elementary concepts from fields of physics including electromagnetism, optics, and modern physics are used to explain microscopy, endoscopy, ultrasound, CAT scans, and magnetic resonance imaging. Prerequisites: PHYS 142 or 152. Usually offered: Annually, spring semester. Semester credits: 4.

PHYS 400 Advanced Lab and Colloquium
Content: Experiments of a significant historical nature or emphasizing important laboratory techniques. Students design and conduct two experiments per semester. Attendance at weekly physics colloquium required. Prerequisites: PHYS 300. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 2.
PHYS 421 Quantum Physics II
Content: Continuation of PHYS 321. Interactions of electrons with electromagnetic fields, matrices, spin, addition of angular momenta, time-independent perturbation theory, helium spectra, fine structure of atoms, molecules, time-dependent perturbation theory, radiation.
Prerequisites: PHYS 321.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

PHYS 451 Theoretical Dynamics I
Content: Precise mathematical formulations of the idealized physical systems of classical mechanics and the physical interpretation of mathematical solutions. Linear oscillating systems, the two-body problem, rotating and accelerated reference frames, rotation of extended bodies, theory of scattering, Newtonian methods, methods of Lagrange and Hamilton, phase space analysis.
Prerequisites: MATH 235. PHYS 151.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

PHYS 452 Theoretical Dynamics II
Content: The calculus of variations, Lagrangian and Hamiltonian mechanics, canonical transformations, Poisson brackets, nonlinear dynamics, introduction to the theory of chaos. Development of physics through minimum principles and generalized systems of coordinates, conjugate relationships between positions and momenta, and between energy and time, as these relate to the connections between the classical and quantum mechanical descriptions of the world. Phase-space notion of an attractor, characterization of strange attractors. Time series and dimensional analyses for describing chaotic systems.
Prerequisites: PHYS 451.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

PHYS 490 Undergraduate Research and Colloquium
Content: Advanced research supervised by a sponsoring faculty member. Students conduct a preliminary literature survey; demonstrate thoughtful planning; and develop a tractable research plan, stating objectives, possible methodology, and realistic time schedule. Attendance at weekly physics colloquium required.
Prerequisites: PHYS 201.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 4.

PHYS 491 Honors Research
Content: Supervised research toward completing a project and a research-quality paper to qualify for honors in physics on graduation. Students conduct an exhaustive literature search of a research problem, perform an extensive experimental or theoretical investigation, and prepare a comprehensive report of the findings. May be repeated once in the senior year.
Prerequisites: None.
Restrictions: By invitation only.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PHYS 492 Undergraduate Research and Colloquium

Political Economy
Coordinator: Elizabeth Bennett
The political economy minor investigates the nature and consequences of the dynamic interaction between political and economic forces. These forces are shaped and driven by a complex array of social relationships and interests, and are expressed through a diverse range of processes that operate at the local, national, and global levels. Courses in the minor explore the political-economic dynamic from multiple disciplinary perspectives and historical angles, using a variety of conceptual approaches.

To earn a minor in political economy, students must complete five courses: two required core courses and three electives. The core courses, located in the departments of Economics, International Affairs, and Sociology-Anthropology, introduce students to various theories of political economy and examine their application to significant national and international patterns and developments.

The elective courses are distributed into three concentrations. Students minoring in political economy must take one class from each. Courses in the first concentration, Global Dynamics, explore how living and working conditions throughout the world are shaped by the interrelationship between national and global political and economic processes. Courses in the second concentration, National Structures and Power, examine the ways in which the roots and exercise of power, as well as sociocultural dynamics, are structured by the political-economic relationship as it emerges in a unique national context. Courses in the third concentration, Cultural Forces and Social Movements, investigate theoretically and practically the importance and interplay of culture, power, resistance, and social change.

Potential employers and graduate programs seek liberal arts graduates who have strong analytical skills and knowledge of contemporary events; a political economy minor offers evidence of such preparation. Reflecting the sponsoring faculty’s broad array of training and interests, the minor highlights a wide range of potential applications and topics. Examples include the interplay between social relations and the organization of production; the relationship between governments and markets in determining national development, power, and political stability; the ways in which ideas, discourse, gender, race, and identity affect and interact with political and economic forces to structure social environments; the influence of state power on the global economy; and the role of social movements in promoting economic and political change.

Students may enhance any major through the addition of a minor in political economy. Those interested in pursuing a political economy minor should schedule a meeting with one of the sponsoring faculty to discuss program offerings and develop a curricular plan.

Minor Requirements
A minimum of 20 semester credits (five courses), distributed as follows:

- Two courses from the following:
  - ECON 250  Radical Political Economics
  - IA 340  International Political Economy
  - SOAN 300  Social Theory

- Three electives, one from each of the following three concentrations:
  - **Global Dynamics**
    - ECON 232  Economic Development
  - **Economics**
    - ECON 300  Economic Development
  - **International Relations**
    - IA 250  International Relations
ECON 255  Technology, Institutions, and Economic Growth
IA 238  Political Economy of Development
IA 340  International Political Economy
IA 350  Social Justice in the Global Economy
SOAN 249  The Political Economy of Food
SOAN 265  Critical Perspectives in Development
SOAN 270  Cultural Politics of Youth in East Asia
SOAN 282  Pacific Rim Cities
SOAN 350  Global Inequality
SOAN 360  Colonialism and Postcolonialism
SOAN 365  The Political Economy of Green Capitalism
SOAN 366  Debt and Its Discontents

National Structures and Power
ECON 220  The Financial System and the Economy
ECON 250  Radical Political Economics
ECON 256  The Industrial Revolution
HIST 142  Modern Latin American History
HIST 243  African American History Since 1863
HIST 347  Modern Mexico: Culture, Politics, and Economic Crisis
POLS 307  Government and the Economy
RHMS 360  Digital Media and Society

Cultural Forces and Social Movements
SOAN 214  Social Change
SOAN 221  Work, Leisure, and Consumption
SOAN 254  The Social Life of Money and Exchange
SOAN 274  Chinese Culture Through Film
SOAN 285  Culture and Power in the Middle East
SOAN 300  Social Theory
SOAN 324  Anthropology of Violence
SOAN 342  Power and Resistance

Faculty


Political Science
Chair: Ellen Seljan
Administrative Coordinator: Claire Kodachi

Political scientists examine the theory and practice of government, law, and politics within the history of political ideas and philosophy, as well as within the context of contemporary political practices. They use the tools and methods of the social sciences to seek knowledge of political institutions and processes, and to learn how to think critically about public policies and their consequences. Political scientists attempt to evaluate how behavior (individual, group, and mass) affects political institutions, and how institutions shape and constrain political choices.

Because of their understanding and interest in political systems, students who earn degrees in political science often enter such career fields as government service, law, journalism, politics, public policy analysis, and education. Knowledge about politics often extends into other spheres, as graduates also pursue careers in medicine, business, and finance.

Resources for Nonmajors
Since political science is intrinsic to a liberal arts education, the department makes its courses open to all students. Political science courses guide students in using the discipline’s resources and in developing descriptive, analytical, evaluative, and communicative skills needed by participants in a liberal democracy. Two courses are primers to the field: Introduction to Comparative Politics (POLS 102) and Introduction to American Politics (POLS 103).

The Major Program
The political science curriculum is organized around five subfields: American politics, comparative politics, political theory, public law, and methodology. Courses are offered in American politics and comparative politics at the introductory and advanced levels. Courses in public law, political theory, and methodology are normally taken only after students have completed introductory courses. The major culminates with a capstone course (which may take the form of a senior thesis by invitation). Capstone courses are advanced 400-level courses, usually specialized in their focus, that require intensive class discussion and a significant research paper. Note that a senior thesis is required for students seeking departmental honors.

Political science majors can pursue independent study under individual faculty supervision, including practical applications and experiences such as internships with elected officials, interest groups, and government agencies. The department’s semester of study in Washington, D.C., one of the more distinguished programs of its kind in the country, includes
class meetings with some of America’s most influential politicians and decision-makers, combined with a rigorous curriculum of in-class instruction.

The political science department uses local and regional resources, including visits to the Oregon state legislature in Salem and to county and city political offices in the Portland metropolitan area. Other resources include numerous governmental agencies in the Portland area, interest groups, and political movements.

**Major Requirements**

A minimum of 44 semester credits (11 courses), distributed as follows:

- POLS 102 Introduction to Comparative Politics
- POLS 103 Introduction to American Politics
- POLS 201 Research Methods in Political Science
- POLS 301 American Constitutional Law: Equal Protection and Due Process or POLS 305 American Constitutional Law: Civil Liberties
- One course chosen from the following:
  - POLS 310 Pillars of Western Political Thought: Plato to Machiavelli
  - POLS 311 Pillars of Western Political Thought: Revolution and the Social Contract
  - POLS 312 Pillars of Western Political Thought: The Fate of Democracy
- One 400-level course chosen from the following:
  - POLS 400 Senior Thesis
  - POLS 402 Problems in Political Theory
  - POLS 420 Policy Innovation
  - POLS 425 Legal Regulation of American Democracy
  - POLS 435 Topics in Comparative Politics
- Five electives chosen from the fields below. Electives must satisfy the following conditions:
  - At least two must be at the 300 level.
  - Courses must be chosen from at least two of the following fields: American Politics, Comparative Politics, Political Theory, Public Law.
  - Electives may include no more than two of the following courses:
    - IA 100 Introduction to International Relations or ECON 100 Principles of Economics
    - IA 220 Global South
    - IA 232 Southeast Asian Politics
    - IA 262 Religion & Global Politics
    - IA 290 Middle East Politics
    - IA 320 Democratization
- Electives may not include POLS 244.

**Minor Requirements**

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

- POLS 102 Introduction to Comparative Politics
- POLS 103 Introduction to American Politics
- Four electives chosen from the fields below. Electives must satisfy the following conditions:
  - At least one must be at the 300 level.
  - Electives may include no more than one of the following courses:
    - IA 220 Global South
    - IA 232 Southeast Asian Politics
    - IA 262 Religion & Global Politics
    - IA 290 Middle East Politics
    - IA 320 Democratization
- Electives may not include POLS 244.

**Fields**

The political science curriculum is organized into the following fields:

**American Politics**

- POLS 103 Introduction to American Politics
- POLS 252 Public Opinion and Survey Research
- POLS 253 Public Policy
- POLS 275 Gender and Politics
- POLS 302 Political Parties and Interest Groups
- POLS 307 Government and the Economy
- POLS 346 State and Local Politics
- POLS 350 Congressional Politics
- POLS 351 Presidential Politics
- POLS 353 The National Policy Process
- POLS 359 Religion and Politics
- POLS 420 Policy Innovation

**Comparative Politics**

- IA 220 Global South
- IA 230 African Politics
- POLS 102 Introduction to Comparative Politics
- POLS 250 Transitions to Democracy and Authoritarianism
- POLS 314 Russian Politics in Comparative Perspective
- POLS 318 Civil Society, Politics, and the State
- POLS 325 European Politics
- POLS 354 Comparative Electoral Politics
- POLS 435 Topics in Comparative Politics

**Political Theory**

- POLS 309 American Political Thought
- POLS 310 Pillars of Western Political Thought: Plato to Machiavelli
- POLS 311 Pillars of Western Political Thought: Revolution and the Social Contract
- POLS 312 Pillars of Western Political Thought: The Fate of Democracy
- POLS 313 Global Justice
POLS 316  Ethics and Public Policy
POLS 402  Problems in Political Theory

Public Law
POLS 255  Law, Lawyers, and Society
POLS 301  American Constitutional Law: Equal Protection and Due Process
POLS 305  American Constitutional Law: Civil Liberties
POLS 425  Legal Regulation of American Democracy

Methodology and Thesis
POLS 201  Research Methods in Political Science
POLS 400  Senior Thesis

Honors and Senior Thesis
In the spring semester, juniors who have achieved a GPA of 3.000 or higher in the major and overall are invited to apply to the department for placement in POLS 400. Students who fall below a 3.000 GPA may be granted an exception to apply on a case-by-case basis. Majors who have achieved a GPA of 3.500 or higher in the major and overall may be considered for honors. After the student completes and formally presents the thesis, the political science faculty determine whether to grant honors upon graduation.

Faculty


Courses
POLS 102 Introduction to Comparative Politics
Content: Introduction to the central questions in comparative politics. Fundamental differences in the organization of states, democratic political institutions (presidentialism versus parliamentarianism, for example), and domestic social forces (for example, social capital, ethnic versus nonethnic identities). The impact of political organization on economic performance and social peace.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

POLS 103 Introduction to American Politics
Content: The politics of the founding period; interactions within and among the executive, legislative, and judicial branches; the federal division of institutionalized powers; public opinion, interest groups, and political parties; the policy process in areas such as defense, welfare, civil rights and liberties, and international affairs.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

POLS 201 Research Methods in Political Science
Content: Introduction to the methodological principles and issues in political science research, using readings within and beyond political science. Identifying variables and mechanisms, developing and testing theories, collecting and measuring data, and assessing a study’s ability to achieve causal inference. Introduction to different approaches to research, including experiments, case studies, and regression analysis. Strongly recommended for sophomores or juniors who have declared a POLS major, as this course is a prerequisite for thesis and some senior capstone courses.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually.
Semester credits: 4.

POLS 244 Practicum
Content: Opportunities for well-prepared students to put academic concepts and techniques to work in the marketplace. Specific activities vary; usually involve work with a public agency or private group. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Considerable preparation before enrollment. Consult instructor and obtain the department’s instructions about the program well in advance. Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2-4.

POLS 250 Transitions to Democracy and Authoritarianism
Content: Why do some countries transition to democratic forms of rule while others do not? We will investigate this question by examining not only the rise of democracy, but also the origins and persistence of authoritarianism. While the course will consider historical processes of democratization and authoritarianism, emphasis will be placed on developments in the past thirty years. This course will draw on the results of research on public opinion from multiple world regions to illustrate why some autocrats have fallen and others have not—even in the current “age of democratization.”
Prerequisites: POLS 102 or permission of instructor.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

POLS 252 Public Opinion and Survey Research
Content: The role of public opinion in the American political process; the problem of identifying the public and the extent to which this public exercises political authority; techniques of researching public opinion. Political socialization, formation of attitudes, group differences, mass opinion, elite opinion, direct action. Research design, data collection, scaling, analysis, and interpretation of data in the context of research on polling.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall semester.
Semester credits: 4.
POLS 253 Public Policy
Content: Introduction to major issues in contemporary U.S. public policy, including the environment, social policy, criminal policy, education, health care, and the economy. Examination of the policy-making process, including the role of key policy makers, audiences, and institutions; methods of evaluating public policy, focusing on the difficulties of attributing causal efficacy. Students-led debates and exercises.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

POLS 255 Law, Lawyers, and Society
Content: The role of law and legal institutions in the American political system. Examination of institutional actors such as lawyers, judges, and juries, as well as an examination of discrete case studies such as "mass torts" and the criminal justice system. What features define the American legal system; how does this system compare to those of other countries; what are its respective advantages and disadvantages?
Prerequisites: POLS 103.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

POLS 275 Gender and Politics
Content: Use of comparative and historical perspective to understand women as political actors. Notions of power, change, participation, politics. The suffrage struggle and the political situation in eastern and western Europe.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

POLS 299 Independent Study
Content: Opportunities for well-prepared students to design and pursue a substantive course of independent learning. Details determined by the student and the supervising instructor. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2-4.

POLS 301 American Constitutional Law: Equal Protection and Due Process
Content: The U.S. Supreme Court and judicial review from 1787 to the present. The court's landmark constitutional decisions, as well as the theory and techniques of constitutional interpretation. The court's authority within the wider political and social context of American government, with emphasis on the court's jurisprudence in the areas of equal protection (including segregation and desegregation, affirmative action, gender discrimination, and sexual orientation discrimination) and due process (including privacy and abortion rights). Discussions of actual Supreme Court rulings, majority opinions, and dissenting arguments, as well as the political and historical context of those decisions in an effort to understand how and why the Supreme Court has played such an influential role in American politics and political thought.
Prerequisites: POLS 103.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

POLS 302 Political Parties and Interest Groups
Content: The structure and functioning of political parties from the local to the national level; organization, staffing, and policy development of parties. Pluralist analysis, group theory, impact of interest group activity on the American political system.
Prerequisites: POLS 103.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall semester.
Semester credits: 4.

POLS 305 American Constitutional Law: Civil Liberties
Content: Focus on the First Amendment, particularly free speech (including areas of national security, incitement to lawless action, individual and group defamation, indecency, and obscenity), as well as criminal defendants' rights (including Fourth Amendment search and seizure law, Fifth Amendment rights against self-incrimination, and Eighth Amendment prohibitions against cruel and unusual punishment in the context of the death penalty). Discussions of actual Supreme Court rulings, majority opinions, and dissenting arguments, as well as the political and historical context of those decisions in an effort to understand how and why the Supreme Court has played such an influential role in American politics and political thought.
Prerequisites: POLS 103.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

POLS 306 Government and the Economy
Content: The role of government and the economy in American society. The scope of federal, state, and local government; the changing nature of economic policy; the economic role of government; the impact of government policies on the economy; public opinion about government and economic policy.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

POLS 307 Government and the Economy
Content: A framework for analysis of the policy-making process. History, dynamics, and trends of major U.S. economic policies. The scope of American domestic policy; subsidies and aids to business, labor, agriculture, consumers; antitrust policy and the Federal Trade Commission; public-utility regulation; natural-resources policies; full employment; antipoverty and defense spending.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

POLS 308 Political Parties and Interest Groups
Content: The role of political parties in American politics. How do political parties influence public opinion and help shape the agenda of government? How do political parties change over time? How do political parties differ from one another? How do political parties interact with other political institutions, such as the government and the media?
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

POLS 309 American Political Thought
Content: The evolution of political ideas from the prerevolutionary era through the founding period, Civil War, early 20th century, and New Deal, up to present divisions between "liberals," "conservatives," and other contemporary political orientations. Readings include Locke, Montesquieu, Madison, Jefferson, de Tocqueville, Lincoln, Keynes, Hayek, Harrington, and others.
Prerequisites: POLS 103.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

POLS 310 Pillars of Western Political Thought: Plato to Machiavelli
Content: Great works of political philosophy from ancient Greece and Rome, early Christianity, and the Renaissance. Themes include the foundations of morality and justice, the role of hierarchy in politics, and the role of politics in cultivating human excellence. Works may include Thucydides' History of the Peloponnesian War; Plato's Apology, Crito, and Republic; Aristotle's Nicomachean Ethics and Politics; Augustine's City of God; and Machiavelli's The Prince, among others.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.
POLS 311 Pillars of Western Political Thought: Revolution and the Social Contract
Content: What makes state authority legitimate? What, if anything, can warrant revolution as a means of political, social, or economic change? This course examines the origins of liberalism in early modern ideas of legitimacy, rights, and obligations, with primary emphasis on foundational thinkers from the crucial period between 1648 and 1848. Readings may include Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Edmund Burke, Thomas Paine, Immanuel Kant, Karl Marx, and Martin Luther King Jr., among others. Prerequisites: None. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 4.

POLS 312 Pillars of Western Political Thought: The Fate of Democracy
Content: Democracy aspires to level the political playing field, but when power is taken from the hands of elites, where does it go? How thoroughly can democratic politics transform a culture, and what, if anything, can check its influence? Is the democratic age safer from radical evil, or does it help produce fascism and totalitarianism? This course examines the pros, cons, and prospects of the democratic age, with primary emphasis on foundational thinkers from the early 19th century to the present. Readings may include Alexis de Tocqueville, John Stuart Mill, Friedrich Nietzsche, Walt Whitman, Hannah Arendt, Isaiah Berlin, and Michel Foucault, among others. Prerequisites: None. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 4.

POLS 313 Global Justice
Content: Normative issues in international politics, including such topics as national sovereignty, just war theory, international intervention, human rights, cultural rights, secession and self-determination, the competing ethics of patriotism, nationalism, and cosmopolitanism. Historical approaches through such thinkers as Thucydides, Hobbes, Kant, Mill, followed by contemporary readings, including such authors as Rawls, Walzer, Kymlicka, Rorty, Nussbaum. Prerequisites: None. Restrictions: Junior standing required. Usually offered: Every fourth year, fall semester. Semester credits: 4.

POLS 314 Russian Politics in Comparative Perspective
Content: How unique are politics in Russia? Can the tools of comparative political analysis help us understand the complexities of Russian politics? This course will investigate these questions by studying Russian politics in a comparative perspective. Although this course will begin by examining Russia’s political development in the early 20th century, emphasis will be placed on developments in the post-communist period. Throughout the class, close attention will be placed on the ways that Russia is both similar to and different from countries in the "West," former communist countries, and countries at Russia’s same level of economic development. We will then use this information to untangle how Russia is ruled today. Students can expect to read predominantly scholarly articles, but will also be exposed to various materials from novels, news media, or films. Prerequisites: POLS 102. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

POLS 316 Ethics and Public Policy
Content: Rigorous consideration of controversial issues in contemporary normative political theory. Introduction to major frameworks for ethics. Topics may include abortion, euthanasia, punishment and the death penalty, multiculturalism, affirmative action, women’s rights, gay rights, animal rights, just war theory, social welfare. Prerequisites: None. Restrictions: Junior standing required. Usually offered: Alternate Years, spring semester. Semester credits: 4.

POLS 318 Civil Society, Politics, and the State
Content: Analysis and evaluation of how civil society and social capital have promoted and shaped a variety of outcomes such as democratization and government performance. Students will critically analyze works from diverse regions of the world such as North America, Western Europe, Eastern Europe, and Asia. In-class activities and a semester-long project will step students through the research process on a core concept within the subfield of comparative politics. Prerequisites: POLS 102. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall semester. Semester credits: 4.

POLS 325 European Politics
Content: This course addresses the many political challenges that face individual European countries and the European Union in the twenty-first century. To contextualize and understand these challenges, this course will first investigate Europe’s historical political development and then use a combination of in-depth case studies and comparative analyses to examine topics such as political parties, electoral systems, political participation, immigration, and post-communism. Throughout the course, we will frequently compare the trajectory of Europe and individual European countries with the United States. Prerequisites: POLS 102. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

POLS 331 Pillars of Western Political Thought: The Fate of Democracy
Content: Democracy aspires to level the political playing field, but when power is taken from the hands of elites, where does it go? How thoroughly can democratic politics transform a culture, and what, if anything, can check its influence? Is the democratic age safer from radical evil, or does it help produce fascism and totalitarianism? This course examines the pros, cons, and prospects of the democratic age, with primary emphasis on foundational thinkers from the early 19th century to the present. Readings may include Alexis de Tocqueville, John Stuart Mill, Friedrich Nietzsche, Walt Whitman, Hannah Arendt, Isaiah Berlin, and Michel Foucault, among others. Prerequisites: None. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 4.

POLS 346 State and Local Politics
Content: Examination of the operation of state and local governments. Using a comparative methodology, students will gain an understanding of how differences in political institutions among state and local governments substantially affect policy outcomes. The course will also examine how state and local politics and policymaking both complement and interact with the federal layer of government. Prerequisites: POLS 103 and 201. Restrictions: Sophomore standing required. Usually offered: Alternate Years, spring semester. Semester credits: 4.

POLS 350 Congressional Politics
Content: Constitutional foundations and the unfolding of various concepts of legislative power throughout the 19th and 20th centuries, and into the 21st century. The dynamics of Congress, its staffing, and how it and individual members manage different visions of legislative power. Other branches of government examined to illuminate the functioning and malfunctioning of the legislative branch. Prerequisites: POLS 103 recommended. Restrictions: Sophomore standing required. Usually offered: Every third year, fall semester. Semester credits: 4.
POLS 351 Presidential Politics
Content: Constitutional foundations and the unfolding of various concepts of executive power throughout the 19th and 20th centuries. The dynamics of the presidency and the extent to which one person can be held responsible for expanded responsibilities. The organizational models and practices of 20th-century presidents. Other branches of government examined to illuminate the functioning and malfunctioning of the executive branch.
Prerequisites: POLS 103 recommended.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

POLS 353 The National Policy Process
Content: Theoretical foundations of national government and analysis of its congressional, presidential, administrative, and judicial structures. Specific public policies examined to understand the interaction of interest groups, political parties, research institutes, media, and public opinion with these structures. Offered on Washington, D.C., program.
Prerequisites: POLS 103.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

POLS 354 Comparative Electoral Politics
Content: Political behavior and party competition through a country-based comparative perspective. Variation in the organization of political parties and electoral systems. The development of and changes to a country’s political and social cleavages. The consequences of electoral institutions and social organization on representation and competition.
Prerequisites: POLS 102.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

POLS 359 Religion and Politics
Content: Measuring religiosity and how or if religious participation affects political participation. The role of the church as a political institution. Religious leaders as political leaders. Emphasis on religion in American politics.
Prerequisites: POLS 103.
Restrictions: Sophomore standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

POLS 400 Senior Thesis
Content: Choosing a definitive topic and narrowing it; developing a research design, doing the research, submitting drafts, revising drafts, polishing final copy. Presenting thesis to political science faculty and seniors for critique, rewrite of thesis. Final form due at end of semester. Normally taken for 2 credits in both fall and spring semesters of senior year for a total of 4 credits. A deferred grade will be issued for the first semester of the yearlong series. When the full sequence is completed, the given grade applies to both semesters.
Prerequisites: POLS 102, POLS 103, and POLS 201.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2-4.

POLS 402 Problems in Political Theory
Content: Advanced analysis of a specific problem, theme, or concept intriguing to political theorists. Specific content varies. Themes have included revolution, utopia, the American founding, Nietzsche, identity and self-creation, and the philosophy of history.
Prerequisites: None.
Restrictions: Junior standing required. Open to sophomores with consent of instructor only.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

POLS 420 Policy Innovation
Content: Explores successful and failed public policy experiments by state and local governments. Examines the origins of policy innovations and what factors encourage policy entrepreneurship. Introduces advanced quantitative analysis skills. Culminates in an original, independent research project. This course serves to meet the capstone requirement of the Department of Political Science.
Prerequisites: POLS 201.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

POLS 425 Legal Regulation of American Democracy
Content: The legal regulation of the American political system. The equal protection concept of voting rights, particularly the “One Person, One Vote” rule and the Voting Rights Act, and federal campaign-finance regulation. Additional topics include the constitutional rights of political parties and the law relating to ballot propositions. Discussion of descriptive and normative issues. This course is taught at the law school.
Prerequisites: POLS 301.
Restrictions: Junior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

POLS 435 Topics in Comparative Politics
Content: Advanced seminar focusing on problems and concepts in comparative politics. Specific content varies; examples of topics include state failure and civil war, electoral competition and legislative behavior, migration and integration, institutional design, and ethnicity and nationalism. Assignments are organized around a substantial seminar paper (25 pages or longer).
Prerequisites: POLS 102.
Restrictions: Senior standing required.
Usually offered: Every third year, spring semester.
Semester credits: 4.

POLS 440 Senior Seminar
Content: Explores successful and failed public policy experiments by state and local governments. Examines the origins of policy innovations and what factors encourage policy entrepreneurship. Introduces advanced quantitative analysis skills. Culminates in an original, independent research project. This course serves to meet the capstone requirement of the Department of Political Science.
Prerequisites: POLS 201.
Restrictions: Junior standing required. Open to sophomores with consent of instructor only.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

Pre-Law
Coordinator: TBD
A law degree can equip students 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. For that reason, law schools do not require—and Lewis & Clark does not prescribe—a single course of study as pre-law preparation.
Our students have gone on to succeed in legal careers after majoring in almost every field at Lewis & Clark, from the humanities to the "hard" sciences.

Informal pre-law advisors provide guidance for students and maintain information regarding law schools, the application process, and the legal profession. 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 alumni have attended Stanford, Harvard, Duke, the University of California at Berkeley, Cornell, Columbia, Georgetown, Boston College, Emory, Tulane, and many other competitive law schools throughout the country. Some students elect to go directly into the study of law after earning their BA; others wait a year or two before applying to law school. Students of Lewis & Clark College also have a third option: the 3-3 BA/JD Program.

Lewis & Clark Law School (https://law.lclark.edu/academics), which has the top-ranked environmental law program in the nation and a roster of highly regarded alumni, partners with the College of Arts and Sciences to offer an accelerated joint-degree program that allows students to earn both a BA and JD degree in just six years, compared with the usual seven. In keeping with the rigorous nature of both schools, this is a challenging course of study. Students will need to be organized and committed to working closely with their advisors to complete their major and general education requirements for their BA in three years, rather than the typical four. They will then be eligible to undertake the full three years of legal education at Lewis & Clark Law School for their JD.

If students change their mind during the program, they can simply pay for a fourth year of undergraduate study to complete their BA. Lewis & Clark’s Law School Guaranteed Admission Agreement (https://college.lclark.edu/offices/admissions/academic_opportunities/law_admission) still applies, as it does for all other recent graduates of the College of Arts and Sciences.

Pre-Medicine/Pre-Health

Graduates of Lewis & Clark have entered the fields of medicine, dentistry, veterinary medicine, osteopathic medicine, medical technology, physical therapy, and nursing after postgraduate study at professional schools such as those at Oregon Health & Science University, the University of Washington, Vanderbilt University, Harvard University, Johns Hopkins University, Weill Cornell Medical College, and Wake Forest University. Advisors at Lewis & Clark guide students in selection of appropriate courses through individual counseling, group information sessions, literature, and the Internet. Other resources available include internships and a network of Lewis & Clark alumni working in the health professions who are willing to assist students in making career decisions.

Many courses required for admission to health-professional schools are sequential, so careful planning is essential. Students should consult as soon as possible with their academic advisor, assistant professor of chemistry and pre-med faculty advisor Dr. Julio de Paula, or Adonica DeVault in the Career Center. Students who plan to pursue postgraduate work in the health professions must take basic courses in biology, chemistry, mathematics, physics, and psychology at Lewis & Clark. Many health-professional schools require advanced coursework in some of these areas as well. They also strongly encourage students to develop a breadth of academic and cocurricular interests. Although many pre-med/pre-health students major in biology, biochemistry, or chemistry, students can enter graduate programs in the health professions with any undergraduate major, provided they have taken the courses required by the professional schools.

Pre-Professional/Business

Pre-Professional/Business

Lewis & Clark and Portland State Pathway Program

Students majoring in economics can take advantage of a partnership with Portland State University (http://pdx.edu/sba/LCC-pathways), which offers an accelerated track to earn a master of science in finance (MSF). This program allows students to begin the application process in their junior year, and provides waivers for both the application fee and the GMAT/GRE requirement. The program includes robust job placement services; many of Portland State’s MSF students go on to work at globally focused organizations, presenting an excellent opportunity for graduates to apply the critical-thinking skills and global literacy they develop at Lewis & Clark to their careers.

Early Leaders Award Program: Simon Graduate School of Business at the University of Rochester

Regardless of major, qualified students who are interested in earning an MBA degree after obtaining their Lewis & Clark BA can receive priority consideration for admission to the full-time MBA program (http://simon.rochester.edu/programs/full-time-mba/tuition-financial-aid/partner-schools-scholarships/index.aspx) at the Simon School of Business (http://simon.rochester.edu/default.aspx) at the University of Rochester (http://rochester.edu).

Lewis & Clark nominees receive waived application fees and a minimum $10,000 annual merit-based scholarship upon acceptance. Students are encouraged to apply by the end of their junior year, in part to facilitate pre-MBA internships.

More information can be found on the Lewis & Clark College Academics (https://college.lclark.edu/academics/pre_professional/business_mba) website.

Psychology

Chair: Jennifer LaBounty
Administrative Coordinator: Rian Brennan

Psychology is the science of behavior and mental processes. The department’s goals are to give students both a strong, scientifically rigorous base in the major subdisciplines of psychology and an exposure to applications of psychology. The curriculum and related activities acquaint students with the conceptual issues, theoretical models, empirical observations, and ethical decisions that form the basis of psychological knowledge. The department strives to develop students’ competencies in conducting and evaluating psychological research, and many students have had the opportunity to publish papers and give presentations in conjunction with faculty. In addition, students can gain experience in applied psychology through the internship program.

Internship Program

The department’s active internship program offers supervised opportunities for gaining experience and training in psychological activities at a variety of social service agencies in Portland and abroad. This field experience provides an important supplement to the student’s academic program.

Resources for Nonmajors

Introduction to Psychology (PSY 100) is a useful course for most Lewis & Clark majors, since very few disciplines can be divorced from an understanding of human behavior. Statistics courses provide useful
tools that are recommended by several majors and satisfy the General Education requirement in scientific and quantitative reasoning (p. 20) for nonmajors and majors alike. In addition, 200-level courses are open to nonmajors who wish to pursue an interest in psychology beyond the introductory level of PSY 100. These courses are appropriate for students interested in pursuing careers in education, business, and social services who also wish to have a foundation in the understanding of human learning, thinking, development, social interaction, and psychopathology.

The Major Program

The major begins with the foundation courses: PSY 100 Introduction to Psychology, PSY 200 Statistics I, and PSY 300 Psychology Methodology. Seven other courses, chosen in conference with the major advisor, fulfill the major requirements. Of these seven courses, two are at the intermediate (200) level, one must be an advanced (300-level) psychology lab, and one must be a capstone (400-level) course. The remaining three courses are electives, two of which must be at the advanced or capstone level. Students may arrange to take independent study courses in consultation with the supervising faculty member.

Psychology Methodology (PSY 300) is the department’s final foundation course and gateway to more advanced coursework. Psychology Methodology culminates in the individually written sophomore thesis, and students are required to complete and earn a passing grade on the sophomore thesis in order to pass the course.

Capstone courses are challenging seminars that offer majors an integrative experience toward the end of their college careers. A capstone course may involve any of the following: integration of various subareas within psychology, integration of psychology and other disciplines, or application of psychological principles and methods to real-world problems and/or basic scientific questions. Capstone courses typically include a major project and in-class presentation.

Transfer students must consult the department chair to determine what courses they need to take to fulfill the major requirements.

Major Requirements

A minimum of 40 semester credits (10 courses) in psychology, distributed as follows:

- PSY 100 Introduction to Psychology
- PSY 200 Statistics I
- PSY 300 Psychology Methodology
- One course in development, abnormal psychology, or social psychology, chosen from the following:
  - PSY 230 Infant and Child Development
  - PSY 240 Abnormal Psychology
  - PSY 260 Social Psychology
- One course in cognition or the brain and behavior, chosen from the following:
  - PSY 220 Thinking, Memory, and Problem Solving
  - PSY 280 Brain and Behavior
- One advanced lab, chosen from the following:
  - PSY 310 Cognition
  - PSY 350 Behavioral Neuroscience
- One capstone course, chosen from the following:
  - PSY 400 Advanced Topics in Psychology
  - PSY 410 Advanced Topics in Neuroscience
  - PSY 425 Human-Computer Interaction
  - PSY 435 Advanced Applied Developmental Psychology
  - PSY 440 Social Construction of Madness
  - PSY 445 Psychology Internship
  - PSY 460 Community Psychology
  - PSY 465 Advanced Topics in Social Psychology
  - PSY 490 Senior Thesis
- Three elective courses, two of which must be at the 300 level or higher. A maximum of 4 semester credits may be applied from PSY 295 Faculty Directed Research, PSY 299 Independent Study, PSY 495 Advanced Faculty Directed Research, and PSY 499 Independent Study.

Honors

At the end of the second semester of the junior year, students may apply to participate in the psychology senior thesis program. Selection is based on an evaluation of academic performance (a GPA of 3.500 in the major and overall) and the quality of a research proposal prepared in cooperation with a faculty member. Students work closely with a thesis committee. If the resulting thesis and its defense are deemed worthy of distinction by the psychology faculty, the student is awarded honors on graduation. Interested students should consult the department chair, a potential faculty sponsor, or both during the junior year. A full description of the application process is available from the department.

Faculty


Courses

**PSY 100 Introduction to Psychology**
Content: Principles underlying behavioral development and change, physiological processes that mediate psychological functioning, processes of human perception and cognition, approaches to understanding functional and dysfunctional personality characteristics of individuals, counseling and psychotherapy techniques, application of psychological principles to social phenomena.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**PSY 105 Perspectives in Film**
Content: Focus on one or more major filmmakers from the past 100 years; viewing of representative films by these filmmakers and those who influenced them; readings of books and articles by and about these major figures, including film criticism, biography, and interviews. We will pay specific attention to the question of whether a filmmaker’s body of work is the result of his or her artistic vision and personal psychology or a reflection of cultural ideology. Recent topics: Alfred Hitchcock, Stanley Kubrick, Orson Welles, film noir. (May not be applied toward a major in psychology.)
Prerequisites: None.
Usually offered: Annually, summer only.
Semester credits: 4.

**PSY 190 Culture, Film, and Psychology**
Content: The relationships between culture and human behavior through the lens of film. How cultural forces and transitions shape worldview, individual identity and personality, child development, family structure and dynamics, personal relationships, social perception, other aspects of behavior relevant to psychology. Variety of cultures and cultural influences, theories and methods in cultural psychology, ways in which culture shapes film and film reflects and shapes culture. Does not count toward major.
Prerequisites: None.
Usually offered: Annually, summer only.
Semester credits: 4.

**PSY 200 Statistics I**
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. Credit may not be earned for both this course and AP statistics.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**PSY 220 Thinking, Memory, and Problem Solving**
Content: Application of cognitive theory to decision making and problem solving. Selective perception, memory, contextual effects on decision making, paradoxes in rationality, biases created from problem-solving heuristics, probability and risk assessment, perception of randomness, attribution of causality, group judgments and decisions.
Prerequisites: PSY 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**PSY 230 Infant and Child Development**
Content: Psychological development in domains including perception, cognition, language, personality, social behavior. How psychological processes evolve and change. Emphasis on infancy and childhood.
Prerequisites: PSY 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**PSY 240 Abnormal Psychology**
Content: Issues in defining abnormality; classification and description of abnormal behaviors; societal reactions to abnormal behavior; theory and research on causes, treatments, and prevention of pathology; major psychopathologies including physical symptoms and stress reactions; anxiety, somatoform, and dissociative disorders; sexual dysfunctions; addictions; sociopathy and other personality disorders; schizophrenia; mood disorders.
Prerequisites: PSY 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**PSY 244 Practicum**
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

**PSY 252 Introduction to Neuroscience**
Content: Study of the biological basis of behavior. Gross anatomy of the brain, structure and function of neurons, synaptic transmission. Exploration of learning and memory, vision, neurological and psychiatric diseases, addiction, and reproductive behavior. Cross-listed with BIO 252. Students who have received credit for PSY 280 should not enroll in this course.
Prerequisites: BIO 110 and PSY 100.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.
PSY 260 Social Psychology
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, and intergroup conflict.
Prerequisites: PSY 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 280 Brain and Behavior
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. Students who have received credit for PSY/BIO 252 should not enroll in this course. Not open to students with previous credit in PSY 350 or PSY 355.
Prerequisites: PSY 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 295 Faculty Directed Research
Content: Faculty–student collaborative research experience. Students will apply their knowledge of research methods to faculty-directed research projects both on and off campus. Students will work collaboratively with faculty to collect and analyze research data.
Prerequisites: None.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-2.

PSY 299 Independent Study
Content: Topics not covered in depth in other department courses, or faculty-supervised research projects. Details determined by the student in conference with the supervising faculty member. First-year or sophomore level. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

PSY 300 Psychology Methodology
Content: Research methodologies and experimental design techniques applied to laboratory investigation of psychological phenomena. Data collected from laboratory studies analyzed statistically and reported in technical lab reports. Students are required to complete an individually written senior thesis and must earn a passing grade on this assignment in order to pass the course.
Prerequisites: PSY 100. PSY 200 or MATH 105.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 310 Cognition
Content: Classical and contemporary research topics in cognition. Discussion of scientific methods used to investigate cognition. Emphasis on memory, reasoning, decision making, cognitive science. Laboratory sections supplement lectures and readings with computer-based experiments and demonstrations. Seniors will be given registration preference during the first round of registration.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 220. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 311 Statistics II
Content: Continuation of PSY 200; emphasis on theory and experimental design. Variance, covariance, regression analyses, nonparametrics, and exploratory data analyses using the computer as a tool in psychological research (SPSS statistical analysis programs and PC/Mac packages).
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

PSY 325 Social Norms
Content: Social psychology research and theory seeking to explain the functions of norms, norm formation and change, and how norms affect everyday social behavior. Emphasis on social identity and group dynamics. Role of norms in health, business, political, and media contexts, and the ethical considerations of using norms to influence others.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 260. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

PSY 330 Adolescent and Adult Development
Content: Adolescence, emerging adulthood and adult development in areas including physiology, emotion, cognition, personality, and social behavior. How psychological processes evolve and change with age. Emphasis on adolescence through late adulthood and death.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 230. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

PSY 340 Personality Theory
Content: Theory and research about human nature, individuality, and the causes and meaning of important psychological differences among individuals. Major theories of personality including psychoanalytic, humanistic, trait, social learning, cognitive perspectives; current topics in personality research.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

PSY 345 Overseas Internship
Content: Applied field learning experience and exposure to psychologically oriented occupations on LC overseas programs. Building human relations skills; becoming acquainted with important human service institutions and their social impact in an environment of socialized health and human services. Theoretical, cross-cultural, and practical frameworks for interventions. May be taken twice for credit if participating in two programs. Summers only, or occasionally during semester-long off-campus programs.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing and acceptance on Australia or England/Ireland overseas program required.
Usually offered: Annually, summer only.
Semester credits: 4.
PSY 350 Behavioral Neuroscience
Content: The relationship between basic psychological processes and underlying functions of the nervous system. Biological bases of sensation, perception, motivation, emotion, learning, memory, psychopathology. Laboratory sections supplement lectures and readings with practical experience in neural anatomy, animal (rat) behavioral testing, and neuropsychological testing.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 280. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 355 Cognitive Neuroscience
Content: Foundational and contemporary issues in cognitive neuroscience. Scientific methods used to investigate relationship between brain function and cognition. Emphasis on higher cognitive and emotional function and the neurobehavioral underpinnings of psychopathology. Laboratory sections supplement lecture and reading topics with demonstrations and practice applying cognitive neuroscience research techniques. Seniors will be given registration preference during the first round of registration.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 220 or PSY 280. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

PSY 360 Psychology of Gender
Content: Theory and data in the psychological development of females, their attitudes, values, behaviors, and self-image. Alternative models for increasing gender-role flexibility and allowing all humans to explore their full potential. Research methodology, changing roles, androgyny, gender schema, extent and validity of gender differences. Influence of culture, socialization, and individual differences on women and men. Relationship between the psychology of gender and principles of feminism.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

PSY 370 Clinical Psychology
Content: Overview of the science and practice of clinical psychology. Application of psychological science to psychotherapeutic interventions and clinical assessment. Major theories and techniques of therapeutic assessment and behavior change, including psychodynamic, humanistic, behavioral, cognitive-behavioral, family, group, and time-limited approaches, with emphasis on empirically validated treatments. Logic and methodology of psychotherapy process and outcome research. Ethical issues in therapy and assessment.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 240. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

PSY 375 Health Psychology
Content: The interactions of psychology and health, including how thoughts, emotions, and behavior influence health and the effects of health on psychological well-being. Emphasis on how psychological, social, and biological factors interact with and determine the success people have in maintaining their health, getting medical treatment, coping with stress and pain, recovering from serious illness.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 380 Drugs and Behavior
Content: An introduction to the principles of psychopharmacology and the effects of psychoactive substances on behavior. The mechanisms of drug action with an emphasis on how drugs affect the brain. Discussion of the social and political aspects of drug abuse.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

PSY 390 Cross-Cultural Psychology
Content: Relations between culture and human behavior. Examination of topics in psychology from a multicultural, multiethnic perspective, with special emphasis on cultural influence on research methods, self-concept, communication, emotion, social behavior, development, mental health. Cultural variation, how culture shapes human behavior, and psychological theories and practices in different cultures.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

PSY 395 Contemporary Issues in Psychiatric Health: The Complex Patient in a Complex System
Content: Explores the ethical, legal, and clinical issues surrounding the care of the severely and persistently mentally ill. Addresses questions of homelessness, incarceration, involuntary treatment, organicity, and the assessment of capacity and risk. Students are required to spend two days in a setting that serves the basic needs of the mentally ill.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 240. PSY 300.
Prerequisites will not be waived.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PSY 400 Advanced Topics in Psychology
Content: In-depth study of current issues and topics in psychology. Central theoretical, empirical, practical issues of each topic. May be taken twice for credit with change of topic.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300. Psychology courses appropriate for the topic of study.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
PSY 410 Advanced Topics in Neuroscience
Content: In-depth discussion of current theoretical, research, and practical issues in neuroscience. Topics may vary by semester and may include the biological basis of behavior, the neural substrates of cognitive processes, and biological basis of psychological disorders. Behavioral, electrophysiological, neuropsychological, and biochemical approaches considered.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 220 or PSY 280. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PSY 425 Human-Computer Interaction
Content: Broad survey of human-computer interaction (HCI). Project-based exploration of the processes for creating technologies that expand human capability (functionality) while adapting to the abilities of users (usability). HCI topics including cognition, perception, personality, learning, and motivation, as well as social, developmental, abnormal, and educational psychology studied from a psychological perspective. Primary source materials from the fields of psychology, computer science, and allied disciplines.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Junior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

PSY 435 Advanced Applied Developmental Psychology
Content: Psychology capstone course with an applied developmental focus. Application of developmental theories and principles to real-world problems and issues. In-depth examination of topics in developmental psychology that have practical applications for parents, educators, and creators of social policy including poverty, foster care, child development in minority populations, language development, gender socialization, bullying, and the role of media in child development.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 230. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PSY 440 Social Construction of Madness
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 madness. Theoretical position of social constructionism used to understand how professional taxonomies and public stereotypes of insanity are reflections of culture. Analysis of movies, fiction, poetry, drama.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 240. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

PSY 444 Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: PSY 200 or MATH 105. PSY 300.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

PSY 445 Psychology Internship
Content: Applied field learning experience and exposure to psychologically oriented occupations. Building human relations skills; becoming acquainted with important human service institutions and their social impact. Theoretical and practical frameworks for intervention.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Junior standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 460 Community Psychology
Content: Community agencies dealing with mental health, homelessness, child abuse, substance abuse, criminal justice, or AIDS. How agencies provide services to diverse populations, including the elderly, adolescents, children, gays, mentally ill, and others. The politics of funding. How grassroots organizations develop and change. Students evaluate how effectively a community agency or organization provides needed services to specific populations.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

PSY 465 Advanced Topics in Social Psychology
Content: Advanced undergraduate seminar examining current theoretical and empirical advances in social psychology. Extensive reading and discussion of primary sources focusing on three selected topics: social cognition, social influence, and group relations. Topics may include emotion, social judgment, the self, nonverbal communication, attitude change, advertising and marketing, stereotyping and prejudice, conflict resolution, interpersonal relationships, group dynamics.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 260. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

PSY 490 Senior Thesis
Content: Continuation of independent research project begun in PSY 499T. Details determined by the student in conference with supervising faculty member and thesis committee. Details must then be approved by department. If the resulting thesis and its defense are deemed worthy of distinction by the psychology faculty, the student will be awarded honors on graduation.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300. PSY 499T, and department consent.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

PSY 495 Advanced Faculty Directed Research
Content: Advanced faculty—student collaborative research experience. Students will apply their knowledge of research methods to faculty-directed research projects both on and off campus. Students will work collaboratively with faculty to collect, analyze, and present research data. PSY 495 students will also mentor and supervise PSY 295 students in the research process.
Prerequisites: PSY 100. PSY 200 or MATH 105. PSY 300.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.
PSY 499 Independent Study
Content: Same as PSY 299 but requiring work at the junior or senior level.
May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually.
Semester credits: 1-4.

PSY 499T Pre-thesis Independent Research
Content: Faculty-supervised research projects as part of the senior thesis. Details determined by the student in conference with a two-member faculty committee.
Prerequisites: PSY 100, PSY 200 or MATH 105, PSY 300.
Restrictions: Senior standing and consent of instructor and department required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

Religious Studies
Chair: Paul Powers
Administrative Coordinator: Claire Kodachi
As part of the Lewis & Clark programs in the humanities, the academic study of religion provides an opportunity for critical reflection on a key aspect of human culture, tradition, and experience. The extraordinary role religion has played throughout history as well as in contemporary societies provides the backdrop against which this critical inquiry takes place.

The Department of Religious Studies emphasizes the careful use of critical method along with clear and extensive writing as key tools of scholarly endeavor. As in any humanities program, students are encouraged to develop analytical skills that are of value in many graduate schools and professional fields. Religious Studies majors are encouraged to pursue the study of languages relevant to their interests in the department, such as Greek, Arabic, or Japanese.

Resources for Nonmajors
All of the department's offerings are open to nonmajors. Preference is given to majors for enrollment in RELS 201 History and Theory and 400-level seminars.

Courses at the 100 and 200 levels are designed as introductory or survey courses, and none presumes a background in the field or any personal experience on the part of participants. These courses are designed to introduce not only the subject areas but also the methods of academic inquiry in the field of religion. The 200-level courses are organized in four areas (see details of the major program) reflecting the diversity of the world's religious traditions.

The majority of students taking religious studies courses are nonmajors pursuing elective interests. Many are students whose major academic interest is in another field such as art, music, history, politics, philosophy, or sociology, yet who find that some religious studies courses supplement and expand their understanding of their own fields.

Departmental Seminars
To give students opportunities to explore the departmental curriculum at an advanced level, seminars are offered each year in various areas of faculty expertise. Specific content of the seminars changes from year to year. Refer to the course list for those offered during recent academic years.

The Major Program
The field of religious studies is extremely diverse, and thus the religious studies major is designed to give students a broad background in the field. The curriculum is organized in a series of levels:

100 level: Introduction to the academic study of religion.
200 level: Survey courses in four areas: Judeo-Christian origins, history of religions in the West, Islamic traditions, and religions of 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:

• 12 semester credits of 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 Asia and India.
• 4 additional semester credits of departmental core courses at the 100 or 200 level.
• 16 semester credits of departmental courses at the 300 or 400 level (except RELS 490 Senior Thesis), at least one of which is a 450-level seminar.
• One methods course: RELS 201 History and Theory.
• The senior thesis: RELS 490 Senior Thesis.

Relevant courses from other departments or overseas programs may, on a case-by-case basis, be substituted for one of the above requirements. Approval for such substitutions is granted by the department chair; students are responsible for submitting the appropriate forms to the registrar.

Minor Requirements
A minimum of 20 semester credits (five courses), distributed as follows:

• 12 semester credits from 100- and 200-level departmental core courses, eight of which must be at the 200 level. RELS 201 History and Theory is recommended.
• 8 semester credits of religious studies electives at the 300 or 400 level.

Independent study coursework does not count toward the minor.

Honors
Students will be considered for departmental honors based on the following criteria:

• 3.500 GPA or higher both in the department and overall.
• Completion of a thesis paper deemed worthy of honors.

The faculty member teaching the thesis course will recommend exceptional papers from students meeting the above GPA requirements for review by the entire department. The department will reach a
consensus decision on awarding honors based on GPA, the thesis paper, and the overall departmental performance of the student.

**Faculty**


**Courses**

**RELS 102 Food and Religion in America**
Content: Examination of the relationship between food, American religions, and American popular culture; how food is incorporated into formal religious rituals such as the Eucharist or fasting; how cooking, communal eating, and food practices are part of the more informal religious culture of religious communities. Also, consideration of whether eating and food have taken on religious meaning within American culture as a whole, using the Northwest as a focus.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

**RELS 103 Asceticism: Self-Discipline in Comparative Perspective**
Content: Comparative approach to asceticism and examination of acts of self-discipline in Eastern (Jain, Hindu, Buddhist), Western (Stoic, Christian mystic), and modern secular (eco-activism, fasting diets, and extreme exercise regimes) cultural contexts. Consideration of the question: What good is self-discipline? Depriving oneself of sensual pleasures can be seen as an antidote to materialism and a means of liberating the soul from its fleshly shackles, but is denying our inborn desires a form of self-violence?
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

**RELS 104 Religion and Violence**
Content: Investigation of the oft-made claim that "religion causes much of the world’s violence," exploring the best arguments for and against this proposition framed by maximalist claims that religion is inherently prone to inspiring violence, and minimalistic claims that religion is either peaceful or subordinated to other (e.g., economic or political) concerns. Consideration of various definitions of "religion" to see how it might motivate a range of behaviors both peaceful and violent. Attention given to pervasive religious phenomena (such as sacrifice, conversion, holy/just war, and apocalypticism) that might inspire violence, as well as theological and ethical frameworks that may counteract violence. In a multi-stage, guided research project, students will pursue case studies of specific instances of violence apparently related to religion, thereby testing and employing the analytical lenses developed in the course.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

**RELS 105 Apocalyptic Imagination**
Content: This course examines the way religious and nonreligious human beings have sought to make sense of their world through apocalyptic speculation, and it explores the special relationship of end-time speculation with religious thought and practice. Sources studied include literature ranging from ancient Mesopotamian apocalypses to Zora Neale Hurston’s "Their Eyes Were Watching God," art and architecture from the Ishtar Gate of Babylon to Garden Grove’s Crystal (now Christ) Cathedral, and expressions of popular culture from ancient Greek curse tablets to "Zombieland."
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

**RELS 201 History and Theory**
Content: History of the field. Psychological, literary, anthropological, sociological, and historical approaches to the study of religion. Readings by major theorists. Should normally be taken no later than the junior year.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

**RELS 224 Jewish Origins**
Content: Exploration of early Judaism, from circa 450 B.C.E. to 200 C.E. Focus on the development of the religion in the multicultural, pluralistic context of the Greco-Roman world. Study of the archaeological and written evidence for Jewish origins (i.e., the archaeology and literature of pre-Jewish Israelite religion and of early Jewish communities in Egypt and Palestine, the Hebrew Bible, the Dead Sea Scrolls and the related excavations at Qumran, documentary and literary texts of Jews in Egypt, and related archaeological evidence). Analysis of key themes in the study of early Judaism (i.e., gender, colonialism, multiculturalism and identity, early Judaism’s relationship to earliest Christianity).
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

**RELS 225 Christian Origins**
Content: Exploration of early Christianity, from the turn of the eras to 400 C.E. Focus on the development of the religion in the multicultural, pluralistic context of the Greco-Roman world. Study of the archaeological and written evidence for Christian origins (i.e., the archaeology of Jerusalem, the Galilee, and the Dead Sea Scrolls community; the New Testament, the writings of "orthodox" and "heretical" early Christian thinkers, the Dead Sea Scrolls, and other relevant Judean texts). Analysis of key themes in early Christian studies (i.e., gender, orthodoxy and heterodoxy, early Christianity’s relationship to early Judaism, Christianity and empire).
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

**RELS 241 Religion and Culture of Hindu India**
Content: Introduction to Hinduism in its Indian cultural context, with focus on theories of sacrifice, fertility, and discipline. Studies in classic Hindu sacred texts, with careful readings of myths of order and productivity. Analysis of reconstructed postcolonial Hinduism. Emphasis on studying religion from a critical and comparative perspective.
Prerequisites: None.
Usually offered: Every third year, fall semester.
Semester credits: 4.
RELS 242 Religions and Cultures of East Asia
Content: Chinese and Japanese worldviews. Confucianism, Taoism, Buddhism, Shintoism: their origins, development, interactions. Mutual influence of folk and elite traditions, expansion of Buddhism and its adaptation to different sociopolitical environments, effects of modernization on traditional religious institutions.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RELS 243 Buddhism: Theory, Culture, and Practice
Content: Introduction to Buddhist thought and practice. Indian origins, contemporary Theravada Buddhism, emergence of the Mahayana, Buddhism and society in Tibet, Zen and Pure Land traditions of East Asia, and the Western reception of Buddhism. Problems in the study of Buddhism.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

RELS 244 Practicum
Content: Internship or practicum to be arranged with instructor.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RELS 246 Religions of Japan
Content: Religious traditions of Japan from the eighth century to the present examined through the thematic lenses of hagiography, asceticism, syncretism, gender, family, and cultural identity. Critical attention will be paid to the concepts of "religion" and "secular" during examination of continuities and changes from the ancient to the contemporary period. Students will conduct a semester-long research project on a topic related to Japanese religion.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 251 Medieval Christianity
Content: Formation and development of Western Christianity from late antiquity through the late medieval period (circa 250 to 1450 C.E.). The relation of popular piety to institutional and high cultural expressions of Christianity. Issues such as Christianity and the late Roman empire, the papacy, monasticism, religious art and architecture, and heresy and hierarchy discussed using theological texts, social histories, popular religious literature.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 253 Prophets, Seekers, and Heretics: U.S. Religious History from 1492 to 1865
Content: Introduction to major themes and movements in American religious history from colonial origins to the Civil War. Consideration of Native American religious traditions, colonial settlement, slavery and slave religion, revivalism, religion and the revolution, growth of Christian denominationalism, origins of Mormonism, using a comparative approach in the effort to understand diverse movements. Central themes: revival and religious renewal, appropriation of Old Testament language by various groups (Puritans, African Americans, Mormons), democratization of religion.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 254 Religion in Modern America, 1865 to Present
Content: Impact of religion in modern America from the end of the Civil War to the present day, emphasizing the interaction between America's many religions and emerging American modernity. The fate of "traditional" religion in modern America; "alternate" American religious traditions; urbanization, industrialism, and religion; science, technology, and secularism; evangelicalism, modernism, and fundamentalism; religious bigotry; pluralism; new religions and neofundamentalism.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RELS 255 American Religion Through the Small Screen: Religious Themes in Contemporary Television
Content: Exploration of key themes in American religious history as these are revealed in contemporary American television shows. These themes will include millennialism, exceptionalism, revivalism, restorationism, apocalypticism, freedom of religion, religious pluralism, fascination with the exotic "East," and exploration of paranormal topics.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 262 Judaism Encounters Modernity
Content: Exploration of how the emancipation period in Europe transformed the Jewish world, beginning in the latter part of the eighteenth century. Includes some of the early personalities, such as Moses Mendelssohn, Samson Raphael Hirsch, Leopold Zunz; the emergence of new denominations in Europe in the nineteenth century, such as the Reform and neo-Orthodox movements; and denominations developed in the United States in the twentieth century.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 273 Islamic Origins
Content: Major religious and sociohistorical developments in the Islamic world from circa 600 to 1300 C.E. Focus on the Qur'an, Muhammad, early Islamic expansions and dynasties, and interactions with non-Muslims. Examination of the formation of orthodox beliefs and practices (e.g., theology, ritual, law), contestation over religious ideals and political power, and the emergence of Shi'ite and Sufi Islam.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

RELS 274 Islam in the Modern World
Content: The religious, social, and political dynamics of the Islamic world, circa 1300 C.E. to present, especially the nineteenth through twenty-first centuries. Earlier developments (e.g., the Qur'an, Muhammad, Muslim dynasties) considered in relation to the modern context. European colonialism, postcolonial change, reform and "fundamentalist" movements, Sufism, Muslim views of "modernity," and changing understandings of politics, gender, and relations with non-Muslims.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.
RELS 299 Independent Study
Content: Individual study directed by selected faculty. Determined in consultation with faculty, study focuses on bibliographic development and analysis of the literature on a topic otherwise not covered in depth in the curriculum. Major paper required. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RELS 300 Jesus: History, Myth, and Mystery
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 congeneres. A case study in the appropriation of a classical religious figure. Gospel records; evidence of other ancient sources, including noncanonical gospels; early Christian writings; Western cultural appropriations of Jesus; and Jesus in modern film and literature.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

RELS 330 Apocalyptic Imagination
Content: For centuries Jews and Christians have sought to make sense of human existence through apocalyptic speculation, stimulating along the way a parallel secular apocalyptic imagination. Exploration of the interplay between religious and secular apocalyptic and the sociohistorical and cultural realities it responded to and engendered. A focus on early Jewish and Christian apocalyptic from the 6th century B.C.E. to the 3rd century C.E. and selected instances of apocalyptic through the 21st century C.E. Resources include archaeological evidence, literature, art, music, and film.
Prerequisites: One 200-level Religious Studies course.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years.
Semester credits: 4.

RELS 335 Gender, Sex, Jews, and Christians: Ancient World
Content: Study of the genesis of modern Jewish and Christian attitudes toward gender and sexuality, exploring the ways in which Greek and Roman attitudes toward gender and sexuality shaped Judaism and Christianity at their origins. Assessment of the extent to which the two religious traditions shaped broader cultural attitudes and practices relating to gender and sex, using the study of sex and gender in early Judaism and Christianity to take a critical look at how we define "religion" in the premodern world.
Prerequisites: At least one course in religious studies, classics, or history.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RELS 340 Gender in American Religious History
Content: Gender as a component in religious experiences in America from the colonial era to the present. The relationship between gender and religious beliefs and practices. Religion as a means of oppression and liberation of women and men. Interactions between laywomen and male clergy. The intersection of religion, wellness, the body, and sports. Diverse movements and cultures including colonial society, African American culture, immigrant communities, and radical religious groups.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 341 Religions of the Northwest
Content: Exploration of the religious history of the Pacific Northwest, with a focus on Oregon and Washington. Examination of the religious traditions of regional Native American tribes, early Protestant missions, and the growth of Catholicism and Mormonism in the region, as well as recent immigrant religions (such as Vietnamese Buddhism), nondenominational Christian groups, and alternative forms of spirituality. Using theoretical models from religious studies to consider why the Northwest does not carry the imprint of a dominant religious tradition or traditions, as most other regions of the country do.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 342 Mormonism in the American Religious Context
Content: This course will use the origin and development of Mormonism in the U.S. as a case study to understand larger trends in American religious history, including the history and importance of folk and magical traditions in the U.S., prophetic/charismatic religious movements, the shifting relationship between church and state, public Protestantism in the U.S., secularization, and globalization.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 350 Social and Religious World of Early Judaism and Christianity
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.
Prerequisites: One course in religious studies, classics, or history.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RELS 355 Sufism: Islamic Mysticism
Content: The historical roots and branches of Sufi Islam, including the search for the “inner meaning” of the Qur’an, complex metaphysical formulations, ascetic assertions, meditation practices, devotional ruminations on love, and Sufi poetry and music. Discussion of the important role of Sufism in the spread of Islam. Muslim critiques of Sufism and Sufi responses.
Prerequisites: RELS 273.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
RELS 356 Buddhism and Gender
Content: Examination of women and gender in Buddhist mythology, doctrine, practice, and institutions spanning the length of the Buddhist tradition (i.e., 500 BCE to the present), addressing examples from Indian, Southeast Asian, Tibetan, and Japanese Buddhist contexts. Tension between Buddhism’s theoretical discourse on women and gender; actual roles and experiences of women in the Buddhist tradition. Topics include the founding myth of the Buddhist order of nuns and the writings of early nuns; Buddhist discourse on female impurity and the exclusion of women from sacred mountains; female tantric adepts and depictions of the feminine in Tibetan Buddhism; the movement to revive full ordination for nuns in Southeast Asia; the Buddhist feminist movement in contemporary Japan.
Prerequisites: Any 200-level RELS course.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RELS 357 Family, Gender, and Religion: Ethnographic Approaches
Content: Theories and ethnographic case studies of family, gender, and religion. Topics may include the function of religious symbols in relation to gender and family roles, religious meanings of food, religious interpretations of marriage and childrearing, and domestic religion as a bridge between the sacred and profane. Emphasis will be on anthropological approaches to religion, and students will employ ethnographic methods in their research projects. Case studies will address Christian feasting and fasting in contemporary and medieval contexts, female shamans in contemporary Korea, Confucianism and the construction of gender roles in East Asia, and Buddhist temple families in Japan.
Prerequisites: Prior course in RELS or SOAN.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RELS 373 Reformations of the 16th Century
Content: A historical perspective on the various religious movements, collectively known as the Protestant Reformation, that marked Europe’s transition from the medieval to the early modern period (circa 1400 to 1600). Review of medieval religious patterns. The status of Catholic institutions and ideas in crises of the late medieval period, the theologies of Luther and Calvin, radical movements, the political background of the Reformation, and Catholic responses to Protestantism. Readings and discussions concentrate on recent social historiography of the Reformation. Popular appeal of Protestant religiosity, social implications of Calvinism, roles of women in the Reformation, family patterns and the Reformation, class structure and competing religious cultures, Catholicism and rural society.
Prerequisites: RELS 251.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RELS 376 Religious Fundamentalism
Content: The perceptions and realities of religious resurgence in a supposedly secularizing world. Focus on the historical, theological, social, and political aspects of Christian and Islamic fundamentalism. Themes include secularization theories and their critics; changing understandings of religion and modernity; connections among religion, politics, violence, sexuality/gender, and identity.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RELS 450 Seminar: Social and Religious World of Early Judaism and Christianity
Content: Recent research into the relationship between the social setting of early Judaism and Christianity and the texts both religions produced. Special attention to the sociohistorical aspects of selected regional expressions of Judaism and Christianity (e.g., Asia Minor, Palestine, Egypt). Readings from the Dead Sea Scrolls, Jewish pseudepigrapha, the New Testament, other early Christian literature, and media interpretations of Judaism and Christianity to the present. Emphasis on original student research. With instructor consent, may be taken twice for credit.
Prerequisites: One course in religious studies, classics, or history.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RELS 451 Seminar in American Religion
Content: Major trends in American religion from the Puritans to the feminist and liberation theologies of the 20th century. Intensive reading of works by major American figures and scholars. With instructor consent, may be taken twice for credit.
Prerequisites: One 200-level RELS course.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RELS 452 Seminar in Asian Religions
Content: Advanced seminar in Asian religions with an emphasis on East Asia. Topics may include Zen and/or Pure Land Buddhist doctrine and practice; religion and family in East Asia; female religious adepts and theories of women’s salvation. Intensive readings in primary texts and student research projects. May be taken twice for credit with change of topic.
Prerequisites: RELS 242 or RELS 243.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RELS 453 Seminar in Islamic Studies: Islamic Law
Content: The religio-legal traditions of Islam, the efforts to develop a comprehensive set of behavior guides derived from the Qur’an, the exemplary behavior of the Prophet, and other sources. Topics include legal history; efforts at modernization and reform; the formation of the major schools of law; legal theory and methods for deriving rules from sacred texts; the rules of ritual, civil, and criminal law; political theory; adjudication and court procedure; Islamic law and the colonial encounter; legal expressions of gender roles; and historical case studies.
Prerequisites: RELS 273 or RELS 274.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.
Rhetoric and Media Studies

Chair: Bryan Sebok
Administrative Coordinator: Terry Moore

From its humanistic roots in ancient Greece to current investigations of the impact of digital technology, rhetoric and media studies is both one of the oldest and one of the newest disciplines. Our department addresses contemporary concerns about how we use messages (both verbal and visual) to construct meaning and coordinate action in various domains, including the processes of persuasion in politics and civic life, the effects of media on beliefs and behavior, the power of film and image to frame reality, and the development of identities and relationships in everyday life. While these processes touch us daily and are part of every human interaction, no other discipline takes messages and their consequences as its unique focus.

The Department of Rhetoric and Media Studies offers a challenging and integrated study of theory and practice. Our discipline is rooted in the classical liberal arts tradition of rhetorical theory and has evolved to include social science theories of the causes and effects of messages as well as critical theories of the relationship between media, culture, and society. Our curriculum focuses on the content, transmission, and consequences of oral, print, visual, interpersonal, and electronic messages. Understanding how messages construct meaning, identity, relationships, and communities is central to the life of a liberally educated person and to the development of critical and creative thinking, speaking, listening, and writing.

Resources for Nonmajors

Nonmajors can obtain an overview of theories and research in the field through RHMS 100 Introduction to Rhetoric and Media Studies. Courses in interpersonal media, argumentation, public discourse, and professional discourse are open to all students and provide opportunities to apply theory to everyday life. Our flexible minor requirements enable students to create a concentration of courses to complement any major. Nearly all of our advanced courses are open to nonmajors as long as they have completed the prerequisites. (Internship credit requires department approval.)

Activities

Lambda Pi Eta. Qualifying students are inducted each fall into this honor society. The chapter recognizes scholastic achievement, promotes interest in the major, supports professional development, and builds community in the department.

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

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

Facilities

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

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

The Major Program

The major in rhetoric and media studies combines core requirements with the flexibility of electives. Required courses involve an introductory overview to the field, a course on the design of media or interpersonal messages, core courses on the theories and methods of rhetoric and media studies, and satisfactory completion of a capstone course. Elective courses enable students to explore theory and practice in a wide range of topic areas, including race, gender, health, film, campaigns, and popular culture. These courses prepare students for graduate study or for entrance to a rhetoric or media studies-related career.

Students should declare the major in the sophomore year to provide maximum flexibility in planning for core requirements and electives. Students are also encouraged to consult with their department advisors about coursework from other departments that might be integrated into their study of rhetoric and media studies.
Major Requirements

A minimum of 40 semester credits, distributed as follows:

- RHMS 100 Introduction to Rhetoric and Media Studies
- RHMS 200 Media Design and Criticism
- RHMS 203 Rhetorical Theory
- One of the following:
  RHMS 221 Argument and Debate
  RHMS 260 Argument and Empirical Research
  RHMS 321 Argument and Social Justice
- One of the following:
  RHMS 301 Rhetorical Criticism
  RHMS 303 Discourse Analysis
- RHMS 302 Media Theory
- One of the following 400-level capstone courses:
  RHMS 406 Race, Rhetoric, and Resistance
  RHMS 408 Argument and Persuasion in Science
  RHMS 425 American Cinema Studies: Advanced Analysis and Criticism
  RHMS 431 Feminist Discourse Analysis
  RHMS 475 Television and American Culture

Twelve additional rhetoric and media studies credits to complete the 40-credit requirement. Eight of these semester credits must be at the 300 or 400 level. Students may apply up to four semester credits to the major from RHMS 244, RHMS 248, RHMS 299, or RHMS 499.

Minor Requirements

A minimum of 24 semester credits, distributed as follows:

- RHMS 100 Introduction to Rhetoric and Media Studies
- One of the following combinations selected in consultation with the minor advisor to complement rhetoric and media studies coursework and the student’s major:
  RHMS 260 Argument and Empirical Research
  and an additional media studies course at the 300 or 400 level
  or
  RHMS 203 Rhetorical Theory
  and an additional rhetoric course at the 300 or 400 level
- One of the following 400-level capstone courses:
  RHMS 406 Race, Rhetoric, and Resistance
  RHMS 408 Argument and Persuasion in Science
  RHMS 425 American Cinema Studies: Advanced Analysis and Criticism
  RHMS 431 Feminist Discourse Analysis
  RHMS 475 Television and American Culture
- Eight semester credits of rhetoric and media studies electives, four of which must be at the 300 or 400 level.

Practicum and independent study coursework do not count toward the minor.

Practicum and Internship Program

A variety of practica and internships are available to qualified students. Practica and internships provide an opportunity to explore the relationship between theoretical concepts and skills learned in the classroom and the work done in various organizations on- and off-campus. Credit is offered on a credit/no credit basis through RHMS 244 Practicum/Internship. Students desiring credit should be able to (1) demonstrate the connection between their RHMS coursework and their proposed internship/practicum, (2) secure agreement to supervise from a RHMS faculty member with relevant expertise, and (3) work with their faculty supervisor to develop an individualized learning agreement, including additional readings and written assignments.

Honors

Rhetoric and media studies majors with a grade point average of 3.500 or higher overall and in the major are eligible to have their capstone projects evaluated for honors. Capstone projects considered for honors are typically ambitious in scope and must be judged by the faculty to be of excellent quality. Students whose capstone projects are deemed worthy are granted honors upon graduation.

Faculty

Kundai V. Chirindo. Associate professor of rhetoric and media studies, director of the Ethnic Studies Program (fall). Rhetoric, culture, and hermeneutics; Africa in the public imaginary; rhetoric and postcolonial theory. PhD 2012 University of Kansas. MA 2008, BA 2004 Bethel University.


Courses

RHMS 100 Introduction to Rhetoric and Media Studies
Content: Introduction to the conceptual and philosophical foundations of the discipline, from classical rhetorical theory through contemporary perspectives, including critical theories of human interaction. How humans construct and negotiate meaning in different contexts, including interpersonal relationships, public address, small groups and organizations, mass media. Moral, ethical, and policy issues. Prerequisites: None. Usually offered: Annually, fall and spring semester. Semester credits: 4.
RHMS 200 Media Design and Criticism
Content: Theory, aesthetics, and practice in the production of messages for film and television. Organizing principles and aesthetic theories concerning connections between form and content, text and audience. Topics include narrative style and structure, visual composition, continuity and montage, and basic production practices in image creation, audio, and editing.
Prerequisites: RHMS 100.
Corequisites: Attend required film screening sessions.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 201 Public Discourse
Content: Development of basic public speaking skills, listener-critic abilities, and appreciation for the role of public discourse in society. Library research, organization and outlining, language style, presentation skills, rhetorical/communication criticism.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 202 Professional Discourse
Content: Theory and practice of rhetoric within organizational settings. Development of rhetorical skills for professional settings, including public speaking, networking, interviewing, small group interaction, crisis management techniques, negotiation.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RHMS 203 Rhetorical Theory
Content: History and theory of rhetoric, including major developments in rhetorical theory from antiquity up to the present. Rhetoric's relationship with philosophy, knowledge, and culture. Examination of persuasive messages in various forms, including politics, advertising, film, video.
Prerequisites: RHMS 100.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 204 Practicum/Internship
Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on- and off-campus organizations. Additional readings and written assignments required.
Credit-no credit. May be repeated for credit. Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RHMS 205 Forensics
Content: Lewis Clark's forensics team offers interested students the opportunity to put into practice their skills in argumentation, research, presentation, interpretation of text, and criticism of text through participation in competitive speech and debate.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-2.

RHMS 206 Argument and Empirical Research
Content: Methods of communication research grounded in data collection for the purposes of prediction and explanation (quantitative methods) or description and interpretation (qualitative methods). Course spans philosophy of inquiry; relationship of theory to data in developing questions and hypotheses; logic of sampling, measurement, and statistical inference; uses of interviews, fieldwork, and textual analysis; criteria for evaluating quantitative and qualitative work; research ethics.
Prerequisites: RHMS 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

RHMS 207 Interpersonal Media
Content: Introduction to theories of interpersonal communication processes (e.g., social support, uncertainty management, privacy management, conflict, deception). Influence of new media on these processes, impact of communication media on identities, relationships, and communities.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 208 Interpersonal Rhetoric
Content: Introduction to theories of interpersonal communication competence; how we use messages strategically to accomplish tasks, enact identities, and construct relationships in personal life. How we use content, style, and organization of messages to adapt to particular conversation partners and communication situations. Cross-cultural variation in interpersonal interaction.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, spring semester.
Semester credits: 4.

RHMS 209 Independent Study
Content: Independent reading and/or research in an area other than the normal course offerings of the department. Maximum of 4 semester credits, total, in independent study and/or practicum may be counted toward the major. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RHMS 210 Public Debate
Content: Introduction to argumentation in public arenas. History, background, and strategies for parliamentary debate. Critical thinking, library research, logic and reasoning, listening and note taking, argument creation and refutation. Practice of debate skills.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 211 Professional Discourse
Content: Theory and practice of rhetoric within organizational settings. Development of rhetorical skills for professional settings, including public speaking, networking, interviewing, small group interaction, crisis management techniques, negotiation.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RHMS 212 Argument and Debate
Content: Theory and practice of rhetoric, including major developments in rhetorical theory from antiquity up to the present. Rhetoric's relationship with philosophy, knowledge, and culture. Examination of persuasive messages in various forms, including politics, advertising, film, video.
Prerequisites: RHMS 100.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 213 Practicum/Internship
Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on- and off-campus organizations. Additional readings and written assignments required.
Credit-no credit. May be repeated for credit. Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RHMS 214 Forensics
Content: Lewis Clark's forensics team offers interested students the opportunity to put into practice their skills in argumentation, research, presentation, interpretation of text, and criticism of text through participation in competitive speech and debate.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-2.

RHMS 215 Argument and Empirical Research
Content: Methods of communication research grounded in data collection for the purposes of prediction and explanation (quantitative methods) or description and interpretation (qualitative methods). Course spans philosophy of inquiry; relationship of theory to data in developing questions and hypotheses; logic of sampling, measurement, and statistical inference; uses of interviews, fieldwork, and textual analysis; criteria for evaluating quantitative and qualitative work; research ethics.
Prerequisites: RHMS 100.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

RHMS 216 Interpersonal Media
Content: Introduction to theories of interpersonal communication processes (e.g., social support, uncertainty management, privacy management, conflict, deception). Influence of new media on these processes, impact of communication media on identities, relationships, and communities.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 217 Interpersonal Rhetoric
Content: Introduction to theories of interpersonal communication competence; how we use messages strategically to accomplish tasks, enact identities, and construct relationships in personal life. How we use content, style, and organization of messages to adapt to particular conversation partners and communication situations. Cross-cultural variation in interpersonal interaction.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Every fourth year, spring semester.
Semester credits: 4.

RHMS 218 Independent Study
Content: Independent reading and/or research in an area other than the normal course offerings of the department. Maximum of 4 semester credits, total, in independent study and/or practicum may be counted toward the major. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RHMS 219 Practicum/Internship
Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on- and off-campus organizations. Additional readings and written assignments required.
Credit-no credit. May be repeated for credit. Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RHMS 220 Media Design and Criticism
Content: Theory, aesthetics, and practice in the production of messages for film and television. Organizing principles and aesthetic theories concerning connections between form and content, text and audience. Topics include narrative style and structure, visual composition, continuity and montage, and basic production practices in image creation, audio, and editing.
Prerequisites: RHMS 100.
Corequisites: Attend required film screening sessions.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 221 Public Discourse
Content: Development of basic public speaking skills, listener-critic abilities, and appreciation for the role of public discourse in society. Library research, organization and outlining, language style, presentation skills, rhetorical/communication criticism.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 222 Professional Discourse
Content: Theory and practice of rhetoric within organizational settings. Development of rhetorical skills for professional settings, including public speaking, networking, interviewing, small group interaction, crisis management techniques, negotiation.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RHMS 223 Argument and Debate
Content: Introduction to argumentation in public arenas. History, background, and strategies for parliamentary debate. Critical thinking, library research, logic and reasoning, listening and note taking, argument creation and refutation. Practice of debate skills.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 224 Practicum/Internship
Content: Field learning experience combining theoretical concepts and skills learned in the classroom with practical work in on- and off-campus organizations. Additional readings and written assignments required.
Credit-no credit. May be repeated for credit. Maximum of 4 semester credits, total, in practicum and/or independent study may be counted toward the major.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
RHMS 302 Media Theory
Content: Survey of the major theoretical approaches to film, media, and popular culture from the past 150 years. Theories include critical (Marxist, feminist, critical race), formal (montage, realism, aesthetics), and media effects. The course seeks a broad understanding of what media are and how they work in a democracy. Seniors will be given registration preference during the first round of registration.
Prerequisites: RHMS 200.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 303 Discourse Analysis
Content: Theories and methods of discourse analysis, including critical theories of power and ideology as well as pragmatic theories of function, structure, and meaning. Meaning and function in conversational and cultural context; sequence and structure of interaction; interactive negotiation of social relationships and identity; discursive systems of power, ideology, and control.
Prerequisites: RHMS 100, 203.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 313 Politics of Public Memory
Content: Investigation of public memory as the public negotiation of the past for political purposes in the present. How different cultures have remembered and rhetorically constructed traumatic historical events such as the Holocaust and institutionalized slavery. Role of communication and persuasion in public acts of remembrance.
Prerequisites: RHMS 100.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RHMS 315 Comparative Rhetoric
Content: Comparative approaches to rhetorical theory and criticism. History, theory, and contributions of non-Euro-American rhetorics. Exploration of rhetoric’s role in culture, knowledge, philology, and colonialism. Study of current scholarship on non-Euro-American rhetorics, including methodology.
Prerequisites: RHMS 203.
Restrictions: Sophomore standing.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RHMS 320 Health Narratives
Content: Theories of narrative as they apply to communication about health and illness; role of narratives in creating health- or illness-related identity, securing social support, creating communities. Competing narratives in interactions with health care providers. Impact of narratives in public and private medical decision-making.
Prerequisites: RHMS 100.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RHMS 321 Argument and Social Justice
Content: Investigation of argumentation and social justice. Exploration and application of scholarship through the community-based Thank You for Arguing, a mentoring program run with local inner-city public schools. Theoretical and methodological frameworks for understanding the role of argumentation in fostering social justice explored through readings, class discussion, and writing assignments.
Prerequisites: RHMS 100 or RHMS 221.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 325 The Documentary Form
Content: Critical analysis of the documentary with emphasis on institutional practices that shape and sustain the genre, argument in documentaries, expectations of audiences. Organization of materials for documentaries, editing and montage, principles of visual composition as they relate to moving images, functions of sound, ethical considerations. Planning and production of short documentaries.
Prerequisites: RHMS 200.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RHMS 332 Rhetoric of Gender in Relationships
Content: How gendered identities and relationships are rhetorically constructed through everyday interaction. Role of rhetoric in social scientific study of gender and interaction. Survey of theories and empirical research on gender similarities and differences in communication with attention both to the explanations given as well as the rhetorical strategies scholars use to persuade.
Prerequisites: RHMS 100 or GEND 200.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RHMS 333 Media Theory
Content: Investigation of the theoretical reasons why media exist and the ideological assumptions undergirding them. Historical, critical, and popular trends in media. Analysis of media's role in society and culture.
Prerequisites: RHMS 100 or RHMS 221.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 336 Media in Popular Culture
Content: The history and evolution of media as forms of cultural expression, with a focus on television, film, and music. The role of media in shaping public opinion and cultural identity.
Prerequisites: RHMS 100 or RHMS 221.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 340 Media Across Cultures
Content: Theoretical perspectives on the political and social role of mass communication in developed and developing nations. Mass communication organizations, content, regulatory models, audiences in diverse cultures. Implications of public versus private ownership of mass media. Evaluation of claims of U.S. cultural imperialism.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RHMS 342 Media and Gender Studies
Content: Rhetoric of gender equity movements and feminist theories of rhetoric. Rhetorical strategies used to redefine gender and gendered relations. How gender is represented in news and entertainment media. Activist strategies to change access to and representation in media.
Prerequisites: RHMS 100 or GEND 200.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.
RHMS 360 Digital Media and Society
Content: Cultural, industrial, political, and economic implications of digital technology and innovation on cultural expression, media storytelling, democracy, globalization, and news gathering and dissemination. New media theory and investigation of meaning, knowledge, and power related to digital technologies. Investigation of the nature of production of consumption and active audiences.
Prerequisites: None.
Restrictions: Junior standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

RHMS 363 Campaign Rhetoric
Content: Rhetoric of political campaigns, historical and modern, with emphasis on campaigns in progress or recently completed. Analysis of speeches, debates, interviews and advertisements. Critical analysis of media effects of campaigns.
Prerequisites: RHMS 100.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

RHMS 375 Queer Film and Television
Content: Exploration of how LGBTQ identities and communities have become visible in American film/TV. Addressing both history and the present, topics include classical Hollywood cinema, AIDS, activism, race/intersectionality, contemporary TV, family, and fandom. Projects include papers and video essays. This course counts toward the Gender Studies minor (instructor permission required).
Prerequisites: RHMS 200, RHMS 302, or GEND 200.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 390 Special Topics in RHMS
Content: Reading and critical analysis organized around themes or problems in RHMS. Focus varies depending on areas of instructor teaching, research, and/or creative work. Assignments are organized around a substantial final project. May be taken twice with change of topic.
Prerequisites: RHMS 100.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RHMS 406 Race, Rhetoric, and Resistance
Content: Role of rhetoric in social conflicts regarding issues of race. Theories and strategies of resistance and the implications for political action. Examination of major race and resistance texts.
Prerequisites: RHMS 100. RHMS 301 recommended.
Restrictions: Junior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 408 Argument and Persuasion in Science
Content: This course is designed to explore the role of argument and persuasion in the history, evolution, and dissemination of science. Its purpose is to give students a firm understanding of various rhetorical strategies within scientific discourse and how those strategies impact public policy. The general trajectory of this course is chronological, tracing major controversies in the sciences from pre-modern times to the present. At every stage students will be asked to consider how argument, persuasion, and symbolic action influence both scientific and political practice.
Prerequisites: RHMS 100. RHMS 301 recommended.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 425 American Cinema Studies: Advanced Analysis and Criticism
Content: Application of major theories from media, film, and cultural studies (e.g., psychoanalysis, genre study, formalism, auteur study, national cinemas) to a given set of media texts. Close analysis of media texts in context, taking into consideration technological, aesthetic, and industrial shifts.
Prerequisites: RHMS 100, RHMS 200.
Corequisites: Attend required film screening sessions.
Restrictions: Junior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 431 Feminist Discourse Analysis
Content: Examination of how theories and tools of critical discourse analysis can be used to pursue feminist research questions; how gendered power is socially constructed in talk in everyday interaction (e.g., among friends and family and in institutional settings such as work, school, clinic) and media texts (e.g., news interviews or coverage, entertainment media, blogs and other social media); an interdisciplinary seminar that prepares students to produce an original scholarly research project.
Prerequisites: RHMS 100. RHMS 332 or 352 or GEND coursework strongly recommended.
Restrictions: Junior standing.
Usually offered: Annually, fall semester.
Semester credits: 4.

RHMS 475 Television and American Culture
Content: An exploration of American TV as both a cultural product and entertainment media, blogs and other social media); a decade-by-decade overview of television's development from radio origins to digital convergence leads to a discussion of aesthetic and industrial aspects of TV style, narrative, genre, and representation of diversity. Includes a separate weekly screening. Junior standing required.
Prerequisites: RHMS 200.
Restrictions: Junior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

RHMS 499 Independent Study
Content: Advanced-level independent reading and/or research in an area other than the normal course offerings of the department. Maximum of 4 credits total in independent study and/or practicum may be counted toward the major. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
ROTC (Army)

Coordinator: David A. Campion

For students seeking to serve as commissioned officers in the U.S. Army, Army Reserve, or National Guard upon graduation, Lewis & Clark maintains a partnership with the Army Reserve Officer Training Corps (ROTC) Battalion at the University of Portland. This partnership enables students to integrate their military training as cadets with a traditional liberal arts education.

Students interested in ROTC should meet with the ROTC coordinator as soon as they enroll at Lewis & Clark. The ROTC coordinator will meet with students regularly to review their academic performance and help them plan their course schedule and balance their studies with their ROTC commitments and commissioning requirements. The ROTC coordinator is Lewis & Clark’s liaison to the commanding officer and professor of military science at the University of Portland Army ROTC Detachment.

Lewis & Clark students may earn up to 2 semester hours of practicum credit per semester, to a maximum of 8 credits, while they are actively enrolled as cadets in ROTC. To do so, they should enroll in ROTC 244 Practicum. Supervised by the ROTC coordinator, students in this course write about their field experiences and integrate those experiences with other parts of the Lewis & Clark education. This practicum will be graded on a credit-no credit basis and follows all of the normal Lewis & Clark rules and regulations governing internship and practicum credit. Students enrolled in Air Force ROTC at the University of Portland are also eligible for the ROTC 244 Practicum.

Students may also transfer up to 4 semester hours of credit for physical education classes completed in Army or Air Force ROTC training. A maximum of 4 semester hours of physical education credit is applicable toward graduation requirements. Students who take PE/A 101 Activities and/or PE/A 102 Varsity Athletics at Lewis & Clark, therefore, will not be able to transfer a full 4 semester hours of credit for physical education classes completed in ROTC training.

Students enrolled as cadets may satisfy the Army ROTC military history requirement by completing HIST 299 Independent Study. This directed study, taken for a grade, is limited to cadets and is worth 4 semester hours of credit. It may also count as an elective toward the history major or minor.

Faculty


Sociology and Anthropology

Chair: Jennifer Hubbert
Administrative Coordinator: Terry Moore

The disciplines of sociology and anthropology share common philosophical roots and concern for the social and cultural conditions of human life, although the two fields have developed independently over the past century. Historically, sociology dwelled more on the modernizing world, while anthropology focused on nonindustrial societies. Such distinctions of subject matter no longer prevail, and the line between sociology and sociocultural anthropology today is neither firm nor fixed.

The Department of Sociology and Anthropology builds on the overlapping concerns and distinctive strengths of sociology and anthropology. Instead of maintaining separate curricula in the two fields, the department has developed a single curriculum dedicated to providing solid preparation in social theories and qualitative and quantitative methodologies. The department is strongly committed to teaching a variety of methodological perspectives, including ethnographic fieldwork and interviewing; survey research techniques; texts, discourse, and the practices of representation; computer-mediated modes of inquiry; and historical methods. This methodological pluralism is in keeping with recent trends in both disciplines.

The department’s curriculum stresses the relationship between cultural formations and social structures set in sociohistorical context. Among the areas of emphasis in the department is the study of inequality and difference by race, gender, class, and region. Sociology and anthropology courses in the department draw heavily on cross-cultural examples. Students are encouraged, though not required, to participate in an overseas program. In addition to providing classroom study, the department provides majors and nonmajors opportunities to conduct field research in the Portland area, elsewhere in the United States, and abroad. All majors complete senior theses, many based on overseas work or local field research.

Resources for Nonmajors

The sociology/anthropology faculty see their charge as being broader than training professional sociologists and anthropologists. The department is committed to the idea that sociological and anthropological perspectives on the world are a vital part of a liberal education. Students majoring in disciplines ranging from the arts and humanities to the natural sciences find sociology and anthropology to be an illuminating complement to their major fields of study. The sociology/anthropology curriculum accommodates the varied interests of all Lewis & Clark students.

The Major Program

The department curriculum leads to a joint major in sociology and anthropology. Students with particular interests in either anthropology or sociology may weight their electives toward the field of their choice.

Major Requirements

A minimum of 40 semester credits (10 courses), distributed as follows:

Core (5 Courses)

- One introductory course from the following:
  - SOAN 100 Introduction to Sociology
  - SOAN 110 Introduction to Cultural Anthropology

Courses

ROTC 244 Practicum

Content: Integration of ROTC field experiences with a liberal arts education. Credit-no credit. May be repeated for credit. Prerequisites: None. Restrictions: Sophomore standing and consent required. Open only to ROTC cadets. Usually offered: Annually, fall and spring semester. Semester credits: 1-2.
The internship/practicum program in the Department of Sociology and Anthropology is open to nonmajors and majors. Students enrolled in this program select placement from a variety of community organizations and social agencies. This experience allows students to test their sociological and anthropological understanding by applying it to the world around them.

While the program is not designed to find employment for students after graduation, many students do find opportunities to continue with the internship or with similar agencies. For many students, the practicum/internship also becomes a testing ground for their suitability for a particular profession. A wide variety of student placements are available. Recent placements include city government, prisons, hospitals, community centers, schools, counseling centers, grassroots organizations, and social welfare agencies. For a full description of the program, consult the department.

**Honors**

The department grants honors to students with a 3.500 GPA in the major and an outstanding senior thesis. Theses considered for honors are reviewed by at least two faculty members.

**Faculty**


Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual and narrative representation. PhD Johns Hopkins University. MA University of Minnesota at Minneapolis–St. Paul. BA Reed College.


Courses

SOAN 100 Introduction to Sociology
Content: Sociological ways of looking at the world: how society is organized and operates; the relationship between social institutions and the individual; sources of conformity and conflict; the nature of social change.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SOAN 110 Introduction to Cultural Anthropology
Content: The concept of culture and its use in exploring systems of meanings and values through which people orient and interpret their experience. The nature of ethnographic writing and interpretation. In alternate years specific sections of the course may focus on East Asia. Section title and comments will indicate East Asia focus.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SOAN 200 Ethnographic Research Methods
Content: Exploration of the conceptual foundations of ethnographic research methods at the intersection of sociology and anthropology. Engagement with ethnographic practices including participant observation, field notes, interviewing, language analysis, and writing. Attention to ethical dimensions of research. Consideration of the productivity and limitations of ethnographic methods in addressing diverse research topics.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required. Declared SOAN major.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SOAN 201 Quantitative Research Methods
Content: The survey research process, including hypothesis formation and testing, research design, construction and application of random sampling procedures, measurement validity and reliability, data analysis and interpretation. Philosophical roots and ethical considerations of survey research methods. Enrollment preference given to departmental majors fulfilling degree requirements.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required. Declared SOAN major.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

SOAN 202 Topics in Social and Cultural Research
Content: Introduction to select methods in sociological and anthropological research. Application of methods in student-directed research projects. Methodological focus varies according to instructor’s areas of research and teaching. Possible topics include: participatory action research, comparative/historical methods, network analysis, spatial analysis.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 203 Topics in Quantitative Research
Content: Introduction to the methodological principles and issues in quantitative research in the social sciences. Critical approaches to interpreting information in social science applications and assessment and evaluation of quantitative research methods. Application of methods in student-directed research projects. Methodological focus varies according to instructor area of research and teaching. Possible topics include: measurement, network analysis, spatial analysis, big data, experimental methods, content analysis, mixed methods.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 214 Social Change
Content: Examines different approaches to social change, including topics such as protests, revolutions, online activism, migration/refugee dynamics, and other mass-movement responses to societal inequalities. Historical and contemporary case studies from various regions of the world are included.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 215 International Migration
Content: Global immigration dynamics from a variety of perspectives. Theoretical perspectives on the causes and consequences of migratory movements. Topics include neoclassical economic models, historical-structural models, family and network models, transnationalism, migrants’ rights, citizenship and migration policies, borders and their enforcement.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 216 Social Power and Music
Content: Examines the role of music in modern identity-formation, consumer behavior, business outcomes, and dynamics of social contestation. Special topics: include youth culture and shifting music tastes; tensions between independent and corporate music arenas; protest music and its impact in the United States and beyond. Qualitative case studies, cross-national comparative analysis, social network analysis, and quantitative approaches used.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 221 Work, Leisure, and Consumption
Content: Historical, cultural, and organizational overview of work relations in the context of political economic systems. How technological change is related to the social organization of production relations. How work life influences relationships of authority and freedom in society. Changes in production relations related to daily life, consumption relations, and the meanings and experiences of leisure.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.
SOAN 222 City and Society
Content: The nature of urban social life. Studies ranging from the United States and Europe to the Third World. The complementarity of ethnographic studies and of larger-scale perspectives that situate cities in relation to one another, to rural peripheries, and to global political-economic processes.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 225 Race and Ethnicity in Global Perspective
Content: Sociological and anthropological analysis of how the notions of racial and ethnic groups, nations and nationalities, indigenous and nonindigenous groups, and states and citizenships have evolved cross-culturally. How they might be reconfiguring in the present context of economic globalization, mass migrations, and diasporic formations. Causes and consequences of the recent resurgence of ethnicity and the content, scope, and proposals of ethnic movements.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Annually, fall semester.
Semester credits: 4.

SOAN 230 Immigrant America
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 243 Community Development Internship
Content: Portland-based supervised internship involving field research and professional development. Placement in a social service, education, or advocacy organization. Regular class meetings, readings, and assignments explore participatory-action research and other approaches to engaged pedagogy.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required.
Usually offered: Annually, summer only.
Semester credits: 4.

SOAN 244 Internship/Practicum
Content: Community or campus experience combined with bibliographic exploration of relevant literatures. Working one-on-one with a faculty advisor, the student selects placement from a variety of community organizations, shelters, and social agencies. Writing reflects field experiences in the context of literature reviews. May be repeated for credit.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

SOAN 245 Visual Anthropology
Content: Representation in the study of culture. Explore and evaluate different genres of visual representation, including museums, theme parks, films, television, and photographic exhibitions as modes of anthropological analysis. Topics include the ethics of observation, the politics of artifact collection and display, the dilemmas of tourism, the role of consumption in constructing visual meaning, and the challenge of interpreting indigenously produced visual depictions of self and other.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 249 The Political Economy of Food
Content: Situating food at the intersection of political economy, society, and culture, an exploration of how food is produced and consumed. Topics include the relationships between society and agricultural forms; technologies of food production and ecological impacts; commodity chains and the industrialization of foods; food inequality and hunger; food and the body (e.g., diets, health, obesity, anorexia, fast food vs. slow food, farmer’s markets vs. supermarkets); and cultures of food—from personal identity to ethnic identity to cuisine tourism to utopian visions.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 250 Southeast Asia: Development, Resistance, and Social Change
Content: Exploration of how individuals and communities across Southeast Asia contend with the dynamics of development, globalization, and social change. Rather than a broad survey, the course considers a small number of specific “encounters” in detail, asking what specific moments of social change might tell us about cultures and societies in the region, as well as their relationships to broader socioeconomic dynamics. Topics may include industrialization, agrarian change, cross-border migration, urbanization, protests and counter-movements, the rise of authoritarianism, inequality, environmental politics, and shifting norms related to gender and sexuality. No prior knowledge or experience with the region necessary.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 251 Myth, Ritual, and Symbol
Content: Sociocultural approaches to the study of myth, ritual, and symbol. The nature of myth and ritual in a variety of cultures, including the United States. Introduction to analytical approaches to myth, ritual, and symbolic forms including functionalism, structuralism, psychoanalysis, interpretive and performative approaches.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 254 The Social Life of Money and Exchange
Content: An introduction to classical and contemporary perspectives about the relationship between the economy and society. How people act within the social and cultural context around them when negotiating their way through labor markets, exchanging goods, buying and selling, and calculating self-interest. Key topics include rationality, embeddedness, networks, markets and exchange systems, institutions, and social capital.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
SOAN 255 Medicine, Healing, and Culture
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 in non-Western and Western traditions.
Prerequisites: SOAN 100 or SOAN 110.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 261 Gender and Sexuality in Latin America
Content: Gender and sexuality in Latin America through an anthropological lens. Ethnographic and theoretical texts—including testimonial and film material—dealing with the different gender experiences of indigenous and nonindigenous peoples, lowland jungle hunter-gatherers, highland peasants, urban dwellers, and transnational migrants.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 265 Critical Perspectives in Development
Content: Critical exploration of the invention, rise, and current moment of global development projects aiming to end poverty, improve living standards, and ensure the freedoms of individuals in the Global South, drawing largely on scholars from the region to problematize mainstream understandings of and solutions to social and economic development. First, an exploration of how “development” has been defined, measured, and understood over the past century, from colonial conceptions to post-development rejections of the term. Second, reading of several exemplary critical analyses of development thinking and practice, focused on questions of international aid, microfinance, cash transfers, and the global economic system.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 266 Social Change in Latin America
Content: Dynamics of social change in Latin America, with a particular focus on revolutionary transformations. Comparative analysis of social change in Cuba, Guatemala, Peru, Mexico, and other countries. An introduction to key concepts from development theory, social movements research, cultural studies, and political economy analysis.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Annually, spring semester.
Semester credits: 4.

SOAN 270 Cultural Politics of Youth in East Asia
Content: Ethnographic analysis of youth in East Asia (China, Japan, South Korea). Comparative examination of shared cultural and historical legacies as well as diverse contemporary experiences. Draws upon classic ethnographic texts, Internet sites, personal memoirs, documentaries. Topics may include family, popular culture, education, labor, globalization, and sex and gender.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

SOAN 274 Chinese Culture Through Film
Content: Overview of social and cultural issues in contemporary China examined through feature and documentary film. Particular attention paid to the effects of the political economy on changing cultural formations of consumption, sexuality, labor, class, ethnicity, urban life, and the representation of history. Films have English subtitles and are accompanied by readings from contemporary anthropological and sociological studies of China.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Every third year, spring semester.
Semester credits: 4.

SOAN 281 South Asian Cultures
Content: The nature of social and cultural life in South Asia from an anthropological perspective. Caste, family, religion, language, region, and community in colonial and postcolonial contexts.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 282 Pacific Rim Cities
Content: Examination of urban life in Pacific Rim cities; how transnational networks connect social, cultural, demographic, and economic flows and practices. Topics covered may include urbanization, urban planning, sustainability, entrepreneurial cities, economic trade agreements, social disparity, and urban spectacles (Olympics, expos). Case studies may include Shanghai, Sydney, San Jose (Costa Rica), Seoul, and Portland. Students will engage in a semester-long, individual research project examining the linkages between Portland and the Pacific Rim to explore the diversity of global city-formation processes and examine how social, economic, and political processes of urban living are spatially linked.
Prerequisites: SOAN 100 or 110.
Usually offered: Every third year, fall semester.
Semester credits: 4.

SOAN 284 Anthropology of Print Media
Content: Examination of some of the main analytical frameworks through which print media and the mediation of culture have been examined. Using an anthropological approach, students will explore how print media as representation and cultural practice have been fundamental to the formation and transformation of modern social and political relations. Focusing on print media representations of China, in combination with the ethnographic literature on the subject, this course will think topically about China as news and theoretically about China in the news.
Prerequisites: SOAN 100 or 110.
Usually offered: Every third year, spring semester.
Semester credits: 4.

SOAN 285 Culture and Power in the Middle East
Content: Introduction to the anthropology of the Middle East and North Africa, with an emphasis on the relationship between global and local forms of social hierarchy and cultural power. Topics include tribalism, ethnicity, colonialism, nationalism, gender, religious practices, migration, the politics of identity.
Prerequisites: SOAN 100 or SOAN 110.
Usually offered: Annually, fall semester.
Semester credits: 4.
SOAN 296 Wines and Vines
Content: A course investigating anthropological perspectives on wine production from vineyard to cellar. Attention to the political economy of wine, both historical and present day. Course readings and guest speakers will introduce fundamentals of viticulture and enology; the role of climate, soil, and topography in discussions of terroir, or the taste of place; perspectives on natural, biodynamic, and sustainable winemaking; and consideration of the interplay of art, craft, and science—and of politics, economics, and symbols—in the creation of value. Assignments will include fieldwork, interviews, analytical research and writing, and exchange among class members of regular reports on research activities. Prerequisites: SOAN 100 or 110. Restrictions: Sophomore standing required. Usually offered: Annually, fall semester. Semester credits: 4.

SOAN 299 Independent Study
Content: Independent reading and/or research in an area other than the normal course offerings of the department. May be repeated for credit. Prerequisites: None. Restrictions: Sophomore standing and consent required. Usually offered: Annually, fall and spring semester. Semester credits: 1-4.

SOAN 300 Social Theory
Content: Classical origins of general methods, theories, and critical issues in contemporary social science and social thought. Early market-based social theories of Hobbes and Locke, Enlightenment social theorists such as Rousseau and Montesquieu, Burke’s critique of the Enlightenment, Hegel’s dialectical critique. “Classical” social theories of Marx, Durkheim, and Weber. Twentieth-century paradigms such as symbolic interaction, structuralism, critical theory, contemporary feminist theories. Enrollment preference given to departmental majors fulfilling degree requirements. Prerequisites: SOAN 100 or SOAN 110. One 200-level sociology/anthropology course. Restrictions: Sophomore standing required. Usually offered: Annually, fall and spring semester. Semester credits: 4.

SOAN 303 Language, Culture, and Society
Content: Relationship between language, culture, and society within ethnographic research, particularly as the relationship is animated by the use of verbal and nonverbal communicative activities. The way social expectations are generated in language, how they become generalizable as knowledge through verbal repetition, and their dissemination in reading material and other mediated sources. Attention will be paid to the power disparities that result from hierarchical language use. Dialogue, agency, and uncertainty in everyday talk and narratives of cultural and political performances; engagement with reflexive research practices and methods of comparative language analysis. Prerequisites: SOAN 100 or SOAN 110. One 200-level sociology/anthropology course. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall semester. Semester credits: 4.

SOAN 305 Environmental Sociology
Content: Research traditions and debates in the field of environmental sociology. How contemporary patterns of industrial production, urbanization, and consumption intensify ecological problems; why harmful effects of pollution disproportionately impact disadvantaged groups; what kinds of social movements have mobilized to protect ecosystems and human communities from environmental degradation. Introduction to basic concepts from urban sociology, theories of social inequality, environmental justice topics, social movements research. Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses. Restrictions: Sophomore standing required. Usually offered: Annually, spring semester. Semester credits: 4.

SOAN 306 Social Permaculture
Content: Course focuses on interactions between human and ecological systems at the local and bioregional levels. Particular attention is paid to dynamics of small-group interaction and communication that emerge as students design and complete specific projects. Course introduces students to key concepts from the fields of environmental sociology, social ecology, permaculture design, and bioregional studies. Prerequisites: SOAN 100, 110, or ENVS 160; one 200-level SOAN or ENVS course. Restrictions: Sophomore standing required. Usually offered: Alternate Years, spring semester. Semester credits: 4.

SOAN 310 Religion, Society, and Modernity
Content: Anthropological approaches to religion in the context of modern global transformations, including secularism, capitalism, and colonialism. Advanced introduction to classic theories (Marx, Durkheim, Weber) in the sociology and anthropology of religion, along with their contemporary ethnographic applications. Critical ethnographies of the ideological, practical and embodied expressions of religion in contemporary context. Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology or Religious Studies courses. Restrictions: Sophomore standing required. Usually offered: Alternate Years, fall and spring semester. Semester credits: 4.

SOAN 321 Theory Through Ethnography
Content: This seminar-style class will focus on reading ethnographies as a means of analyzing and assessing contemporary anthropological theory; emphasis will be on reading and critical analysis of the latest works to examine the interface among the local production of knowledge, method, and global theory. Readings based on student input and will draw from regions around the world including East Asia, the United States, South America, and Europe. Prerequisites: SOAN 100 or 110 and two 200-level SOAN courses. Restrictions: Junior standing required. Usually offered: Alternate Years, fall semester. Semester credits: 4.
SOAN 324 Anthropology of Violence
Content: An upper-level introduction to the anthropology of violence, including recent literature in the field as well as classical examples of the study of violence by anthropologists. Questions of control, responsibility/accountability, public/private-sphere boundaries, ritual/symbolic meanings. Topics include possible biological bases of aggression; symbolic enactment of violence; nationalism and militarism; the politics of gender, race, class, and ethnic identity; state violence; human rights. Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 325 Social Life of Policy
Content: What is policy? How can it be studied Anthropologically and sociologically? Course examines policy as a sociocultural and historical phenomenon. Considers how policy develops new forms of governance, conceptualizes and shapes social boundaries and subjectivity, and regulates relationships of power. Topics may include trade, education, reproductive, soft power, economic, and human rights policy. Prerequisites: SOAN 100 or 110 and two 200-level SOAN classes.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall semester.
Semester credits: 4.

SOAN 334 Anthropology of Suffering
Content: An anthropological perspective on the modern subject and experience of suffering. Topics include the role, experience, and representation of suffering in illness, addiction, grief, poverty, inequality, religion, globalization, and violence. The relationship that social, economic, political, and subjective perspectives on suffering have to practices and possibilities of healing, rights, pleasure, peace, resistance, and faith. The methods and ethics of studying and representing suffering in popular culture, modern social theory, and ethnography. Prerequisites: SOAN 100 or SOAN 110; two 200-level SOAN classes.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 342 Power and Resistance
Content: Theories of power and resistance, addressing relationships between culture, society, and politics. Case studies drawn predominantly from China and the U.S. Dynamics of contestation reflected in music, film, radical activism, mass social movements, and armed conflict bring a variety of theoretical approaches to life. Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 347 Borderlands: Tibet and the Himalaya
Content: Investigation of the "borderland" nature of anthropology dealing with Tibet and the broader Himalayan region. Without clear state definition, scholastic inquiry is dispersed among distinct themes rather than a cohesive historical or cultural approach. Focus on ethnographies of non-state peoples, cross-border travel, marginalized lives, and international development and representation. Reading-intensive course with a series of literature review assignments leading toward a final project. Prerequisites: One 200-level SOAN course.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 349 Indigenous Peoples: Identities and Politics
Content: Indigenous peoples, indigenous identity, and social movements for indigenous rights. How indigenous identity is defined, constructed, and maintained, and the rights that indigenous people have and can claim. The relationship between international organizations, including the United Nations, and indigenous movements. Central focus on North and South America with some comparative cases from Asia. Sociological theories of social movements, identity politics, and racial formation. Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 350 Global Inequality
Content: Issues in the relationships between First World and Third World societies, including colonialism and transnational corporations, food and hunger, women's roles in development. Approaches to overcoming problems of global inequality. Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 355 African Migration and Diaspora
Content: The historical and contemporary movements of Africans on their continent and abroad. Special attention paid to western 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. Prerequisites: SOAN 100 or SOAN 110. Two 200-level SOAN courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
SOAN 359 Topics in Medical Anthropology
Content: Focused examination of contemporary and seminal theoretical and ethnographic topics in the subfield of medical anthropology. Each semester will explore a given topic, e.g., structural violence, intersectionality, kinship and care, death and dying, body and pain, addiction, pharmaceuticalization, medical techniques and technologies, illness narratives. Particular emphasis on how subjective and phenomenological experiences of illness shape and are shaped by structural (socio-cultural, political, historical, physical, material) contingencies. Students will engage in a semester-long ethnographic project.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

SOAN 360 Colonialism and Postcolonialism
Content: Anthropological and sociological approaches to the study of colonial and postcolonial societies. Topics include imperial ideologies, modes of colonial representation and cultural control, European society in the colonies, colonial resistance, and postcolonial nationalisms and diasporas.
Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 363 Imagining the Nation: Culture and Identity in Nation-State Formation
Content: Examines the rise of the modern nation-state and nationalism, including imperialism, colonialism, and postcolonial experiences. Reviews how Asian models exhibit similarities and differences from Western models of nation-state formation. Investigates narratives of national identity, and compares violent and nonviolent dynamics of "assimilation" of minority groups.
Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Every third year, fall semester.
Semester credits: 4.

SOAN 365 The Political Economy of Green Capitalism
Content: Exploration of the effectiveness of environmentally motivated technologies in mitigating global environmental problems when these technologies become materially organized as capitalist markets and commodities. Examines whether commodification of nature can remedy ecological crises. Students will read key theoretical texts and use political economic frameworks to analyze four cases of environmental technologies. Topics include renewable energies (solar, wind, wave), recycling materials industries, innovative technologies for lighting, fuel cells, sustainably produced organic foods, the carbon and the carbon-dioxide economy, and the expansion of "green consumerism." Arguments of critics and proponents will be considered.
Prerequisites: SOAN 100 or 110, and one 200-level SOAN course; or ENVS 160 and ENVS 220.
Restrictions: Junior standing.
Usually offered: Every third year, fall semester.
Semester credits: 4.

SOAN 366 Debt and Its Discontents
Content: Considers critical perspectives on (financial) debt from the perspective of sociological/anthropological research. Analyzes various forms of debt/ indebtedness including how credit/debt relates to broader social institutions, its social consequences, and the links between debt and inequality. Thematic focus may include: student loans, mortgages and the mortgage crisis in the United States, microfinance and credit as a development solution, financialization, austerity and neoliberalism, international financial institutions, pawn shops and informal financial markets, and legal debt.
Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 367 Anthropology of Tourism: Travel in Asia
Content: Investigation of key themes in the study of tourism, including economic and social inequality, race, "the gaze," authenticity, commodification of place and culture, heritage, identity, and performance. Students are encouraged to reflect on their own backgrounds in consideration of these themes. Focus on ethnographic studies of tourism in Asia. The course provides theoretical and methodological tools to imagine, design, and carry out a required individual research project.
Prerequisites: SOAN 100 or SOAN 110. One 200-level SOAN class.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 370 American Advertising and the Science of Signs
Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 373 Political Economy of Black Labor
Content: Focus on black diasporic labor as a central component in the development of Western hemispheric political and economic systems. Historical, sociocultural, and transnational examination of black people's encounter with capitalist relations of production; slavery; internal and diasporic labor migration; class mobility and racialized work; black responses to exploitative systems via labor and social movements; cultural practices and performance; representation of self and community on the internet and via social media. Consideration will be given to leisure as well as work and how these construct/frame identity and belonging. Students will read from works in anthropology, sociology, and the humanities with emphasis on those produced by authors of color; part of our work will be to ask how race and labor figure into authorial intent, knowledge production, and professional expertise.
Prerequisites: SOAN 100 OR SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.
SOAN 375 From Modernity to Postmodernity
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.
Prerequisites: SOAN 300. Two 200-level sociology/anthropology courses; or consent of instructor.
Restrictions: Sophomore standing required.
 Usually offered: Alternate Years.
Semester credits: 4.

SOAN 386 Migration in the Global South
Content: Use of both migration and development studies to consider questions of mobility in the "Global South." Discussions of forced migration and displacement, urbanization, guestworker programs, south-south migration, and the migration-development nexus. Exploration of the dynamics and experiences of mobility in Asia, Africa, and the Middle East with recognition of the centrality of issues of inequality, globalization, and development in shaping such movements.
Prerequisites: SOAN 100 or 110.
Restrictions: Sophomore standing required.
 Usually offered: Alternate Years, fall semester.
Semester credits: 4.

SOAN 390 Cyborg Anthropology
Content: Cultural practices surrounding the production and consumption of technoscientific and biomedical knowledge. Articulation between different constituencies, both inside and outside the scientific community, and the asymmetries that shape their relations. Heterogeneity of science, including contrasts between disciplinary subcultures and different national traditions of inquiry. Political economy of science, including the allocation of material and symbolic resources. Networks of associations that link human and nonhuman allies, such as medical prosthesis, robotics, information. Representation of science and technology in popular culture.
Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
 Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 393 Affect Theory and Anthropological Inquiry
Content: This course will introduce scholarship that has theorized affect to explore the significance of the body (corporeal, feelings, emotions, and comportment) and relationships of attachment in the interplay between cultural, ideological and institutional forces. Students will be led through an examination of the arguments for and against the usefulness of affect in anthropology. The course will discuss how the subfields of intersectional feminism, multimodal anthropology, discourse analysis, and multispecies anthropology incorporate affect into their disciplinary modes of inquiry. Finally, the course will focus on affect in ethnographic writing that addresses neoliberal political and economic restructuring in the late twentieth century. Emphasis will be given to changing experiences of belonging and place-making, i.e., citizenship and civil society, race and ethnicity, labor and the restructuring of work, migration and diasporic populations.
Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
 Usually offered: Alternate Years, spring semester.
Semester credits: 4.

SOAN 395 Anthropology of the Body
Content: The body in society. How bodies are the loci of race, class, and gender. The body as a way of examining health and healing, symbols and politics, discipline and resistance. Social and ritual functions of reproduction (including new technologies) and of adornment, scarification, other forms of bodily decoration in classic and contemporary literature, film, dance.
Prerequisites: SOAN 100 or SOAN 110. Two 200-level sociology/anthropology courses.
Restrictions: Sophomore standing required.
 Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SOAN 400 Senior Seminar and Thesis
Content: In consultation with faculty, selection of a thesis topic; further reading in the disciplines and/or field research in the local area. Substantial written document demonstrating mastery of theory and methodology and the ability to integrate these into the thesis topic.
Prerequisites: SOAN 200, SOAN 201, SOAN 300.
Restrictions: Senior standing required.
 Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SOAN 444 Internship/Practicum
Content: Same as SOAN 244 but requiring more advanced work. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing and consent required.
 Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

SOAN 499 Independent Study
Content: Advanced-level independent reading and/or research in an area other than the normal course offerings of the department. May be repeated for credit.
Prerequisites: None.
Restrictions: Junior standing and consent required.
 Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
Theatre

Chair: Stephen Weeks
Administrative Coordinator: Joyce Beeny

The Department of Theatre offers study in dramatic literature, theatre history, acting, directing, devising, playwriting, design, technical theatre, and dance. Theatre students are required to participate broadly in the curriculum. The department maintains an active production program, which includes Main Stage productions (one each semester), one-act festivals in the Black Box theatre, late-night theatre, and dance performances. Theatre study at Lewis & Clark encourages excellence in all aspects of performance and production—both onstage and behind the scenes—combined with an understanding of the aesthetic, social, philosophical, and historical underpinnings of our collaborative art form. The department’s goal is to educate artist-scholars who are well-rounded, well-trained, and intellectually informed. We see theatre and dance as integral parts of the liberal arts; our curriculum is designed to prepare broadly educated individuals for leadership roles in the arts and in society at large.

The department’s production program offers opportunities to put all of the theatrical arts into practice: acting, directing, playwriting, devising, and designing. Productions include new works, musicals, and a wide variety of contemporary, modern, premodern, and classical plays. The fall one-act festival normally consists of plays written, directed, acted, and designed by students. Our Theatre Thesis Festival allows senior majors the opportunity to mount a major creative project within a festival context. Student dramaturgs, designers, and stage managers assist with Main Stage productions. Additional opportunities are available through our formal classes, independent studies, and internships. Our dance program includes an annual dance performance called Dance Extravaganza, with choreography by both students and visiting artists. Dance students develop technical skills in conjunction with the study of aesthetics, history, and criticism. Both dance and theatre at Lewis & Clark are dedicated to nurturing a dynamic and diverse artistic and scholarly community. The department honors the diversity of our community and practices open casting: Students can fully participate in our productions regardless of ethnicity, race, religion, gender identity, sexual orientation, nationality, socioeconomic status, or disability. The department seeks to represent a diversity of voices on our stages.

Students also have the opportunity to participate in the regional Kennedy Center American College Theater Festival (http://web.kennedy-center.org/education/kcactf/Home) (KCACTF) and the American College Dance Association (https://acda.dance) (ACDA).

Semester-long, off-campus programs emphasizing theatre, art, and music are held in New York and London. The New York program includes internships at institutions such as the Atlantic Theater Company (http://atlantictheater.org), Signature Theatre (https://signaturetheatre.org), Second Stage Theatre (http://2st.com), and Shen Wei Dance Arts (http://shenweidancearts.org).

Lewis & Clark students are encouraged to take advantage of the many opportunities to see professional theatre and dance in Portland. Internships with Portland theatres such as Portland Center Stage, Hand2Mouth Theatre, Third Rail Repertory, CoHo Productions, PETE (Portland Experimental Theatre Ensemble), and others are available.

Students majoring in theatre must fulfill Lewis & Clark’s creative arts requirement (p. 21) outside the department—in art, creative writing, or music—and are strongly urged to pursue further studies in other areas of the arts. The department offers a minor with a concentration in either dance or theatre.

Resources for Nonmajors

The following courses are appropriate for general students:

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<td>Theatre Design/Production Laboratory</td>
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Facilities

The theatre building at Lewis & Clark is one of the finest teaching facilities for theatre in the Pacific Northwest. It is an integrated facility designed to support a process-oriented program. The building contains the 225-seat Main Stage and a studio theatre (Black Box) with flexible seating arrangements for up to 125. It also houses complete production facilities, including a scenery shop, design studio, costume-construction room, dressing rooms, rehearsal areas, and the Green Room student lounge.

The Major Program

Students interested in a theatre major are encouraged to participate in theatre department courses or activities in their first year and to consult with a member of the theatre faculty. Students should declare the theatre major by the end of the sophomore year.

The theatre department offers a balanced major that gives students flexibility in determining an area of emphasis. All theatre majors are required to take courses in dramatic literature and theatre history, theatre theory, performance, design, and dance or movement. Students majoring in theatre must choose a concentration in dramatic literature/theatre history, performance, or design/technical theatre.
Senior majors complete a thesis project that is the culmination of their studies in theatre. This project may be based in performance, production, or research.

**Major Requirements: Concentration in Literature/Theatre History**

A minimum of 46 semester credits—including 16 in dramatic literature and theatre history, 4 in performance, 4 in design, 4 additional credits in performance or design, 4 in dance, 4 in departmental electives, 4 in theatre and performance theory, 2 in theatre laboratory, and 4 in the capstone course—distributed as follows:

- 4 semester credits in premodern drama, chosen from the following:
  - TH 249 Oregon Shakespeare Festival
  - TH 280 Theatre and Society: Global Foundations

- 4 semester credits chosen from the following:
  - TH 249 Oregon Shakespeare Festival
  - TH 382 American Theatre and Drama: 19th Century to Present

- 8 semester credits chosen from the following:
  - TH 283 Theatre and Society: Modern Continental Drama
  - TH 381 British Theatre and Drama: 19th Century to Present
  - TH 383 Topics in Global Theatre and Performance
  - TH 385 Special Topics Seminar: Plays and Playwrights

- 4 semester credits in performance, chosen from the following:
  - TH 113 Acting I: Fundamentals
  - TH 213 Acting II: Realism
  - TH 217 Voice and Movement
  - TH 275 Introduction to Playwriting
  - TH 301 Directing
  - TH 313 Acting III: Style
  - TH 351 Rehearsal and Performance: Main Stage Production
  - TH 356 Devised Performance

- 4 semester credits in design, chosen from the following:
  - TH 218 Fundamentals of Design
  - TH 220 Theatre Graphics
  - TH 234 Stage Lighting

- 4 additional semester credits in performance or design, chosen from the following:
  - TH 113 Acting I: Fundamentals
  - TH 213 Acting II: Realism
  - TH 217 Voice and Movement
  - TH 218 Fundamentals of Design
  - TH 220 Theatre Graphics
  - TH 234 Stage Lighting
  - TH 275 Introduction to Playwriting
  - TH 301 Directing
  - TH 313 Acting III: Style
  - TH 351 Rehearsal and Performance: Main Stage Production

**Major Requirements: Concentration in Performance**

A minimum of 46 semester credits—including 16 in performance, 8 in dramatic literature and theatre history, 4 in design, 4 in dance, 4 in departmental electives, 4 in theatre and performance theory, 2 in theatre laboratory, and 4 in the capstone course—distributed as follows:

- 16 semester credits in performance, chosen from the following:
  - TH 113 Acting I: Fundamentals
  - TH 213 Acting II: Realism
  - TH 217 Voice and Movement
  - TH 275 Introduction to Playwriting
  - TH 301 Directing
  - TH 313 Acting III: Style
  - TH 351 Rehearsal and Performance: Main Stage Production
  - TH 356 Devised Performance

- 4 semester credits in premodern drama, chosen from the following:
  - TH 249 Oregon Shakespeare Festival
  - TH 280 Theatre and Society: Global Foundations

- 4 semester credits in modern drama, chosen from the following:
  - TH 249 Oregon Shakespeare Festival
  - TH 283 Theatre and Society: Modern Continental Drama
  - TH 381 British Theatre and Drama: 19th Century to Present
  - TH 382 American Theatre and Drama: 19th Century to Present
  - TH 383 Topics in Global Theatre and Performance
  - TH 385 Special Topics Seminar: Plays and Playwrights

- 4 semester credits in design, chosen from the following:
  - TH 218 Fundamentals of Design
  - TH 220 Theatre Graphics
  - TH 234 Stage Lighting

- 4 semester credits in dance, chosen from the following:
TH 106  Fundamentals of Movement  
TH 107  Ballet I  
TH 201  Contact Improvisation  
TH 209  Social Dance Forms: History, Practice, and Social Significance  
TH 214  Dance in Context: History and Criticism  
TH 308  Dance Composition and Improvisation  

• 4 additional semester credits in departmental electives  
• TH 340 The History and Theory of Modern and Contemporary Performance  
• TH 110A Theatre Laboratory  
• TH 450 Senior Seminar

**Major Requirements: Concentration in Design/Technical Theatre**

A minimum of 46 credits—including 16 in design and technical theatre, 8 in dramatic literature and theatre history, 4 in performance, 4 in dance, 4 in departmental electives, 4 in theatre and performance theory, 2 in theatre laboratory, and 4 in the capstone course—distributed as follows:

• TH 220 Theatre Graphics  
• 12 semester credits chosen from the following:  
  TH 104  Stage Makeup  
  TH 110B Theatre Laboratory  
  TH 212  Stagecraft  
  TH 218  Fundamentals of Design  
  TH 234  Stage Lighting  
  TH 246  Special Topics: Design/Technical Theatre  
  TH 333  Scenography I: Pre-Modern  
  TH 334  Scenography II: Modern/Postmodern  
  TH 357  Theatre Design/Production Laboratory  
• 4 semester credits in premodern drama, chosen from the following:  
  TH 249  Oregon Shakespeare Festival  
  TH 280  Theatre and Society: Global Foundations  
• 4 semester credits in modern drama, chosen from the following:  
  TH 249  Oregon Shakespeare Festival  
  TH 283  Theatre and Society: Modern Continental Drama  
  TH 381  British Theatre and Drama: 19th Century to Present  
  TH 382  American Theatre and Drama: 19th Century to Present  
  TH 383  Topics in Global Theatre and Performance  
  TH 385  Special Topics Seminar: Plays and Playwrights  
• 4 semester credits in performance, chosen from the following:  
  TH 113  Acting I: Fundamentals  
  TH 213  Acting II: Realism  
  TH 217  Voice and Movement  
  TH 275  Introduction to Playwriting  
• 4 semester credits in dance, chosen from the following:  
  TH 106  Fundamentals of Movement  
  TH 107  Ballet I  
  TH 201  Contact Improvisation  
  TH 209  Social Dance Forms: History, Practice, and Social Significance  
  TH 214  Dance in Context: History and Criticism  
  TH 308  Dance Composition and Improvisation  

**The Minor Program**

The theatre department offers two minor programs, one that focuses on theatre studies and one that focuses on dance studies. As an integral part of a performing-arts program, the dance minor requires courses in dance and theatre.

**Minor Requirements: Concentration in Theatre Studies**

A minimum of 26 semester credits, distributed as follows:

• 8 semester credits in dramatic literature and theatre history, chosen from the following:  
  TH 249  Oregon Shakespeare Festival  
  TH 280  Theatre and Society: Global Foundations  
  TH 283  Theatre and Society: Modern Continental Drama  
  TH 381  British Theatre and Drama: 19th Century to Present  
  TH 382  American Theatre and Drama: 19th Century to Present  
  TH 383  Topics in Global Theatre and Performance  
  TH 385  Special Topics Seminar: Plays and Playwrights  
• 16 semester credits of electives in dramatic literature, theatre history, performance, design, technical theatre, or dance.  
• TH 110A Theatre Laboratory

**Minor Requirements: Concentration in Dance**

A minimum of 26 semester credits, distributed as follows:

• TH 106 Fundamentals of Movement  
• TH 110A Theatre Laboratory  
• TH 308 Dance Composition and Improvisation  
• 4 semester credits chosen from the following:  
  TH 209  Social Dance Forms: History, Practice, and Social Significance  
  TH 214  Dance in Context: History and Criticism  
• 8 semester credits in dance technique, chosen from the following:  
  TH 107  Ballet I  
  TH 201  Contact Improvisation
Honors
To qualify for departmental honors, students must demonstrate, in their first three years, outstanding achievement in one or more of the major's three concentrations: dramatic literature and theatre history, performance, or design and technical theatre. The required GPA is 3.500 overall and in the major. Theatre Department faculty will invite qualified students to apply for departmental honors in the beginning of the spring semester of their senior year. They must then demonstrate excellence in the capstone work of the Senior Seminar, achieving a B+ or above in both the creative project (if applicable) and written thesis. Theatre Department faculty will monitor an applicant's progress toward honors.

Faculty


Courses
TH 104 Stage Makeup
Content: Principles and techniques of stage makeup, based on play and character analysis. Exercises to develop and refine the skill for actor, director, or makeup designer. Daily assignments, short paper critiquing the makeup skill of an off-campus production.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 2.

TH 106 Fundamentals of Movement
Content: Use of guided movement explorations, partner work, readings, and discussion to explore structural and functional aspects of the body and anatomy with the goal of increasing efficiency of movement and physical coordination. Use of imagery supports dynamic alignment, breath, mobility/stability, relaxation, and partner work including massage, with a main focus on the skeletal system and elements of muscle and organ systems, as well as the relationship between the body and psychological/emotional patterns. Extensive journal writing.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

TH 107 Ballet I
Content: Introduction to basic ballet principles, steps, and vocabulary. Correct alignment, placement, mobility; increasing flexibility, balance, strength, coordination, control. Barre warm-up, center floor and traveling combinations, general introduction to ballet history and aesthetics. Readings in related historical material; written critique of live performance. Live music accompaniment.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

TH 110A Theatre Laboratory
Content: Introduction to behind-the-scenes work in the theatre. Participation on production crews for all departmental productions in a given semester. Experiential learning in the scene and costume shops, on lighting and front-of-house crews. Introduction to the processes that transform the visions of directors and designers into realities on stage. Weekly organizational and instructional meetings, arranged work schedule, required safety orientations. May be repeated (as TH 110B) for up to two additional 1-credit semesters with lab-only requirements, not to exceed 4 total course credits per student.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

TH 110B Theatre Laboratory
Content: More behind-the-scenes work in the theatre. Participation on production crews for all departmental productions in a given semester. Experiential learning in the scene and costume shops, on lighting and front-of-house crews. Introduction to the processes that transform the visions of directors and designers into realities on stage. Weekly organizational and instructional meetings, arranged work schedule, required safety orientations. Taught each semester. 1 semester credit with lab only requirement. May be repeated once for credit.
Prerequisites: TH-110A.
Usually offered: Annually, fall and spring semester.
Semester credits: 1.

TH 113 Acting I: Fundamentals
Content: The fundamentals of acting, including physicalization, text analysis, objectives and actions, rehearsal techniques. Development of skills through class exercises and the rehearsal and performance of short projects and two-character scenes. Writing assignments including script analyses, character biographies, peer reviews, performance reviews, observation exercises, journals.
Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
TH 201 Contact Improvisation
Content: Physical investigation into gravity, momentum, and weight sharing between two or more bodies. Specific skills such as falling, perching, and rolling point of contact; readings and video assignments help to place CI in a historical, social, and artistic context.
Prerequisites: TH 106.
Usually offered: Annually, fall semester.
Semester credits: 4.

TH 209 Social Dance Forms: History, Practice, and Social Significance
Content: Introduction to social dance forms, including ballroom and Latin styles: waltz, foxtrot, swing, cha-cha, tango, salsa, rumba, merengue, bachata. Students will learn the basic techniques of leading and following, footwork, body placement, stylization, etiquette, and musicality. Reading, lectures, and film will provide historical and social context for each dance.
Prerequisites: None. TH 106 recommended.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

TH 212 Stagecraft
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. Fee.
Prerequisites: TH 110.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 213 Acting II: Realism
Content: Rehearsal with more complex texts of realism from such playwrights as Ibsen, Chekhov, Churchill, Stoppard. Integration of voice and body work, deepening a sense of truth in emotional and intellectual expression. Actors work with instructor on individual acting problems, share research in texts and historical periods, learn how to help each other take acting explorations further. Writing: script analysis, historical research, bibliography, observations. Additional projects in movement and voice.
Prerequisites: TH 113.
Usually offered: Annually, spring semester.
Semester credits: 4.

TH 214 Dance in Context: History and Criticism
Content: Viewing of selected live dance performances in the Portland area. An exploration of the intellectual, historical, and social contexts of these performances. Development of a vocabulary for dance criticism and an understanding of the essential elements of dance choreography and performance. Readings; analysis of videotaped, filmed, and live dance performances; seminar discussion. Fee (performance tickets).
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

TH 217 Voice and Movement
Content: This class will introduce students to a range of vocal and physical techniques for creative expression in performance. Through a series of exercises, trainings, and performances, students will have the opportunity to reduce habitual tensions, connect their movement and voice to imagery and text, and increase the strength, flexibility, and dynamic of their voices and bodies in performance. The class will cover techniques drawn from a wide variety of voice and movement philosophies including Linklater, Suzuki, Grotowski, Alexander, yoga, and others.
Prerequisites: TH-113.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 218 Fundamentals of Design
Content: Introduction to the expressive principles, components, and processes of design. Projects and exercises explore conceptualization of story-based ideas as well as introduce the challenges and rigors of collaboration. Basic visual communication and expressive forms for theatre practitioners, but the skills involved are widely applicable to all design disciplines. Foundation course for advanced work in the theory and aesthetics of theatrical design. Fee.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

TH 219 Dance Technique: Application of Fundamental Principles and Imagery
Content: Builds on concepts and principles introduced in TH 106 Fundamentals of Movement. Precision work in exercise sequences including floor, center, and locomotor movements that use contemporary dance vocabulary. Emphasis on a somatic approach that supports organic movement. Application of imagery and anatomical knowledge in technical and improvisational explorations. Students will hone basic performance skills as well as continue development of sound body mechanics, strength, flexibility, control, musicality, phrasing, sequencing, partner work, and weight sharing.
Prerequisites: TH 106.
Usually offered: Annually, spring semester.
Semester credits: 4.

TH 220 Theatre Graphics
Content: Basic graphic techniques necessary for successful communication within the design and production areas of theatre. Projects and exercises in drawing, rendering, model building, color theory, and drafting. Introduction to visual communications and expressive form for theatre practitioners, but the skills involved are widely applicable. Foundation course for advanced work in the theory and aesthetics of design. Fee.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 4.
TH 234 Stage Lighting
Content: Understanding the physical properties of light, the technologies used to light the stage, and the principles and practices of lighting design. Topics include optics, color, electrical theory, lighting instruments, control systems, design concepts, light plots, script analysis for lighting. Readings, writing assignments, research projects, demonstrations, creative projects in light design.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 246 Special Topics: Design/Technical Theatre
Content: Special topics in design and technical theatre. Course content and prerequisites vary by topic. May be taken twice for credit.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 1-4.

TH 249 Oregon Shakespeare Festival
Content: Focuses on a week of theatre-going (approximately nine plays) at the Oregon Shakespeare Festival in Ashland, Oregon. Three weeks of contextual study of the plays and their authors, including the study of appropriate cognate plays and authors; individualized research and project work; one week of play-going in Ashland; two weeks of post-performance writing and discussion. The week in Ashland features one-hour supplementary classes at Southern Oregon University, talks with actors and directors at OSF. Fee for a portion of the trip expenses.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 2.

TH 250 Theatre in New York
Content: Contemporary theatre in New York including traditional and experimental work, American plays, plays from the international repertoire. Attending and discussing productions. Meeting with playwrights, actors, directors, designers, producers to investigate current trends in theatrical writing, production, criticism. Offered on the off-campus program in New York.
Prerequisites: None.
Restrictions: Sophomore standing and acceptance into the New York City off-campus program required.
Usually offered: Annually, fall semester.
Semester credits: 4.

TH 251 Theatre in London
Content: Contemporary theatre in London including traditional and experimental work, American plays, plays from the international repertoire. Attending and discussing productions. Meeting with playwrights, actors, directors, designers, producers to investigate current trends in theatrical writing, production, criticism. Offered on the London program.
Prerequisites: None.
Restrictions: Sophomore standing and acceptance into London overseas program required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 252 Rehearsal and Performance: Dance Extravaganza
Content: Faculty-supervised rehearsal and performance of original dance pieces developed by student choreographers. Works in progress critiqued by faculty at regular intervals throughout the semester. Approximately 10 weeks of rehearsals held two to three times a week, one to two progress showings for the supervising faculty, and four public performances.
Credit-no credit. May be repeated four times for credit.
Prerequisites: None.
Restrictions: Audition.
Usually offered: Annually, fall semester.
Semester credits: 1-2.

TH 253 Rehearsal and Performance: One-Acts
Content: Faculty-supervised rehearsal and performance of selected one-act plays and senior thesis projects, organized in various formats: student written, student directed; professionally written, student directed; professionally written, guest artist directed. Limited scenic support.
Credit-no credit.
Prerequisites: Audition.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-3.

TH 257 Introduction to Playwriting
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, Aristotole to the present. Students write scenes and exercises throughout the semester, culminating in a final project.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

TH 260 Theatre and Society: Global Foundations
Content: Survey of the premodern global history of theatre and performance from its earliest ritual manifestations to the late 18th century. Performance traditions, plays, theories, and dramatic expressions from Europe, the Middle East, Africa, and Asia. Emphasis will be placed on the reciprocal relationship between drama/performance and religion, the state, civil society, and the individual. Students will study primary materials, read and analyze plays, examine documentary and pictorial evidence, and engage both intellectually and creatively with the material. Reading, discussion, research, papers, exams, and creative projects.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.
TH 283 Theatre and Society: Modern Continental Drama
Content: Focus on modern continental theatre from Buchner to contemporary European playwrights. Realism, expressionism, surrealism, dada, theatre of the absurd, and continental postmodernism. Special attention to the theatre and social contexts of eastern and central Europe and Germany.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 299 Independent Study
Content: Opportunities for well-prepared students to design and pursue a course of independent readings or creative work in a substantive area. Details determined by the student and supervising instructor. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

TH 301 Directing
Content: Preliminary text analysis, preparation and staging of play texts. Exercises and scene work exploring the director’s basic techniques, tools, and procedures.
Prerequisites: TH 213.
Restrictions: Junior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

TH 308 Dance Composition and Improvisation
Content: Studio work in compositional exploration and the investigation of movement and sound in solo and group improvisation. Critical evaluation and analysis of work in progress. Organization and design of dance studies for class presentation and future choreography. Reading, writing, and theory; attend performances.
Prerequisites: TH 108. One other dance course.
Corequisites: TH 308L.
Restrictions: Sophomore standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

TH 313 Acting III: Style
Content: Advanced techniques in acting associated with, and demanded by, the drama of particular periods and genres. Acting "style" explored through the study of a period’s theatrical conventions and cultural preferences (in physical movement, bodily display, vocal technique, fashion). Emphasis on premodern styles, including Shakespeare and commedia dell’arte. Some modern and contemporary nonrealistic styles.
Prerequisites: TH 113.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 333 Scenography I: Pre-Modern
Content: The aesthetics, processes, and challenges of creating performance environments for stages and performers. The scenographer imagines and constructs visual worlds for theatrical storytelling with an emphasis on scene and costume design, but considering all visual elements of the stage, including architecture, lighting, props. Historical exploration of production aesthetics from classical Greek through the 18th century Restoration genres, research into historical performance environments and the texts they supported, project work in creating new performance environments for historical texts.
Prerequisites: TH 218 or TH 220.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

TH 334 Scenography II: Modern/Postmodern
Content: The aesthetics, processes, and challenges of creating performance environments. Exploration of production aesthetics in the 19th, 20th, and 21st centuries; research into historical performance environments and the texts they supported; project work in creating new performance environments for historical texts. Emphasis on scene and costume design, but consideration of all visual elements of the stage, including architecture, lighting, props.
Prerequisites: TH 218 or TH 220.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

TH 340 The History and Theory of Modern and Contemporary Performance
Content: An intellectual history of Western theatrical performance in the 20th century through modern and postmodern performance theories formulated by major directors, actors, playwrights, critics, theorists. Readings from primary sources, biographies and critical works, contemporary theatre theory. Research emphasis on significant productions, major artists, training methodologies, and distinctive models of theatrical work. Provides a historical and theoretical context for contemporary performance practices.
Prerequisites: One 4-credit course in dramatic literature/theatre history and one 4-credit course in performance.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 351 Rehearsal and Performance: Main Stage Production
Content: Rehearsals five to six nights a week for six to eight weeks. Six scheduled performances followed by a department critique. Intense involvement in the complete process of translating a play script into performance. Journal or research as process requires. Credits dependent on size of role and length of rehearsal period. Lewis Clark supports a policy of color-blind casting. May be repeated for maximum of 24 credits with a maximum of 4 credits per semester.
Prerequisites: Audition.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
TH 356 Devised Performance
Content: The creation of performance pieces without scripts. Explorations of modes of contemporary performance through collaborative and collective creation, the adaptation of nondramatic texts for performance, and multidisciplinary work. Students write, adapt, and devise original performances throughout the semester. Music and studio art students welcome.
Prerequisites: Two 4-credit courses in theatre, one of which must be in performance, and consent of instructor; or two 4-credit courses in studio art, music performance, or creative writing and consent of instructor.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 357 Theatre Design/Production Laboratory
Content: Guided instruction through assigned participation in processes that prepare theatre lighting, sound, scenery, props, and costume construction, among others, in support of departmental presentations in both the Main Stage and Black Box theater venues. Participants may work as student designers, design assistants, master electricians, assistant technical directors, or other production-related positions and make arrangements with department instructors according to their focus. Variable credits based on the production position and time commitment. Consent of instructor required.
Prerequisites: TH 110A.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 2-4.

TH 381 British Theatre and Drama: 19th Century to Present
Content: The dramatic literature and performance styles of British theatre from the origins of modernism to the present. Wilde, Shaw, and Coward through postwar playwrights such as Wesker, Pinter, Bond, Churchill, Orton, Barnes, Barker, Stoppard, Wertenbaker. The evolution of theatrical forms and themes in relation to historical and social change.
Prerequisites: TH 283, or a literature course offered by the Department of English or World Languages and Literatures.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

TH 382 American Theatre and Drama: 19th Century to Present
Content: Readings in modern and contemporary American theatre. Topics include the origins of realism, American expressionism, noncommercial art theatre, African American playwriting, women in theatre, canonical family plays, the Federal Theatre Project, the musical, Broadway comedy, filmed adaptation of stage drama, the advent of experimental and postmodern theatre, and the evolution of theatrical forms and themes in relation to historical and social change.
Prerequisites: TH 283, or a literature course offered by the Department of English or World Languages and Literatures.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 383 Topics in Global Theatre and Performance
Content: Examination of modern and contemporary performance in a global context through case studies of significant non-Western theatre artists and performances. Regional geographies will include East Asia, Africa, South America, and the Middle East. Investigation of theatre and performance within contexts of postcolonialism, transculturalism, political upheaval, and global exchange. Topics include trauma and the problem of memory; theatre for social change; the politics of theatrical space; hybridity. Students will analyze performance theories from a range of cultures and theatrical contexts; read widely in global dramatic literature; explore contemporary performances from diverse cultures; and assess the interplay of culturally specific aesthetic values within a global marketplace.
Prerequisites: None. TH 280 recommended.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 385 Special Topics Seminar: Plays and Playwrights
Content: An intensive study focusing on the work of one playwright or related playwrights or focusing on an aesthetic movement. Emphasis on a core group of plays and surrounding historical and critical materials. Exploration and evaluation through research, critical writing, and workshop performances of both dramatic texts and of class research and criticism. May be taken twice for credit.
Prerequisites: Any two 4-semester credit courses in theatre.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

TH 444 Practicum/Internship
Content: Advanced fieldwork with practical application of classroom theory and training. Additional readings and/or writing required. Credit-no-credit. May be repeated for credit, but will be counted toward the major or minor by department approval only.
Prerequisites: None.
Restrictions: Junior standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

TH 450 Senior Seminar
Content: Capstone course in the major focused on the presentation of a creative project or presentation combined with a written thesis. Creative work in acting, directing, playwriting, and design is showcased in the spring Theatre Thesis Festival. The capstone experience should represent the culmination of a student’s work within his or her major concentration as well as an opportunity to move that work forward. All students must receive faculty approval for capstone projects, normally in the fall semester prior to the Senior Seminar in the spring.
Prerequisites: None.
Restrictions: Theatre majors with senior standing. Theatre minors or student-designed majors with consent of instructor.
Usually offered: Annually, spring semester.
Semester credits: 4.

TH 499 Independent Study
Content: Same as TH 299 but requiring more advanced work. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
World Languages and Literatures

Chair: Matthieu P. Raillard
Administrative Coordinator: Maarit Reed

Consistent with the international orientation of Lewis & Clark, the Department of World Languages and Literatures offers students a program of language, literature, literature in translation, and overseas study. Students learn to communicate in a language other than English, to think and read critically, and to understand values, beliefs, and cultural patterns that are different from their own. Recognizing the importance of learning the language in an environment where it is spoken, the department requires overseas study of its majors.

Our overseas studies programs support and enhance our majors, minors, and the liberal arts mission of the college, offering students the possibility of studying a wider variety of subjects in their language than can be taught on campus.

Courses in nine languages, including four major and three minor programs, are available for students who wish to pursue particular career or professional objectives; to continue studies in language, linguistics, and literature in graduate school; or to obtain a broad liberal arts education.

Special Programs

The world languages department's literature and culture programs are complemented by several interdisciplinary programs. Students of Chinese or Japanese may major or minor in Asian Studies (p. 49). Students of Spanish may choose an interdisciplinary minor in Latin American Studies (p. 105). Students of Greek or Latin may choose an interdisciplinary major or minor in Classics. (p. 63)

Resources for Nonmajors

Students who have had no language training should begin their choice of new language at the 101 level. Others who have had experience with a language other than English, and who wish to continue their studies in that language, must take a placement examination before beginning language study at Lewis & Clark. Anyone with adequate background may take any and all courses offered in that language. The department offers a linguistics course and literature courses in English translation.

The Major Programs

The department offers four major programs: French studies, German studies, Hispanic studies, and world languages. Minors are offered in Chinese, Japanese, and Russian, as well as French studies. Majors are encouraged to combine their knowledge of the language and literature of an area of the world with fields such as American and English literature, anthropology, art, communication, economics, history, international affairs, and sociology. Students should declare a major at the latest by the end of the sophomore year, at which time they choose a departmental advisor. Majors are encouraged to select an advisor as soon as possible since their major program, which includes overseas study, will require careful planning. Students who double-major select advisors in both departments. Faculty advisors provide counsel on course selection; major, minor, and general graduation requirements; international programs; careers; graduate study; and teaching assistantships. The department holds group meetings for majors at the beginning of each school year and as needed during the year.

Major Requirements: French, German, or Hispanic Studies

These majors provide courses in language, literature, and culture to prepare students for graduate study and for careers in teaching, bilingual education, translating and interpreting, or other areas in which world language skills are applied.

French Studies

A minimum of 36 semester credits (nine courses) beyond FREN 202 Intermediate French II: Reading in Cultural Context, distributed as follows:

- FREN 301 French Composition and Conversation (or equivalent from overseas study)
- FREN 321 Introduction to French Literary Studies (or equivalent from overseas study)
- FREN 410 Major Periods in French Literature
- FREN 450 Special Topics

- Five elective courses from on-campus or overseas offerings. The three on-campus offerings are the following:
  - FREN 330 Francophone Literature
  - FREN 340 French Literature and Society
  - FREN 350 Topics in French and Francophone Literature

- At least one semester in the Strasbourg, France; Paris, France; or Dakar, Senegal; programs. A full year of overseas study is strongly recommended. Students participating in a one-semester overseas program are advised to take FREN 321 Introduction to French Literary Studies on campus.

- A senior oral proficiency evaluation.

Courses taken on campus on a credit-no credit basis cannot normally be counted toward the major.

German Studies

A minimum of 36 semester credits (nine courses) beyond GERM 202 Intermediate German II, distributed as follows:

- GERM 301 German Composition and Conversation or equivalent in Munich
- GERM 321 Introduction to Literary Studies or equivalent in Munich
- GERM 230 German Literature in Translation or GERM 350 Topics in German Literature and Culture
- GERM 410 Major Periods in German Literature From the Beginning to the Enlightenment
- GERM 411 Major Periods of German Literature From the Enlightenment to the Present (available in Munich only)
- GERM 422 German Culture and Civilization (Landeskunde) (available in Munich only)
- GERM 450 Special Topics In German

- Two courses selected from the list below of offerings on campus or overseas. Note that GERM 251 and GERM 252 may be used together as one elective, but will not apply singularly.

Intermediate German II, distributed as follows:

- A minimum of 36 semester credits (nine courses) beyond GERM 202 Intermediate German II, distributed as follows:

Intermediate French II: Reading in Cultural Context, distributed as follows:

- A minimum of 36 semester credits (nine courses) beyond FREN 202 Intermediate French II, distributed as follows:

Intermediate French II: Reading in Cultural Context, distributed as follows:

- A minimum of 36 semester credits (nine courses) beyond FREN 202 Intermediate French II, distributed as follows:

Intermediate French II: Reading in Cultural Context, distributed as follows:

- A minimum of 36 semester credits (nine courses) beyond FREN 202 Intermediate French II, distributed as follows:

Intermediate French II: Reading in Cultural Context, distributed as follows:

- A minimum of 36 semester credits (nine courses) beyond FREN 202 Intermediate French II, distributed as follows:
• Participation in the full-year Munich program; exemption only with departmental approval.

• Majors are required to complete a senior oral proficiency evaluation.

On-Campus Courses
- GERM 230 German Literature in Translation (may be applied only once to the major)
- GERM 251 German Conversation (GERM 251 and 252 may be used together as one elective)
- GERM 252 German Conversation (GERM 251 and 252 may be used together as one elective)
- GERM 350 Topics in German Literature and Culture (may be applied only once to the major)
- HIST 226 20th-Century Germany
- HIST 229 The Holocaust in Comparative Perspective

Munich Courses
- GERM 125 Art Through the Ages (fall semester)
- OS 425 Contemporary Literature (fall semester)
- Courses at LMU, subject to advisor approval

With the exception of GERM 251 German Conversation/GERM 252 German Conversation, courses taken on campus on a credit-no credit basis cannot be counted toward the major.

Hispanic Studies
A minimum of 36 semester credits (nine courses) beyond SPAN 202, distributed as follows:
- SPAN 301 Spanish Composition and Conversation or SPAN 301H Spanish Composition and Conversation for Heritage Speakers
- SPAN 321 Introduction to Literary Studies
- SPAN 360 Latin America and Spain: Pre-Columbian to Baroque
- SPAN 370 Latin America and Spain: Enlightenment to the Present
- Two of the following (when topic is different):
  - SPAN 440 Topics in Hispanic Literatures
  - SPAN 446 Special Topics in Hispanic Literatures and Cultures
  - SPAN 450 Special Topics in Spanish
- One course on Latin American history or politics selected from the following, or the equivalent overseas:
  - HIST 141 Colonial Latin American History
  - HIST 142 Modern Latin American History
  - IA 231 Latin American Politics
  - LAS 200 Latin American Cultural Studies (with permission)
  - SPAN 260 Cultural Production of the Spanish-Speaking World
- Two additional courses selected from offerings on campus or overseas. May include a second taking of SPAN 440 Topics in Hispanic Literatures, SPAN 446 Special Topics in Hispanic Literatures and Cultures, or SPAN 450 Special Topics in Spanish, with a change of topic.
- At least one semester in Santiago or Valparaiso, Chile; Merida, Mexico; or Alicante, Spain. A full year is strongly recommended.
- A senior oral proficiency evaluation.

Courses taken on campus on a credit-no credit basis cannot normally be counted toward the major.

Minor Requirements: French Studies
A minimum of 20 semester credits (five courses) beyond FREN 202 Intermediate French II: Reading in Cultural Context, chosen from the following:
- FREN 301 French Composition and Conversation
- FREN 321 Introduction to French Literary Studies
- FREN 330 Francophone Literature
- FREN 340 French Literature and Society
- FREN 350 Topics in French and Francophone Literature
- FREN 410 Major Periods in French Literature (requires approval)
- FREN 450 Special Topics (requires approval)

Students may apply 12 credits to the minor from overseas study in the Strasbourg, France; Paris, France; or Dakar, Senegal, programs.

At least 12 semester credits must be exclusive to the minor (may not be used in any other set of major or minor requirements).

Major Requirements: World Languages
This major allows students to pursue the study of any two of the following languages: Chinese, French, German, Japanese, Russian, and Spanish. The World Languages major is appropriate for students who would like to gain skills in one of the above languages and learn about its structure, in addition to acquiring knowledge of two different literary and cultural traditions. The department encourages students to combine their language skills with fields such as American and English literature, anthropology, art, communication, economics, history, international affairs, and sociology. The major requires a minimum of 16 semester credits in a primary language, 12 semester credits in a secondary language, 4 semester credits in linguistics (for a total of 32 semester credits), and one semester of overseas study, distributed as follows:
- WLL 240 Introduction to Linguistics
- Primary language: A minimum of 16 semester hours (four courses) beyond 202. If primary language is Chinese, Japanese, or Russian, three upper-level courses (a minimum of 12 semester credits) taught in the language, one of which must be taken on campus, and one literature in translation course. If primary language is French, German, or Spanish, four upper-level courses (a minimum of 16 semester hours) taught in the language. Select courses from the following on-campus courses or approved equivalents from an overseas program:

Chinese
- CHIN 310 Readings and Composition in Chinese
- CHIN 320 Advanced Readings in Chinese
- CHIN 410 Advanced Readings in Chinese: Society and Culture
and one of the following:
CHIN 230 Introduction to Chinese Literature in Translation
CHIN 290 Topics in Chinese Literature in Translation

French
FREN 301 French Composition and Conversation
FREN 321 Introduction to French Literary Studies
and two of the following:
FREN 330 Francophone Literature
FREN 340 French Literature and Society
FREN 350 Topics in French and Francophone Literature
FREN 410 Major Periods in French Literature
FREN 450 Special Topics

At least one 300-level and at least one 400-level course must be taken on campus.

German
GERM 301 German Composition and Conversation
GERM 321 Introduction to Literary Studies
GERM 350 Topics in German Literature and Culture
and one of the following:
GERM 410 Major Periods in German Literature From the Beginning to Enlightenment
GERM 450 Special Topics In German

At least one 400-level course must be taken on campus.

Japanese
JAPN 310 Readings and Composition in Japanese
JAPN 320 Readings and Composition in Japanese II
JAPN 410 Advanced Readings in Japanese: Society and Culture
JAPN 420 Advanced Readings in Japanese: Fiction and Nonfiction
and one of the following:
JAPN 230 Introduction to Japanese Literature in Translation
JAPN 290 Topics in Japanese Literature in Translation

Russian
RUSS 330 Readings and Conversation in Russian
RUSS 351 Russian Composition and Conversation
RUSS 420 Advanced Readings in Russian: Fiction and Nonfiction
and one of the following:
RUSS 230 Introduction to Russian Literature in Translation
RUSS 290 Topics in Russian Literature and Culture in Translation

Spanish
SPAN 301 Spanish Composition and Conversation
SPAN 301H Spanish Composition and Conversation for Heritage Speakers
SPAN 321 Introduction to Literary Studies
and two of the following:
SPAN 360 Latin America and Spain: Pre-Columbian to Baroque
SPAN 370 Latin America and Spain: Enlightenment to the Present
SPAN 440 Topics in Hispanic Literatures
SPAN 446 Special Topics in Hispanic Literatures and Cultures
SPAN 450 Special Topics in Spanish

At least one 300-level and at least one 400-level course must be taken on campus.

• One semester of studying overseas in the primary language is required
• Secondary language: A minimum of 12 semester hours (the equivalent of three courses) beyond 202, including at least one upper-level course taken on campus. Overseas study is not required for the secondary language. Select from the on-campus courses listed below or approved equivalents from an overseas program.

Chinese
Select three courses from the following list. Students may apply either CHIN 230 or CHIN 290 toward the requirement, but not both. CHIN 251 and CHIN 252 together satisfy the equivalent of one course.

CHIN 230 Introduction to Chinese Literature in Translation
CHIN 251 Chinese Conversation
CHIN 252 Chinese Conversation
CHIN 290 Topics in Chinese Literature in Translation
CHIN 310 Readings and Composition in Chinese
CHIN 320 Advanced Readings in Chinese
CHIN 410 Advanced Readings in Chinese: Society and Culture

French
Select three courses from the following list. FREN 261 and FREN 262 together satisfy the equivalent of one course.

FREN 261 Conversational French
FREN 262 Conversational French
FREN 301 French Composition and Conversation
FREN 321 Introduction to French Literary Studies
FREN 330 Francophone Literature (with departmental approval)
FREN 340 French Literature and Society (with departmental approval)
FREN 350 Topics in French and Francophone Literature (with departmental approval)

German
Select three courses from the following list. GERM 251 and GERM 252 together satisfy the equivalent of one course.

GERM 230 German Literature in Translation
GERM 251 German Conversation
GERM 252 German Conversation
GERM 301 German Composition and Conversation
GERM 321 Introduction to Literary Studies
GERM 350 Topics in German Literature and Culture
GERM 410  Major Periods in German Literature From the Beginning to Enlightenment (with departmental approval)
GERM 450  Special Topics In German (with departmental approval)

Japanese
Select three courses from the following list. Students may apply either JAPN 230 or JAPN 290 toward the requirement, but not both. JAPN 251 and JAPN 252 together satisfy the equivalent of one course.

JAPN 230  Introduction to Japanese Literature in Translation
JAPN 251  Japanese Conversation
JAPN 252  Japanese Conversation
JAPN 290  Topics in Japanese Literature in Translation
JAPN 310  Readings and Composition in Japanese
JAPN 320  Readings and Composition in Japanese II
JAPN 410  Advanced Readings in Japanese: Society and Culture
JAPN 420  Advanced Readings in Japanese: Fiction and Nonfiction

Russian
Select three courses from the following list. Students may apply either RUSS 230 or RUSS 290 toward the requirement, but not both. RUSS 251 and RUSS 252 together satisfy the equivalent of one course.

RUSS 230  Introduction to Russian Literature in Translation
RUSS 251  Russian Conversation
RUSS 252  Russian Conversation
RUSS 290  Topics in Russian Literature and Culture in Translation
RUSS 330  Readings and Conversation in Russian
RUSS 351  Russian Composition and Conversation
RUSS 420  Advanced Readings in Russian: Fiction and Nonfiction

Spanish
Select three courses from the following list. SPAN 251 and SPAN 351 together satisfy the equivalent of one course.

SPAN 230  Hispanic Literature in Translation
SPAN 251  Intermediate Conversational Spanish
SPAN 301  Spanish Composition and Conversation
SPAN 301H  Spanish Composition and Conversation for Heritage Speakers
SPAN 321  Introduction to Literary Studies
SPAN 351  Advanced Conversational Spanish
SPAN 360  Latin America and Spain: Pre-Columbian to Baroque
SPAN 370  Latin America and Spain: Enlightenment to the Present

Oral proficiency evaluations are not required for the world languages major.

Minors 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, Asian studies, economics, history, international affairs, and sociology.

Chinese Minor
A minimum of 20 semester credits (five courses) beyond CHIN 202 Intermediate Chinese II, distributed as follows:

• CHIN 230 Introduction to Chinese Literature in Translation or CHIN 290 Topics in Chinese Literature in Translation
• A minimum of 16 credits from the following on-campus courses or approved equivalents from an overseas program:
  CHIN 251  Chinese Conversation (if two conversation courses are taken)
  CHIN 252  Chinese Conversation (if two conversation courses are taken)
  CHIN 310  Readings and Composition in Chinese
  CHIN 320  Advanced Readings in Chinese
  CHIN 410  Advanced Readings in Chinese: Society and Culture
• At least one 4-credit language course must be taken on campus.

Participation in an overseas program in China is highly recommended.

At least 12 semester credits must be exclusive to the minor (may not be used in any other set of major or minor requirements).

Japanese Minor
A minimum of 20 semester credits (five courses) beyond JAPN 202 Intermediate Japanese II, distributed as follows:

• JAPN 230 Introduction to Japanese Literature in Translation or JAPN 290 Topics in Japanese Literature in Translation
• A minimum of 16 credits from the following on-campus courses or approved equivalents from an overseas program:
  JAPN 251  Japanese Conversation (if two conversation courses are taken)
  JAPN 252  Japanese Conversation (if two conversation courses are taken)
  JAPN 310  Readings and Composition in Japanese
  JAPN 320  Advanced Readings in Japanese: Society and Culture
  JAPN 410  Advanced Readings in Japanese: Fiction and Nonfiction
• At least one 4-credit language course must be taken on campus.

Participation in an overseas program in Japan is highly recommended.
At least 12 semester credits must be exclusive to the minor (may not be used in any other set of major or minor requirements).

**Russian Minor**
A minimum of 20 semester credits (five courses) beyond RUSS 202 Intermediate Russian II, distributed as follows:

- RUSS 230 Introduction to Russian Literature in Translation or RUSS 290 Topics in Russian Literature and Culture in Translation
- A minimum of 16 credits from the following on-campus courses or approved equivalents from an overseas program:
  - RUSS 251 Russian Conversation (if two conversation courses are taken)
  - RUSS 252 Russian Conversation (if two conversation courses are taken)
  - RUSS 330 Readings and Conversation in Russian
  - RUSS 351 Russian Composition and Conversation
  - RUSS 420 Advanced Readings in Russian: Fiction and Nonfiction
- At least one 4-credit upper-level language course must be taken on campus.

Participation in an overseas program in Russia is highly recommended.

At least 12 semester credits must be exclusive to the minor (may not be used in any other set of major or minor requirements).

**Overseas Study**
All majors are required to participate in one of Lewis & Clark’s international programs. Minors, while not required to study overseas, are encouraged to do so. Overseas study is the most effective way for students to improve their language skills and experience the culture they are studying.

During their time overseas, students may choose courses from a wider variety of disciplines than are available in their language of study on campus, including the humanities, the arts, the social sciences, and the sciences. With departmental approval, overseas courses taught in the target language beyond the 202 level may be applied to the major or minor. In this way, our overseas study requirement enhances the liberal arts mission of the college by offering our majors and minors the opportunity to explore diverse disciplines from within their language of study.

**Chinese**
The following programs fulfill the overseas requirement for the Asian studies major and the world languages major with Chinese as the primary language. All programs are highly recommended for the Chinese minor.

- Language-intensive fall semester in Beijing, China. May extend stay to a full year. Prerequisite and/or restriction: CHIN 202 Intermediate Chinese II or the equivalent.
- Language-intensive fall semester in Harbin, China. May extend stay to a full year. Prerequisite and/or restriction: CHIN 320 Advanced Readings in Chinese or the equivalent.
- General culture fall semester in Beijing, China. May extend study through a language-intensive spring semester program. Prerequisite and/or restriction: CHIN 102 Beginning Chinese II or the equivalent.
- General culture fall semester in Chengdu, China. May extend study through a language-intensive spring semester program. Prerequisite and/or restriction: CHIN 102 Beginning Chinese II or the equivalent.

**French**
French studies majors are required to spend at least one semester in one of the following programs. A full year of study is strongly recommended. These programs are also open to nonmajors.

- Fall and/or spring semester at the University of Strasbourg, France, or at IES Abroad in Paris, France. Prerequisites for majors: junior standing, completion of FREN 202 Intermediate French II: Reading in Cultural Context, and a GPA of 3.000 in French courses. Prerequisites for nonmajors: FREN 202 Intermediate French II: Reading in Cultural Context and a GPA of 3.000 in French courses.
- Spring semester at the University of Dakar, Senegal. Prerequisites for majors: junior standing, completion of FREN 321 Introduction to French Literary Studies, and a GPA of 3.000 in French courses. Prerequisites for nonmajors: junior standing, FREN 202 Intermediate French II: Reading in Cultural Context, and a GPA of 3.000 in French courses.

**German**
The annual full-year academic program in Munich is open to German majors and nonmajors. It is affiliated with the University of Munich, where students may take courses in many fields. Prerequisite and/or restriction: GERM 202 Intermediate German II and a GPA of 3.000 in German courses.

**Japanese**
The following programs satisfy the overseas study requirement for the Asian studies major and the world languages major with Japanese as the primary language. The Kansai Gaidai and Waseda programs are recommended for students pursuing these majors. All four programs are highly recommended for Japanese minors.

- Fall and/or spring semester at Kansai Gaidai in Osaka, Japan. Prerequisite and/or restriction: JAPN 102 Beginning Japanese II and an overall GPA of 3.000.
- Fall and/or spring semester at Osaka Gakuin in Osaka, Japan. Prerequisite and/or restriction: JAPN 102 Beginning Japanese II and an overall GPA of 3.000. Language intensive.
- Full year at Waseda University in Tokyo, Japan. In cooperation with Waseda, Lewis & Clark offers advanced students a full year of Japanese language study. Prerequisite and/or restriction: JAPN 310 Readings and Composition in Japanese and a GPA of 3.000 in language study.
- Fall and/or spring semester at Hokusei Gakuken University in Sapporo, Japan. Prerequisite and/or restriction: JAPN 102 Beginning Japanese II.

**Russian**
The following programs are available:

- Fall and/or spring semester language-intensive program in St. Petersburg or Vladivostok, Russia. Suitable for world languages majors with Russian as the primary language, as well as Russian minors and nonmajors. Prerequisite and/or restriction: two years of college Russian and a GPA of 3.000 in Russian courses.
• Fall or spring semester area study program in St. Petersburg, Russia. Suitable for Russian minors and nonmajors. Prerequisite and/or restriction: RUSS 102 Beginning Russian II and a GPA of 3.000 in Russian courses.

• Fall or spring semester area study program in Moscow, Russia. Suitable for Russian minors and nonmajors. GPA of 3.000.

Spanish
Hispanic studies majors and world languages majors with Spanish as the primary language are required to participate in at least one one-semester program in Santo Domingo, Dominican Republic; Santiago or Valparaiso, Chile; Merida, Mexico; or Alicante, Spain. These programs require a GPA of 3.000 in Spanish courses. The department recommends that Hispanic studies majors spend a full year in one of these programs or combine a semester in one program with a semester at another site. All programs are also open to world languages majors and nonmajors.

• Biennial spring semester program in Seville, Spain. Prerequisite and/or restriction: SPAN 201 Intermediate Spanish I. Suitable for world languages majors with Spanish as the secondary language and nonmajors. Not suitable for Hispanic studies majors and world languages majors with Spanish as the primary language, except as a second Spanish overseas program.

• Fall and/or spring semester program in Santiago de los Caballeros, Dominican Republic. Prerequisite and/or restriction: SPAN 202 Intermediate Spanish II. Suitable for world languages majors with Spanish as the secondary language and nonmajors. Not suitable for Hispanic studies majors and world languages majors with Spanish as the primary language, except as a second Spanish overseas program.

• Fall and/or spring program in Santiago, Chile, and/or in Valparaiso, Chile. Prerequisite and/or restriction: SPAN 321 Introduction to Literary Studies or prior participation in the Santiago de los Caballeros. Suitable for all students.

• Fall and/or spring program in Merida, Mexico. Prerequisite and/or restriction: SPAN 321 Introduction to Literary Studies.

• Fall and/or spring program in Alicante, Spain. Prerequisite and/or restriction: SPAN 321 Introduction to Literary Studies or prior participation in the Santiago de los Caballeros. Suitable for all students.

Honors
The department invites outstanding students to submit proposals for an honors project to be defined in consultation with department faculty. Students must have a GPA of 3.500 or higher in the major and overall. The program entails an independent-study research project culminating in a paper. Students must begin their projects no later than the first semester of their senior year and present them to the department by the end of the final semester. While writing their honors projects, students must be enrolled in 490 Honors Thesis for a total of 4 semester credits, credit-no credit. Credit earned for the honors project is in addition to the courses required for the major.

Faculty


Therese Augst. Associate professor of German. German, German literature and culture of the 18th through 20th centuries, intellectual history, critical theory. PhD 1997, MA 1992 University of California at Santa Barbara. BA 1989 University of California at Davis.


Maria Hristova. Assistant professor of Russian. 20th- and 21st-century Russian and Balkan literatures; 19th-century Russian intellectual history; Central Asian cultures. PhD 2015, MPhil 2012 Yale University. BA Vassar College.


Mathieu P. Raillard. Associate professor of Hispanic studies, chair of the Department of World Languages and Literatures. Hispanic studies,


Catherine Sprecher Loveri. Visiting Assistant Professor of German. PhD 2008 University of Chicago. MA 2000 University of Zürich.


Linguistics Courses

WLL 240 Introduction to Linguistics
Content: An introduction to the scientific study of language. Explores the methodology linguists use to investigate language, as well as the ways in which language study interacts with other disciplines. The structures underlying individual languages, language families, and human language generally. The degree to which language is shaped by the society in which it is used, how it changes over time, and its complex relationship to the human brain. Readings and firsthand investigation.
Prerequisites: The completion of one language other than English through the 201 level.
Restrictions: Sophomore standing.
Usually offered: Annually, spring semester.
Semester credits: 4.

Arabic Courses

ARB 101 Beginning Arabic I
Content: Introduction to Modern Standard Arabic. Emphasis on reading and writing, pronunciation, comprehension of basic texts, vocabulary, basic grammar and syntax, and media to facilitate the learning of simple communication in common spoken Arabic.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

ARB 102 Beginning Arabic II
Content: Continued introduction to Modern Standard Arabic. Emphasis on reading and writing, pronunciation, comprehension of basic texts, vocabulary, basic grammar and syntax, and media to facilitate further learning of simple communication in common spoken Arabic.
Prerequisites: ARB 101.
Usually offered: Annually, spring semester.
Semester credits: 4.

ARB 201 Intermediate Arabic I
Content: Continued development of language skills in Modern Standard Arabic. Emphasis on acquiring the more complex vocabulary and grammar to achieve proficiency in reading, writing, and speaking on topics related to daily life. Basic introduction to Arabic-speaking cultures.
Prerequisites: ARB 102 or placement exam.
Usually offered: Annually, fall semester.
Semester credits: 4.

ARB 202 Intermediate Arabic II
Content: Continued development of reading, writing, and speaking skills in Modern Standard Arabic. Listening and speaking skills in either Levantine or Egyptian dialect will also be introduced. Emphasis on expanding knowledge of more complex grammar and syntax in Modern Standard Arabic. Ongoing learning about Arab cultures in the context of language learning through the use of texts and multimedia materials.
Prerequisites: ARB 201.
Usually offered: Annually, spring semester.
Semester credits: 4.

Chinese Courses

CHIN 101 Beginning Chinese I
Content: Introduction to basic structures of Standard Chinese with the goal of developing an elementary ability to converse, read, and write on topics of daily life. Emphasis on developing communicative competence. Reading and writing Chinese (approximately 200 characters). Contemporary culture introduced in the context of language learning.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

CHIN 102 Beginning Chinese II
Content: Continued introduction to basic structures of Standard Chinese and development of elementary ability to converse, read, and write on topics of daily life. Continued emphasis on communicative competence, with expanding written communicative component (approximately 250 Chinese characters). More contemporary culture introduced in the context of language learning.
Prerequisites: CHIN 101 or placement exam.
Usually offered: Annually, spring semester.
Semester credits: 4.

CHIN 201 Intermediate Chinese I
Content: Continuing development of ability to converse, read, and write on topics of daily life and general concern in Standard Chinese. Addition of 200 characters.
Prerequisites: CHIN 102 or equivalent.
Usually offered: Annually, fall semester.
Semester credits: 4.
CHIN 202 Intermediate Chinese II
Content: Continuing development of ability to converse, read, and write on topics of daily life and general concern in Standard Chinese. Addition of 300 characters. Introduction to reading characters in their traditional forms. Basic expository writing.
Prerequisites: CHIN 201 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 4.

CHIN 230 Introduction to Chinese Literature in Translation
Content: Introduction to themes in the Chinese literary tradition. English translations of poetry, prose, fiction, drama from the 11th century B.C.E. to the 20th century, with emphasis on premodern Chinese literature. Lectures, discussions, student essays, and supplementary background readings on literary, cultural, historical, philosophical, religious, and social background of Chinese literary works studied. The CHIN 230 and CHIN 231 options may not be taken simultaneously. Taught in English; no background in Chinese language or literature required. With consent of instructor, may be taken twice for credit.
Prerequisites: None.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CHIN 231 Introduction to Chinese Literature in Translation
Content: Intended for Asian Studies majors who need a methodology course in preparation for a thesis on Chinese literature. Successful completion of the course satisfies the methodology requirement for Asian Studies. Students enrolled in CHIN 231 will complete all work assigned for CHIN 230 and, in addition, will complete extra readings and assignments on the theories and methodologies for literary and cultural analysis. Must be taken prior to enrolling in EAS 400. CHIN 230 and CHIN 231 cannot be taken simultaneously. CHIN 231 cannot be repeated for credit. Taught in English. Student must have a declared Asian Studies major to register for this course.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

CHIN 244 Chinese Practicum
Content: Practicum to be determined in consultation with faculty member. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

CHIN 251 Chinese Conversation
Content: Vocabulary and idioms in spoken Chinese. Improving pronunciation and correcting grammar to increase students' mastery of spoken Chinese, encouraging self-confidence in using the language, and enabling students to function in a Chinese environment. May be taken twice for credit. Credit-no credit.
Prerequisites: CHIN 201.
Usually offered: Annually, fall semester.
Semester credits: 2.

CHIN 252 Chinese Conversation
Content: Vocabulary and idioms in spoken Chinese. Improving pronunciation and correcting grammar to increase students' mastery of spoken Chinese, encouraging self-confidence in using the language, and enabling students to function in a Chinese environment. May be taken twice for credit. Credit-no credit.
Prerequisites: CHIN 201.
Usually offered: Annually, spring semester.
Semester credits: 2.

CHIN 290 Topics in Chinese Literature in Translation
Content: English translations focusing on literary genre (poetry, prose, fiction, drama), period (ancient, medieval, modern, contemporary), and/or theme (mythology, the supernatural, Taoist writings, secular rituals, race and gender). Lectures, discussions, student essays, and background readings on literary, cultural, historical, philosophical, religious, and social background of works studied. Topics vary from year to year. The CHIN 290 and CHIN 291 options may not be taken simultaneously. Taught in English; no background in Chinese language or literature required. With consent of instructor, may be taken twice for credit.
Prerequisites: None. CHIN 230 or CHIN 231 recommended.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

CHIN 291 Topics in Chinese Literature in Translation
Content: Intended for Asian Studies majors who need a methodology course in preparation for a thesis on Chinese literature. Successful completion of the course satisfies the methodology requirement for Asian Studies. Students enrolled in CHIN 291 will complete all work assigned for CHIN 290 and, in addition, will complete extra readings and assignments on the theories and methodologies for literary and cultural analysis. Must be taken prior to enrolling in EAS 400. CHIN 290 and CHIN 291 cannot be taken simultaneously. CHIN 291 cannot be repeated for credit. Taught in English. Student must have a declared Asian Studies major to register for this course.
Prerequisites: None. CHIN 230 or CHIN 231 recommended.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

CHIN 299 Chinese Independent Study
Content: Independent study of language, literature, or culture. Students design the course-including title, content, means of evaluation, and amount of academic credit-in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

CHIN 310 Readings and Composition in Chinese
Content: Oral expression, listening comprehension, reading, and writing. Expository and creative writing, syntax, idiomatic usage emphasized to promote fluency. Review and consolidation of grammar and Chinese characters from previous years, expansion of structural and idiomatic command. Increased use of Chinese dictionaries. Reading and writing in both regular and simplified characters. Short oral presentations, compositions, other exercises to build toward mastery of speaking, reading, writing. Short prose works, fiction, drama, poetry, print and video media. With consent of instructor, may be taken twice for credit.
Prerequisites: CHIN 202.
Usually offered: Annually, fall semester.
Semester credits: 4.

CHIN 320 Advanced Readings in Chinese
Content: Advanced language study based on readings and films about China on topics of cultural interest such as modes of thought, history, contemporary culture, current social issues. Substantial expansion of ability to read characters while maintaining written command through frequent writing exercises. Reading and writing in both regular and simplified characters. Topics vary from year to year. With consent of instructor, may be taken twice for credit.
Prerequisites: CHIN 202. CHIN 310 recommended.
Usually offered: Annually, spring semester.
Semester credits: 4.
CHIN 410 Advanced Readings in Chinese: Society and Culture
Content: A continuation of advanced language study focusing on unedited Chinese texts and the tools necessary for understanding them. Readings from a variety of genres, including belles lettres, academic essays, newspapers. Includes an introduction to library and online resources commonly used for the study of Chinese texts. Students write critical essays on their readings. Content varies from year to year. With consent of instructor, may be taken twice for credit.
Prerequisites: CHIN 320.
Usually offered: Annually, fall semester.
Semester credits: 4.

CHIN 444 Chinese Practicum
Content: Advanced Chinese language students lead beginning and intermediate students in conversation groups and in discussions of Chinese culture. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

CHIN 490 Chinese Honors Thesis
Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.
Prerequisites: None.
Restrictions: Senior standing and consent of instructor and department required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

CHIN 499 Chinese Independent Study
Content: Independent study of language, literature, or culture. Students design the course - including title, content, means of evaluation, and amount of academic credit - in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 1-4.

French Courses
FREN 101 Beginning French I
Content: Introduction to basic vocabulary and structural patterns of the French language. Emphasis on developing speaking and writing skills. Practical conversations dealing with all aspects of traditional French and Francophone culture.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

FREN 102 Beginning French II
Content: Continued study of the basic vocabulary and structural patterns of the French language. Further development of oral skills, with increased emphasis on writing practice. Practical conversations dealing with all aspects of traditional French and Francophone culture.
Prerequisites: FREN 101 or placement exam.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

FREN 201 Intermediate French I
Content: Strengthening language skill foundation. Solid grammar review and vocabulary expansion. Emphasis on oral and written proficiency. Short compositions and group presentations based on selected literary and cultural readings, as well as audio and video materials.
Prerequisites: FREN 102 or placement exam.
Usually offered: Annually, fall semester.
Semester credits: 4.

FREN 202 Intermediate French II: Reading in Cultural Context
Content: Builds reading, writing, and speaking skills while broadening cultural background through a wide variety of texts and multimedia materials in French. Emphasis on gaining familiarity with the texts and contexts of French and Francophone culture while improving mastery of spoken and written French.
Prerequisites: FREN 201 or placement exam.
Usually offered: Annually, spring semester.
Semester credits: 4.

FREN 230 French Literature in Translation
Content: Translations of selected outstanding works of French and Francophone literature including novels, short stories, plays, and poetry. Lectures, discussions, student essays, supplementary readings on literary, cultural, historical, philosophical, religious, and social background of works studied. Taught in English; no background in French or French literature required. May be taken twice for credit with change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

FREN 244 French Practicum
Content: Possible practica include the following: 1) Independent work dealing with a French/Francophone project under faculty supervision. 2) Advanced students leading beginning French discussion groups. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

FREN 261 Conversational French
Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. May be taken twice for credit. Credit-no credit.
Prerequisites: FREN 202.
Usually offered: Annually, fall semester.
Semester credits: 2.

FREN 262 Conversational French
Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. May be taken twice for credit. Credit-no credit.
Prerequisites: FREN 202.
Usually offered: Annually, spring semester.
Semester credits: 2.

FREN 299 French Independent Study
Content: Independent study of language, literature, or culture. Students design the course - including title, content, means of evaluation, and amount of academic credit - in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
**FREN 301 French Composition and Conversation**
Content: Oral expression, idiomatic usage, and creative writing with advanced grammar review. Readings, discussions, and compositions based on selections from French culture and literature. Emphasis on developing proficiency in spoken and written French. Group discussions, individual projects, midterm, final.
Prerequisites: FREN 202 or placement exam.
Usually offered: Annually, fall semester.
Semester credits: 4.

**FREN 321 Introduction to French Literary Studies**
Content: Advanced study of French syntax and stylistics based on readings from contemporary French and Francophone literature and culture. Expository and creative oral and written expression; conceptualization in the language and introduction to techniques of literary analysis (explication de texte). Group discussions, individual projects, midterm, final.
Prerequisites: FREN 301.
Usually offered: Annually, spring semester.
Semester credits: 4.

**FREN 330 Francophone Literature**
Content: Major works by Francophone writers outside of France (Africa, Canada, Caribbean). Focus on sociocultural issues as expressed in literature. Class discussion, short papers, oral presentations, midterm, final.
Prerequisites: FREN 321 or equivalent.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

**FREN 340 French Literature and Society**
Content: In-depth study of representative works of French poetry, short fiction, or drama from a particular historical period. Focus on a specific genre and/or theme. An examination of how literature provides aesthetic responses to political and sociocultural issues through innovative strategies of narration and interconnections between literature and the arts. Class discussion, oral presentations, short response papers, research paper. May be repeated once for credit, with change of topic.
Prerequisites: FREN 321 or equivalent.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

**FREN 345 Topics in French and Francophone Literature**
Content: Special topic pertaining to prominent issues of French and/or Francophone literature. Topic will vary and may include the study of a genre, literary movement, historical period, or theme. Possible topics include medieval romance, the lives of saints, the Renaissance, epistolary theatre, gender studies, traditional oral literature, existentialism, film studies. Linguistic and literary proficiency practiced through extensive oral and written work. May be taken twice for credit with change of topic.
Prerequisites: FREN 321 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 4.

**FREN 341 Major Periods in French Literature**
Content: Major trends in French literature from the Middle Ages to the 20th century. Emphasis on stylistics and fine points of idiomatic usage. Further development of techniques of literary analysis. Class discussion, oral presentations, short papers, research paper.
Prerequisites: FREN 321.
Restrictions: Senior standing required.
Usually offered: Annually, fall semester.
Semester credits: 4.

**FREN 404 French Practicum**
Content: Possible practica include the following: 1) Independent research dealing with a French/Francophone project under faculty supervision. 2) Participation in a theatre workshop that culminates in mounting a French play for the campus community. 3) Internship at a local French-immersion school. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

**FREN 450 Special Topics**
Content: Special topics or issues of French/Francophone literature and culture. Emphasis on stylistics, fine points of idiomatic usage and academic writing. Extensive oral and written work culminating in a research paper written and presented in French.
Prerequisites: FREN 321.
Restrictions: Senior standing required.
Usually offered: Annually, spring semester.
Semester credits: 4.

**FREN 490 French Honors Thesis**
Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.
Prerequisites: None.
Restrictions: Senior standing, consent of instructor and department required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

**FREN 499 French Independent Study**
Content: Independent study of language, literature, or culture. Students design the course - including title, content, means of evaluation, and amount of academic credit - in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

**German Courses**

**GERM 101 Beginning German I**
Content: Fundamentals of German language and culture through speaking, listening, reading, writing. Basic vocabulary and grammatical structures of German practiced orally and in writing. Large- and small-group activities. Interactive computer exercises for individual student practice. Oral projects. Web-based activities.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

**GERM 102 Beginning German II**
Content: Continued study of German language and culture through speaking, listening, reading, writing. Basic vocabulary and grammatical structures of German practiced orally and in writing. Large- and small-group activities. Viewing and discussion of short films to develop conversational skills and understanding of German culture. Interactive computer exercises for individual student practice. Oral projects. Web-based activities.
Prerequisites: GERM 101 or placement exam.
Usually offered: Annually, spring semester.
Semester credits: 4.
GERM 201 Intermediate German I
Content: Strengthening of language skills and solid grammar review. Reading of short prose to develop reading skills and expand vocabulary. Viewing and discussion of films to improve listening comprehension and speaking ability and to increase cultural understanding. Compositions based on the films provide grammar and vocabulary practice.
Prerequisites: GERM 102 or placement exam.
Usually offered: Annually, fall semester.
Semester credits: 4.

GERM 202 Intermediate German II
Content: Continued strengthening of language skills and solid grammar review. Reading of short prose to develop reading skills and expand vocabulary. Viewing and discussion of films to improve listening comprehension and speaking ability and to increase cultural understanding. Compositions based on the films provide grammar and vocabulary practice.
Prerequisites: GERM 201 or placement exam.
Usually offered: Annually, spring semester.
Semester credits: 4.

GERM 230 German Literature in Translation
Content: Introduction to major writers and texts of German literature. Topics vary from year to year and have included Femininities and Masculinities in German Literature, Deconstructing the German Fairy Tale, Topics of Migration and Integration in Contemporary German Culture, and German Film. Taught in English: No background in German language or literature required. May be taken twice for credit with change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

GERM 244 German Practicum
Content: Advanced language students lead beginning German students in weekly discussions of German instructional films. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GERM 251 German Conversation
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. May be taken twice for credit. Credit-no credit.
Prerequisites: GERM 201.
Usually offered: Annually, fall semester.
Semester credits: 2.

GERM 252 German Conversation
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. May be taken twice for credit. Credit-no credit.
Prerequisites: GERM 201.
Usually offered: Annually, spring semester.
Semester credits: 2.

GERM 259 German Independent Study
Content: Independent study of language, literature, or culture. Students design the course-including title, content, means of evaluation, and amount of academic credit-in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GERM 301 German Composition and Conversation
Content: Oral expression and creative and expository writing with grammar review and practice of new grammatical material and idiomatic usage. Readings, discussions, and compositions based on selections from German literature and culture. Emphasis on developing proficiency in spoken and written German with correct syntax and style.
Prerequisites: GERM 202 or placement exam.
Usually offered: Annually, fall semester.
Semester credits: 4.

GERM 321 Introduction to Literary Studies
Content: Expository and creative writing with compositions, critical readings, and discussions based on selections from 20th-century German literature and culture. Advanced grammar, stylistics, and idiomatic usage studied in the context of reading and writing. Proficiency-based oral presentations, compositions, exams, projects.
Prerequisites: GERM 301.
Usually offered: Annually, spring semester.
Semester credits: 4.

GERM 350 Topics in German Literature and Culture
Content: Exploration of prominent issues in the literature and culture of German-speaking countries. Topics will vary and may include the study of a genre, literary movement, historical period, or theme: fairy tale, film, Romanticism, literature of the 21st century, Austrian and Swiss literature and culture, and Migrantenliteratur. Focus on linguistic, literary, and cultural proficiency through extensive oral and written work and final examination.
Prerequisites: GERM 321 or equivalent.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

GERM 410 Major Periods in German Literature From the Beginning to Enlightenment
Content: Introduction to the literature and culture of the early Middle Ages, the courtly period of the 12th century, the later Middle Ages, the Reformation, and the baroque period. Close reading of texts and development of writing and speaking proficiency, culminating in a research paper written and presented in German.
Prerequisites: GERM 321.
Usually offered: Annually, fall semester.
Semester credits: 4.
GERM 411 Major Periods of German Literature From the Enlightenment to the Present
Content: The major literary periods of German literature from the Enlightenment to the present through theatre. Students read and discuss plays by writers such as Lessing, Goethe, Schiller, and Brecht in their social and literary contexts, and then see the plays performed onstage. Close reading of texts and development of writing and speaking proficiency, culminating in a critique of a play. Offered on Munich overseas program.
Prerequisites: GERM 202 or equivalent.
Restrictions: Sophomore standing and acceptance into Munich overseas program.
Usually offered: Annually, spring semester.
Semester credits: 4.

GERM 422 German Culture and Civilization (Landeskunde)
Content: German history, society, arts, and politics, with particular emphasis on the process and consequences of German unification and Germany's role in the European Union. Students also learn about Munich, a major German city and the capital of Bavaria, by performing interviews in schools, political institutions, arts organizations, and social-service agencies. Oral and written reports. Offered on Munich overseas program.
Prerequisites: GERM 202 or equivalent.
Restrictions: Sophomore standing and acceptance into Munich overseas program.
Usually offered: Annually, fall semester.
Semester credits: 4.

GERM 444 German Practicum
Content: Advanced language students lead intermediate German students in weekly discussions of German instructional films. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GERM 450 Special Topics In German
Content: Special topics pertaining to prominent issues of German literature and culture. Explores primary texts in the context of current critical discourses. Topic varies. Recent topics include Modernism and the City: Vienna, Paris, Berlin. Proficiency practiced through extensive oral and written work culminating in a research paper written and formally presented in German. May be taken twice for credit with change of topic.
Prerequisites: GERM 321.
Usually offered: Annually, spring semester.
Semester credits: 4.

GERM 490 German Honors Thesis
Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.
Prerequisites: None.
Restrictions: Senior standing, consent of instructor and department required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

GERM 499 German Independent Study
Content: Independent study of the language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Greek Courses
GRK 101 Classical Greek I
Content: Beginning Classical Greek. Emphasis on basic vocabulary and grammar necessary to read Classical texts and writings from the Hellenistic period. Conversational and modern Greek not covered. May be used toward the foreign languages requirement.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

GRK 102 Classical Greek II
Content: Beginning Classical Greek. Emphasis on basic vocabulary and grammar necessary to read Classical texts and writings from the Hellenistic period. Conversational and modern Greek not covered. May be used toward the foreign languages requirement.
Prerequisites: GRK 101 or placement exam.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

GRK 201 Readings in Hellenistic and Classical Greek
Content: Readings in the religious and secular literature of the Hellenistic and Classical periods. May be used to fulfill the foreign language requirement.
Prerequisites: GRK 102.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

GRK 202 Advanced Readings in Classical Greek
Content: Advanced readings in the religious and secular literature of the Classical periods.
Prerequisites: Greek 201.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

GRK 203 Greek Language and Literature
Content: Independent study of language and literature. Focus on reading and translating relevant ancient texts. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

GRK 299 Greek Independent Study
Content: Independent study of language and literature. Focus on reading and translating relevant ancient texts. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
Japanese Courses

JAPN 101 Beginning Japanese I
Content: Introduction to and development of basic language skills with emphasis on overall communication proficiency. Vocabulary, sentence structure, aural comprehension. Ability to function in everyday-life situations in Japan. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: None.
Usually offered: Annually, fall semester.
Semester credits: 4.

JAPN 102 Beginning Japanese II
Content: Continued introduction to and development of basic language skills with emphasis on overall communication proficiency. Vocabulary, sentence structure, aural comprehension. Ability to function in everyday-life situations in Japan. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: JAPN 101 or placement exam.
Usually offered: Annually, spring semester.
Semester credits: 4.

JAPN 201 Intermediate Japanese I
Content: Continuing work on basic language skills. Oral and written exercises, mastery of more complex sentence structures, expanding vocabulary. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: JAPN 102 or equivalent.
Usually offered: Annually, fall semester.
Semester credits: 4.

JAPN 202 Intermediate Japanese II
Content: Continuing work on basic language skills. Oral and written exercises, mastery of more complex sentence structures, expanding vocabulary. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: JAPN 201 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 4.

JAPN 203 Intermediate Japanese III
Content: Continuing work on basic language skills. Oral and written exercises, mastery of more complex sentence structures, expanding vocabulary. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: JAPN 202 or equivalent.
Usually offered: Annually, fall semester.
Semester credits: 4.

JAPN 204 Intermediate Japanese IV
Content: Continuing work on basic language skills. Oral and written exercises, mastery of more complex sentence structures, expanding vocabulary. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: JAPN 203 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 4.

JAPN 205 Advanced Japanese I
Content: Review of basic language skills with emphasis on more complex sentence structures, expanding vocabulary, and improving pronunciation. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: JAPN 204 or equivalent.
Usually offered: Annually, fall semester.
Semester credits: 4.

JAPN 206 Advanced Japanese II
Content: Advanced language skills with emphasis on more complex sentence structures, expanding vocabulary, and improving pronunciation. Contemporary Japanese culture introduced in context of language learning.
Prerequisites: JAPN 205 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 4.

JAPN 250 Intermediate Japanese Literature in Translation
Content: Themes central to Japanese literature. English translations of fiction from all periods, from Heian court texts to postmodern novels. Lectures, discussions, student essays, and supplementary background readings on broader social, cultural, and historical contexts of Japanese literature. The JAPN 230 and JAPN 231 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required. May be taken twice for credit with a change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

JAPN 230 Introduction to Japanese Literature in Translation
Content: Themes central to Japanese literature. English translations of fiction from all periods, from Heian court texts to postmodern novels. Lectures, discussions, student essays, and supplementary background readings on broader social, cultural, and historical contexts of Japanese literature. The JAPN 230 and JAPN 231 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required. May be taken twice for credit with a change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

JAPN 231 Introduction to Japanese Literature in Translation
Content: Themes central to Japanese literature. English translations of fiction from all periods, from Heian court texts to postmodern novels. Lectures, discussions, student essays, and supplementary background readings on broader social, cultural, and historical contexts of Japanese literature. The JAPN 230 and JAPN 231 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required. May be taken twice for credit with a change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

JAPN 240 Japanese Conversation
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. May be taken twice for credit. Credit-no credit.
Prerequisites: JAPN 201.
Usually offered: Annually, fall semester.
Semester credits: 2.

JAPN 241 Japanese Conversation
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. May be taken twice for credit. Credit-no credit.
Prerequisites: JAPN 201.
Usually offered: Annually, spring semester.
Semester credits: 2.

JAPN 244 Japanese Practicum
Content: Practicum to be determined in consultation with faculty member. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

JAPN 251 Japanese Conversation
Content: Themes central to Japanese literature. English translations of fiction from all periods, from Heian court texts to postmodern novels. Lectures, discussions, student essays, and supplementary background readings on broader social, cultural, and historical contexts of Japanese literature. The JAPN 230 and JAPN 231 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required. May be taken twice for credit with a change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

JAPN 252 Japanese Conversation
Content: Themes central to Japanese literature. English translations of fiction from all periods, from Heian court texts to postmodern novels. Lectures, discussions, student essays, and supplementary background readings on broader social, cultural, and historical contexts of Japanese literature. The JAPN 230 and JAPN 231 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required. May be taken twice for credit with a change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

GRK 200 Greek: Polis and Poleis
Content: Introduction to the study of ancient Greece. Focus on the political, social, and cultural aspects of Greek life. Emphasis on the interplay between polis and poleis in the ancient world.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

GRK 499 Greek Independent Study
Content: Independent study of language and literature. Focus on reading, translating, and commenting on relevant ancient texts. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
JAPN 290 Topics in Japanese Literature in Translation
Content: English translations focusing on literary genre (poetry, prose, fiction, drama), period (medieval, premodern, modern, contemporary), and/or theme (aesthetics, storytelling, nature, community, power, gender, sexuality). Lectures, discussions, student essays, and background readings on literary, cultural, historical, philosophical, religious, social background of works studied. Topics vary from year to year. The JAPN 290 and JAPN 291 options cannot be taken simultaneously. Taught in English; no background in Japanese language or literature required. With consent of instructor, may be taken twice for credit.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

JAPN 291 Topics in Japanese Literature in Translation
Content: Intended for East Asian studies majors with a concentration in fine arts, literature, and languages. Satisfies the methodology requirement. Students enrolled in JAPN 291 complete all work assigned for JAPN 290, as well as extra readings and assignments on the theories and methodologies for literary and cultural analysis. Must be taken prior to enrolling in EAS 400. JAPN 290 and JAPN 291 cannot be taken simultaneously. JAPN 291 cannot be repeated for credit. Taught in English.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

JAPN 299 Japanese Independent Study
Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

JAPN 310 Readings and Composition in Japanese
Content: Oral expression, listening comprehension, reading, writing. Expository and creative writing, syntax, idiomatic usage emphasized to promote fluency. Review and consolidation of grammar and vocabulary learned in previous years, expansion of structural and idiomatic command. Readings in increasingly natural Japanese, including contemporary short stories and current newspaper and magazine articles. Short oral presentations, compositions, other exercises to build general language proficiency. With consent of instructor, may be taken twice for credit.
Prerequisites: JAPN 202.
Usually offered: Annually, fall semester.
Semester credits: 4.

JAPN 320 Readings and Composition in Japanese II
Content: Continued language study based on readings that address topics of cultural interest such as education, work, family, moral and intellectual values, history, popular culture, and current social issues. Emphasis on improving students’ ability to read and write Japanese. Content varies from year to year. With consent of instructor, may be taken twice for credit.
Prerequisites: JAPN 202. JAPN 310 recommended.
Usually offered: Annually, spring semester.
Semester credits: 4.

JAPN 410 Advanced Readings in Japanese: Society and Culture
Content: Advanced readings in Japanese to familiarize students with a range of written styles. Emphasis on vocabulary, reading, writing, new kanji. Excerpts from contemporary works, including newspaper and magazine articles, short stories, literary essays, as well as works analyzing Japanese society, culture, customs. Expository and creative writing exercises. Topics vary from year to year. With consent of instructor, may be taken twice for credit.
Prerequisites: JAPN 320.
Usually offered: Annually, fall semester.
Semester credits: 4.

JAPN 420 Advanced Readings in Japanese: Fiction and Nonfiction
Content: Advanced readings in Japanese fiction and nonfiction to familiarize students with a range of literary styles. Excerpts from contemporary writers, which may include essays and short fiction from Kawabata, Murakami, Tanizaki, others. Emphasis on close reading, analytical writing, detailed discussion of the texts. Topics vary from year to year. With consent of instructor, may be taken twice for credit.
Prerequisites: JAPN 320 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 4.

JAPN 444 Japanese Practicum
Content: Advanced Japanese language students lead beginning and intermediate students in conversation groups and in discussions of Japanese culture, including instructional films. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

JAPN 490 Japanese Honors Thesis
Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.
Prerequisites: None.
Restrictions: Senior standing and consent of instructor and department required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

JAPN 499 Japanese Independent Study
Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Latin Courses
LATN 101 Beginning Latin I
Content: Emphasis on basic vocabulary and grammar necessary to read Latin texts of the Classical period.
Prerequisites: None.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.
LATN 102 Beginning Latin II
Content: Emphasis on basic vocabulary and grammar necessary to read Latin texts of the Classical period.
Prerequisites: LATN 101 or placement exam.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

LATN 201 Intermediate Latin I
Content: Continued work on expanding basic vocabulary and understanding of grammar covered in LATN 101, LATN 102. Emphasis on reading Latin texts of the Classical period. May be used toward the foreign language requirement.
Prerequisites: LATN 102 or equivalent.
Usually offered: Alternate Years, fall semester.
Semester credits: 4.

LATN 202 Advanced Readings in Latin
Content: Readings in Advanced Latin. Emphasis on reading Latin texts of the Classical period. May be repeated once with a change of topic. (See Registrar's Office for assistance with registering for a second iteration.)
Prerequisites: LATN 201.
Usually offered: Alternate Years, spring semester.
Semester credits: 4.

LATN 299 Latin Independent Study
Content: Independent study of language and literature. Focus on reading and translating relevant ancient texts. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

LATN 499 Latin Independent Study
Content: Independent research dealing with the language and literature of the Latin speaking world. Students focus on reading, translating, and commenting on relevant ancient texts. They design the course in consultation with a faculty member as to title, content, means of evaluation, and amount of academic credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RUSS 102 Beginning Russian II
Content: Fundamentals of Russian language through speaking, listening, reading, writing. Basic vocabulary and grammatical structures practiced orally and in writing. Correct pronunciation and usage in practical conversation and simple composition. Aspects of traditional and contemporary Russian culture and life.
Prerequisites: RUSS 101 or placement.
Usually offered: Annually, spring semester.
Semester credits: 4.

RUSS 201 Intermediate Russian I
Content: Active language skills and review and continuation of grammar. Short stories read and discussed. Writing of compositions using new vocabulary and structure. Traditional and contemporary Russian culture.
Prerequisites: RUSS 102 or placement exam.
Usually offered: Annually, fall semester.
Semester credits: 4.

RUSS 202 Intermediate Russian II
Content: Active language skills and review and continuation of grammar. Reading of short stories for class discussion and compositions to implement new vocabulary and structure. Traditional and contemporary Russian culture introduced in context of language learning.
Prerequisites: RUSS 201.
Usually offered: Annually, spring semester.
Semester credits: 4.

RUSS 230 Introduction to Russian Literature in Translation
Content: Introduction to themes central to Russian literature. English translations of literary works of various genres and from different periods. Lectures, discussions, student reader journals, essays, and term paper. Taught in English; no background in Russian language or literature required. May be taken twice for credit with a change of topic.
Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RUSS 244 Russian Practicum
Content: Advanced Russian students lead beginning Russian students in weekly discussion groups. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RUSS 251 Russian Conversation
Content: Practice in spoken Russian on selected topics. Development of speaking and listening proficiency by expanding vocabulary and building conversational skill through such activities as discussions, short presentations, interactive games, and skits. May be taken twice for credit. Credit-no credit.
Prerequisites: RUSS 201.
Usually offered: Annually, fall semester.
Semester credits: 2.

RUSS 252 Russian Conversation
Content: Practice in spoken Russian on selected topics. Improving proficiency by expanding vocabulary and employing idioms and correct grammar. Topics based on current events and student interest. May be taken twice for credit. Credit-no Credit.
Prerequisites: RUSS 201.
Usually offered: Annually, spring semester.
Semester credits: 2.
RUSS 290 Topics in Russian Literature and Culture in Translation
Content: Major aspects or periods of Russian literature and culture. Topics vary from year to year. Taught in English: No background in Russian language or literature required. Previous topics include twentieth-century literature and film, fairy tales, women in literature and culture, contemporary society and culture, Russian laughter in literature and film. With consent of instructor, may be taken twice for credit. Prerequisites: None.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

RUSS 299 Russian Independent Study
Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit. Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RUSS 330 Readings and Conversation in Russian
Content: Development of reading and speaking skills at the postintermediate level. Introduction to the language of the Russian press. Learning reading techniques and strategies, expanding vocabulary, and improving ability to discuss social and cultural issues of contemporary society. Topics may include education, the arts, religion, crime, economy, ecology, gender roles, other social issues. May be taken twice for credit with change of topic. Prerequisites: RUSS 202 or equivalent.
Usually offered: Annually, fall semester.
Semester credits: 4.

RUSS 351 Russian Composition and Conversation
Content: Development of oral and written communication skills through readings, video viewing, discussions, and compositions based on materials selected from Russian literature, culture, and cinema. Topics vary from year to year. Previous topics include contemporary Russian cinema, life in modern Russia, and Russian youth culture. Emphasis is on developing proficiency in spoken and written Russian with correct grammar, syntax, and style. May be taken twice for credit with change of topic. Prerequisites: RUSS 202 or equivalent.
Usually offered: Annually, spring semester.
Semester credits: 4.

RUSS 420 Advanced Readings in Russian: Fiction and Nonfiction
Content: Advanced readings in Russian fiction and nonfiction to familiarize students with a range of literary and journalistic styles. Readings include short works by Russian authors and material from the contemporary mass media on Russian society and culture. Expansion of vocabulary and work on style and syntax in expository, critical, and creative writing exercises. Applied use of library and Russian Internet resources for research and translation projects. Content varies from year to year. May be taken twice for credit. Prerequisites: RUSS 351.
Usually offered: Annually, spring semester.
Semester credits: 4.

RUSS 444 Russian Practicum
Content: Independent work under faculty supervision on a project dealing with the Russian community. Advanced Russian language students may also lead beginning and intermediate students in discussions of Russian culture. Credit-no credit. May be repeated for credit. Prerequisites: None.
Restrictions: Consent of instructor and sophomore standing required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

RUSS 490 Russian Honors Thesis
Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit. Prerequisites: None.
Restrictions: Senior standing and instructor and department consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

RUSS 499 Russian Independent Study
Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit. Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

Spanish Courses
The Spanish Placement Exam is offered online at go.lclark.edu/spanish. During the summer, students may take the exam online, and during the academic year it may be taken as a proctored exam in the ILC on campus. The results of the Spanish Placement Exam are valid for one year. Questions about this process may be addressed to spt@lclark.edu.

SPAN 101 Beginning Spanish I
Content: Basic vocabulary and structural patterns of Spanish. Present, past, and future tenses. Aspects of Hispanic culture. Practice in using the language: oral comprehension and development of skills in speaking, reading, and writing Spanish. Interactive learning center for individual student practice. Prerequisites: None.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SPAN 102 Beginning Spanish II
Content: Continued study of basic vocabulary and structural patterns of Spanish. Present, past, and future tenses. Aspects of Hispanic culture. Practice in using the language: oral comprehension and development of skills in speaking, reading, and writing Spanish. Interactive learning center for individual student practice. Prerequisites: SPAN 101 or placement exam.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.
SPAN 201 Intermediate Spanish I
Content: Study of grammar, vocabulary, culture, and civilization. All verb tenses and moods, including the subjunctive. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.
Prerequisites: SPAN 102 or placement exam.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SPAN 202 Intermediate Spanish II
Content: Continued study of grammar, vocabulary, culture, and civilization. All verb tenses and moods. Drills and activities to develop conversational skills. Short compositions and group presentations based on selected cultural readings. Interactive learning center for student practice.
Prerequisites: SPAN 201 or equivalent, or placement exam.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SPAN 230 Hispanic Literature in Translation
Content: Major works of Latin American and Spanish literature. Topics vary from year to year. Taught in English; no background in Spanish language or Hispanic literature required. May be taken twice for credit with change of topic.
Prerequisites: None.
Usually offered: Annually, spring semester.
Semester credits: 2.

SPAN 251 Intermediate Conversational Spanish
Content: Development of speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. May be taken twice for credit. Credit-no credit.
Prerequisites: SPAN 201.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SPAN 256 Cultural Production of the Spanish-Speaking World
Content: Multidisciplinary approach to the cultural production of the Spanish-speaking world. Different members of the Spanish faculty will contribute according to their area of expertise, bringing together elements from Latin America, Spain, and the U.S. Students will approach these cultures through music, art, film, current events, and social justice.
Prerequisites: None.
Restrictions: Sophomore standing required.
Usually offered: Alternate Years, fall and spring semester.
Semester credits: 4.

SPAN 299 Spanish Independent Study
Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

SPAN 301 Spanish Composition and Conversation
Content: Oral expression, idiomatic usage, creative and expository writing with advanced grammar review. Readings, discussions, and compositions based on selections from Hispanic culture and literature, magazines, videos, materials from the internet. Emphasis on developing proficiency in spoken and written Spanish. Students may not receive credit for both SPAN 301 and 301H.
Prerequisites: SPAN 202 or equivalent, or placement exam.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SPAN 301H Spanish Composition and Conversation for Heritage Speakers
Content: Intended primarily for Hispanic bilingual students, born or educated in the United States, who speak Spanish at home and want to improve their formal knowledge of the language, including written form. Lecture-style teaching with communicative group work and forum-style discussions; focus on a topic as prescribed by the course calendar. Exposure to different types of media in order to exemplify and contextualize different aspects of the Hispanic culture and language. Students may not receive credit for both SPAN 301 and 301H. Students who meet the requirements for SPAN 301 (202 or placement) and consider themselves heritage speakers may enroll directly in the course.
Prerequisites: SPAN 202.
Restrictions: Heritage background.
Usually offered: Annually, fall, spring, and summer.
Semester credits: 4.

SPAN 312 Introduction to Literary Studies
Content: Literary analysis and compositions based on selected readings from Spanish and Latin American literature. Advanced work in composition and explication of literary texts.
Prerequisites: SPAN 301 or equivalent.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SPAN 351 Advanced Conversational Spanish
Content: Development of advanced speaking and listening skills. Topics of conversation and sources of new vocabulary, idiomatic expressions from multimedia materials. SPAN 351 may be taken twice for credit. Credit-no credit.
Prerequisites: SPAN 301 or SPAN 251.
Usually offered: Annually, fall and spring semester.
Semester credits: 2.

SPAN 360 Latin America and Spain: Pre-Columbian to Baroque
Content: Introduction to major trends in Latin American and Spanish literature from their beginnings to the Baroque period. Selected works from Latin America and Spain read in the context of cultural and historical events.
Prerequisites: SPAN 321.
Usually offered: Annually, fall semester.
Semester credits: 4.

SPAN 370 Latin America and Spain: Enlightenment to the Present
Content: Introduction to major trends in Latin American and Spanish literature from the Enlightenment period to the present day. Selected works from Latin America and Spain read in the context of cultural and historical events.
Prerequisites: SPAN 321.
Usually offered: Annually, spring semester.
Semester credits: 4.
SPAN 440 Topics in Hispanic Literatures
Content: Study of a genre, a literary movement, or a topic in Hispanic literatures (Peninsular and/or Latin American, or U.S. Latino). Extensive oral and written work culminating in a research paper written in Spanish. May be taken twice for credit with a change of topic.
Prerequisites: SPAN 360 or SPAN 370.
Restrictions: Junior standing.
Usually offered: Annually, fall semester.
Semester credits: 4.

SPAN 444 Spanish Practicum
Content: Independent work under faculty supervision on a project dealing with the Hispanic community. Details of content, evaluation, title, and academic credit determined by student in consultation with faculty member. Credit-no credit. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.

SPAN 446 Special Topics in Hispanic Literatures and Cultures
Content: Study of a genre, an author, a literary movement, or a topic in Hispanic literatures and cultures (Peninsular and/or Latin American, or U.S. Latino). Extensive oral and written work culminating in a research paper written in Spanish. May be taken twice for credit with change of topic.
Prerequisites: SPAN 360 or SPAN 370.
Restrictions: Junior standing.
Usually offered: Annually, fall semester.
Semester credits: 4.

SPAN 450 Special Topics in Spanish
Content: Special topics or issues of Hispanic literature and culture. Extensive oral and written work culminating in a research paper written in Spanish. May be taken twice for credit with change of topic.
Prerequisites: SPAN 360 or SPAN 370.
Restrictions: Junior standing.
Usually offered: Annually, spring semester.
Semester credits: 4.

SPAN 490 Spanish Honors Thesis
Content: Independent research project suitable for granting departmental honors. Details determined by student in conference with supervising faculty member. Credit-no credit.
Prerequisites: None.
Restrictions: Senior standing and consent of instructor and department required.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

SPAN 499 Spanish Independent Study
Content: Independent study of language, literature, or culture. Students design the course—including title, content, means of evaluation, and amount of academic credit—in consultation with faculty member. May be repeated for credit.
Prerequisites: None.
Restrictions: Sophomore standing and consent required.
Usually offered: Annually, fall and spring semester.
Semester credits: 1-4.
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 NACAC’s Code of Ethics and Professional Practices.

Application Options
Students apply online via the Common Application (http://commonapp.org). Lists of required application materials and further instructions are available at the Office of Admissions (http://go.lclark.edu/apply).

Fall Semester Admission Calendar
First-Year Applicants

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Application materials available.</td>
</tr>
<tr>
<td>November 1</td>
<td>Early Decision (binding) application deadline.</td>
</tr>
<tr>
<td>November 1</td>
<td>Early Action (nonbinding) application deadline.</td>
</tr>
<tr>
<td>December 15</td>
<td>Early Decision notification.</td>
</tr>
<tr>
<td>January 1</td>
<td>Early Action notification.</td>
</tr>
<tr>
<td>January 15</td>
<td>Early Decision tuition deposit* deadline ($500).</td>
</tr>
<tr>
<td>January 15</td>
<td>Regular Decision application deadline.</td>
</tr>
<tr>
<td>April 1</td>
<td>Regular Decision notification.</td>
</tr>
<tr>
<td>May 1</td>
<td>Early Action and Regular Decision tuition deposit* deadline ($500).</td>
</tr>
</tbody>
</table>

Transfer Applicants

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Application materials available.</td>
</tr>
<tr>
<td>January 1</td>
<td>Admission decision and merit-based scholarship notification begins on a rolling basis, within three weeks of file completion.</td>
</tr>
<tr>
<td>June 1</td>
<td>Tuition deposit* deadline ($500)</td>
</tr>
</tbody>
</table>

Midyear Admission
First-year and transfer students may also be considered for January admission. Applicants are encouraged to apply as early in the fall as possible, but no later than November 1. The Common Application is available beginning August 1. Notification is made after September 1 on a rolling basis.

Advanced Standing
See Advanced Standing (p. 26).

Further Information
Visit lclark.edu or contact us at:
Office of Admissions (https://college.lclark.edu/offices/admissions)
Lewis & Clark
College of Arts and Sciences
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899
Phone: 800-444-4111 or 503-768-7040
Fax: 503-768-7055
admissions@lclark.edu

Previously Earned Bachelor’s Degree
Students who have earned a bachelor’s degree, whether from Lewis & Clark or another institution, may not apply for admission to the College of Arts and Sciences as degree-seeking candidates. Lewis & Clark awards the bachelor of arts degree only to students who have no prior baccalaureate degree. No second-degree or post-baccalaureate option is offered.

Summer Sessions
Students in good standing at other accredited U.S. colleges or universities may enroll in summer session (https://college.lclark.edu/programs/summer) courses without applying for admission to Lewis & Clark.

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 complete a high school curriculum that includes, at minimum, the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>History/social studies</td>
<td>3–4</td>
</tr>
<tr>
<td>Foreign language (same language preferred)</td>
<td>2–3 years</td>
</tr>
<tr>
<td>Laboratory science</td>
<td>3</td>
</tr>
<tr>
<td>Fine arts</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Students who have performed well in Advanced Placement, International Baccalaureate, or honors courses are given preference in the admission process. The admissions committee may consider applicants whose academic preparation is different from that described above if other aspects of their record indicate potential for success in Lewis & Clark’s academic program.

Home-schooled students are encouraged to apply via Lewis & Clark’s Test-Optional Portfolio Path to Admission and to contact the admissions office to discuss the best ways to present their academic preparation to the committee.

Further information about preparing for Lewis & Clark is available at the Office of Admissions (http://go.lclark.edu/apply/preparation).

Scholastic Assessment Test or American College Test Scores
With the exception of international students, students applying through Lewis & Clark’s Test-Optional Portfolio Path to Admission, and transfer students with at least 29 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 in time for receipt of scores prior to the appropriate application deadline. (http://go.lclark.edu/apply) Students may submit self-reported test scores in
order to complete their applications for admission. Entering students are required to submit verified test scores prior to enrolling in classes. ACT and SAT scores are considered verified if submitted directly from the testing agency or provided by the high school.

Specific instructions on providing test scores are available at the Office of Admissions (https://college.lclark.edu/offices/admissions/apply/policies).

Test-Optional Portfolio Path to Admission
Lewis & Clark has offered the Test-Optional Portfolio Path to Admission since 1991. Students who choose the Portfolio Path option still submit the Common Application and other required documents. In addition, Portfolio Path applicants submit two academic recommendations and an academic portfolio that demonstrates to the admissions committee depth and breadth of curriculum, as well as the student’s intellectual curiosity and preparation for college work. Test-Optional Portfolio Path applicants may choose whether or not to submit standardized test scores.

Specific instructions on completing the Test-Optional Portfolio Path to Admission are available at the Office of Admissions (http://go.lclark.edu/test-opt).

Transfer Admission
Transfer students—approximately 50 of whom enroll each year—bring a welcome maturity and diversity to Lewis & Clark and are an important part of the entering student group. Students are considered transfer applicants if they have completed 12 or more semester credits of college-level work after graduating from high school or earning the GED. They are admitted on the same selective basis as first-year students and are eligible for financial aid and campus housing. Transfer admission is selective, and applicants are expected to present an academic history that demonstrates success in coursework similar to that offered within Lewis & Clark’s own traditional liberal arts and sciences curriculum. Lewis & Clark encourages transfer applicants to visit the campus and schedule an interview with a transfer counselor.

All documents on the transfer application checklist (https://college.lclark.edu/offices/admissions/transfer/checklist) are required for a complete application for admission to Lewis & Clark.

Transfer Credit Policies
For transfer students to receive credit for work completed at other regionally accredited colleges and universities, their coursework must meet Lewis & Clark’s transfer credit policies (http://docs.lclark.edu/undergraduate/policies/procedures/transfercredit) as outlined in this catalog. Coursework is evaluated for transferability only on a course-by-course basis.

To be awarded a Lewis & Clark degree, transfer students must complete the graduation requirements (http://docs.lclark.edu/undergraduate/graduationrequirements/requirements) outlined in this catalog. This includes fulfilling 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 transfer credits may be applied to the degree.

Upon admission, transfer students receive a preliminary evaluation of transfer credit from the Office of Admissions. After Lewis & Clark receives a tuition deposit and before the transfer student enrolls, the Office of the Registrar (http://college.lclark.edu/offices/registrar) evaluates transcripts of all previous college work to officially determine credit that is transferable toward Lewis & Clark’s General Education requirements (p. 16). To determine whether courses completed elsewhere meet requirements for an academic major, students should consult the department chair or program director for that major.

International Student Admission
As part of its commitment to international education, Lewis & Clark seeks to bring to the campus academically qualified students from diverse areas of the world. International student applicants are expected to be graduates of academically oriented secondary schools and meet entrance standards equivalent to those of U.S. applicants. The International Student Admissions Committee follows, as a minimum standard, recommendations for "U.S. institutions with selective admissions requirements" published by NAFSA: Association of International Educators, the National Association for College Admission Counseling, and the American Association of Collegiate Registrars and Admissions Officers.

For complete information about international student admission, contact:
Office of International Students and Scholars (http://lclark.edu/offices/international)
Lewis & Clark
College of Arts and Sciences
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899
Phone: 503-768-7305
Fax: 503-768-7301
iso@lclark.edu

Special Student Program
A special student is a non-degree-seeking student who wishes to take a course, or courses, for academic credit at Lewis & Clark.

Course registration for special students is on a space-available basis. No Lewis & Clark financial aid is available.

For further information, contact the Office of Admissions (http://college.lclark.edu/offices/admissions) at admissions@lclark.edu.

Late Entry
Admitted students may choose to defer their enrollment at Lewis & Clark for up to one year. A nonrefundable tuition deposit is required from all students who intend to enroll at the college at the time of accepting the offer of admission. A second nonrefundable confirmation deposit is required during the deferral period. Both deposits are applied to the student’s account. Deposit deadlines are available at the Office of Admissions (https://college.lclark.edu/offices/admissions/apply/policies/late-entry). During the deferral period, a student may not attend another institution on a full-time basis. Full-time status is considered to be enrollment in 12 or more credits per term. No more than 11 credits per term and no more than 22 semester credits overall will be accepted as transfer credit. Students interested in late entry should contact the Office of Admissions for more information.

Campus Housing Requirement
Because of the residential nature of Lewis & Clark, all new students are required to live on campus for four semesters, usually in the first two years. Students are exempt from this policy if they are living with their parent(s) in the Portland area, are married, have a dependent, or are 21 years of age or older before the first semester of enrollment. Entering
transfer students with at least 61 semester credits of transferable college work are also exempt from the campus housing requirement.
SERVICES AND RESOURCES

Academic Services and Resources (p. 206)

Student Services, Resources, and Programs (p. 207)

Academic Services and Resources

Lewis & Clark is committed to the academic success of every student. One of the many benefits of our personal approach to education is that we provide numerous resources to support students both in and outside the classroom.

Academic Advising

The purpose of academic advising is to provide students with the information, guidance, and support they need to capitalize on Lewis & Clark College’s opportunities and services, succeed in their coursework, integrate curricular and cocurricular activities, graduate in a timely manner, and begin purposeful lives after graduation. Although students are ultimately responsible for their education and the completion of an academic program, advisors are a valuable resource for thriving in college.

Each Lewis & Clark student has access to two types of advisors: college advisors and faculty advisors. College advisors, located in Albany Quadrangle’s College Advising Center (http://college.lclark.edu/academics/support/advising), help students build and adapt academic plans, as well as understand and navigate college academic policies and resources. Students can consult college advisors throughout their time at Lewis & Clark in order to improve their study skills, time management, or other areas related to their academic success. New students are assigned a college advisor who can help with the transition to Lewis & Clark College and offer support for the successful pursuit of a liberal arts education.

Additionally, students work closely with faculty advisors throughout their courses of study. There are three types of faculty advisors: premajor, major, and minor. First-year students are assigned premajor faculty advisors on the basis of their stated academic interests and goals. These advisors help students plan a four-year program that will enable them to fulfill their degree requirements and obtain the necessary experience to prepare them for their future careers. This may include taking advantage of overseas and off-campus study, internships, and other cocurricular opportunities (http://docs.lclark.edu/undergraduate/cocurricularopp). When students declare their academic major (http://docs.lclark.edu/undergraduate/policies/procedures/majors/minors/#majorstext) (required for all students either before or upon completion of 45 credits), they choose a major advisor from their discipline to help them plan their course of study for the major and for completion of other graduation requirements. Major advisors also relay information about departmental events, graduation deadlines, and other postgraduation opportunities. Minors are optional and not all departments offer one. If a student declares a minor, he or she must select an advisor within that discipline or program to help plan the completion of the minor’s requirements.

Transfer students are assigned faculty advisors generally in the area of their major (often the department chair). Transfer students must submit official transcripts to Lewis & Clark’s College of Arts and Sciences Registrar’s Office (http://college.lclark.edu/offices/registrar) to determine which courses are transferable and whether they meet General Education requirements (http://docs.lclark.edu/undergraduate/graduationrequirements/generaleducation). Students who wish to use transfer credits to fulfill major or minor requirements must also obtain the approval of the department chair in that major or minor. Transfer students should work closely with the Registrar’s Office and the department chair to plan their academic program completely through to graduation.

All students are required to meet with their faculty advisors before registering for the following semester. They are encouraged to meet with faculty and college advisors at other times as well to discuss academic goals, questions, challenges, concerns, or victories.

Students are free to change college and faculty advisors at any time. This should be a thoughtful decision made with the consent of the new advisor. For more information and Change of Advisor and other forms, visit go.lclark.edu/college/advising.

Library

The Aubrey R. Watzek Library (http://library.lclark.edu) is located at the heart of the undergraduate campus (http://lclark.edu/visit/directions/maps/campus_overview) and offers attractive spaces for quiet study, group work, and access to technology. During the school year, the library is open 24 hours a day. The library houses a collection of over 320,000 print volumes and provides access to thousands of electronic books and journals as well as other digital resources. Users can discover books and journal articles using the Primo (http://primo.lclark.edu) search tool and through the many research tools provided via the library’s research guides (http://library.lclark.edu/research-guides/subject-guides).

Watzek Library offers specialized research consultations, a course-integrated program of information-literacy instruction, and a librarian liaison for each academic department and program of study. Special Collections and Archives (http://specialcollections.lclark.edu), the Visual Resources Center (http://library.lclark.edu/vrc), and Digital Initiatives (http://library.lclark.edu/digital-initiatives) are also part of the library and provide specialized research resources and opportunities for deep engagement with primary sources through student research, practicums, and student employment opportunities.

Student Support Services

The staff of Student Support Services provide services for students with physical, psychological, and learning disabilities, as well as advice for all students about academic strategies, time management, and study skills. The director of Student Support Services is responsible for ensuring that arrangements are made for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. Copies of the Student Disability Policy and Grievance Procedure are available from the Office of the Dean of the College of Arts and Sciences, the Student Support Services office, and Lewis & Clark’s website.

Symbolic and Quantitative Resource Center (SQRC)

As part of Lewis & Clark’s commitment to strengthening and advancing the quantitative skills of our student body, the Symbolic and Quantitative Resource Center offers free, informal drop-in peer tutoring for all courses with a quantitative component. Our staff of peer tutors includes talented and enthusiastic majors in mathematics, computer science, physics, chemistry, and economics, all of whom are referred by their professors for
having demonstrated a deep level of knowledge as well as a personable demeanor and ability to clearly explain concepts in multiple ways.

The SQRC is generally open Sunday through Friday, with both daytime and evening hours. Students of all levels and abilities are welcome to drop in at any time the center is open; no appointment is needed.

In addition to tutoring, students can come into the center to use a textbook, borrow a graphing calculator, work on homework, study for an exam, get assistance with data-analysis software, or utilize the various additional learning resources available.

Courses associated with symbolic and quantitative reasoning may be found throughout the curriculum. In addition, QR 101 Foundations of Quantitative Reasoning is offered to assist students in preparing for coursework required in many classes that satisfy the scientific and quantitative reasoning Category B general education requirement.

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 extensive use of technology in the workplace. Technology facilities on campus include specialized computing labs dedicated to the use of certain departments; special-purpose labs designed to support media, video, and 3D production and design; and general-purpose computing labs available to the entire community.

Lewis & Clark maintains an institution-wide network, including Wi-Fi for access to both the internet and an ever-growing array of academic and administrative services and applications. Students have access to computing labs with printing 24 hours a day in Watzek Library and Templeton Campus Center.

Information Technology staff are available to assist students in troubleshooting and learning how to use hardware, software, and peripheral devices; offer training resources such as tutorials and workshops; and provide access to a variety of network resources and online services.

In addition, 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.

Veterans Services
The Office of the Registrar at the College of Arts and Sciences assists all students of the Lewis & Clark Graduate School of Education and Counseling, Lewis & Clark Law School, and Lewis & Clark College of Arts and Sciences with the verification process for VA education benefits.

Any student receiving VA education benefits while attending Lewis & Clark is required to obtain transcripts from all previously attended schools and submit them to the appropriate VA school-certifying official listed below for review of prior credit. Do not hesitate to contact any of the VA school-certifying officials if you have questions or need assistance.

All of us at Lewis & Clark wish to thank all of our service members, veterans, and their families for their service to our country.

Undergraduate and Graduate Students
Tiffany Henning (primary official)
to join. Coordinated by the Office of Alumni and Parent Programs and governed by the national Board of Alumni, the Alumni Association has more than 23,000 members. The Alumni Association promotes on-campus and regional events across the United States and around the globe with the purpose of fostering lifelong connections that engage alumni, students, and their families with Lewis & Clark College. In addition, it provides opportunities for continuing education, career networking, and lifelong learning. An annual calendar of events includes worldwide Black and Orange Parties, Homecoming and Family Weekend, an Alumni Honors Banquet, Alumni and Reunion Weekend, on-campus career panels, and several additional events around the United States and overseas. The Alumni Gatehouse is the home of the Alumni Association, and includes a lounge available to small groups of students and alumni for meetings and social activities. The Gatehouse is also the home of the Student Alumni Association, a leadership group dedicated to promoting meaningful connections between students and alumni.

Members of the Board of Alumni serve as representatives of the worldwide alumni community. Board members facilitate the relationship between Lewis & Clark and its alumni with the goal of maintaining and deepening lifelong connections between the institution and the alumni, as well as across generations, in geographic areas, and within affinity groups. Board members serve in various capacities, including event promotion, diversity and inclusion awareness, fundraising, career networking, and other special projects. Members are nominated by the Lewis & Clark community, elected by the sitting board, and may serve up to two three-year terms.

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 four semesters (typically their first two years) unless they are living with a parent or parents in the Portland area, are married, are 21 years of age or older when a semester begins, or are entering transfer students with 60 semester hours of transferable college credit. The Office of Campus Living collaborates with students to create a supportive, interdependent, and educationally purposeful residential community for Lewis & Clark.

Each residence hall cluster is managed by a full-time professional area director (AD) who coordinates all aspects of the community, including training and supervising undergraduate resident advisors (RAs), coordinating programming efforts, participating in the student conduct process, and providing counseling, mediation, and crisis management as necessary. The RAs assist in hall management and help students transition to group living using the extensive training they receive in peer counseling, ethical leadership, activities planning, and community building.

The Office of Campus Living administers housing and food service contracts; coordinates room assignments; manages staff selection, training, and supervision; provides leadership development opportunities; and offers curricular support programs, including New Student Orientation and Parents’ Preview.

Campus Safety
The mission of the Office of Campus Safety is to enhance the quality of life for the Lewis & Clark community by providing a safe and secure environment that is conducive to learning and consistent with the educational goals of this diverse institution, while building community partnerships that foster trust, mutual respect, and cooperation.

Campus Safety provides coverage 24 hours a day, 365 days a year. Phone 503-768-7777 in the event of an emergency, or for any service call. For routine business, call 503-768-7855.

The Office of Campus Safety can quickly dispatch officers to any part of the Lewis & Clark campus through a two-way radio system. The staff includes nine uniformed Campus Safety officers, five dispatchers, a Campus Safety supervisor, and the director of the Office of Campus Safety.

Office of Inclusion and Multicultural Engagement
As building and sustaining a truly inclusive campus environment is all of our responsibility, the Office of Inclusion and Multicultural Engagement (IME) strives to create a more inclusive, equitable, and empowering community at L&C in collaboration with students, staff, faculty, and Portland community partners.

IME’s work is primarily centered on service of historically underrepresented student groups and allies. IME provides leadership and mentorship opportunities and works to promote the well-being and development of the Lewis & Clark community.

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 well-being. 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 they have comparable coverage. Students are given one opportunity each academic year to waive the school’s coverage. For further information, please refer to the Costs (p. 213) section of this catalog.

Health Service
The Health Service provides medical services to all students attending the undergraduate, graduate, or law schools. Services include diagnosis and treatment for medical conditions, routine physicals, women’s health care, prescriptions, laboratory services, immunizations (including travel immunizations), travel prescriptions, allergy injections, and referrals to medical specialists in the Portland area. Medical consultations and examinations are free. Charges apply for immunizations, allergy injections, medications, laboratory tests, medical procedures, medical equipment, and missed appointments. Health Service does not bill insurance but provides a receipt of charges so students may submit to insurance. Medical records are strictly confidential and are not released without the student’s written consent.

Counseling
Counseling Service staff offer professional help for students experiencing personal and academic concerns. Counseling is available to all
undergraduate, graduate, and law students. Appointments with the counseling staff are free of charge. Staff include licensed mental health professionals and trainees. A limited number of psychiatry appointments are available each week. These appointments are generally reserved for students who are being seen by counseling staff. Charges apply for psychiatry appointments.

The primary purpose of the Counseling Service is to provide problem-resolution services and short-term focused therapy. Crisis counseling is also available. Students who need long-term counseling or psychiatry treatment, and/or specialty treatment, such as for an eating disorder, should make arrangements to see a mental health professional in the local area. Counseling staff can help students with the referral process. A referral list is available at the Counseling Service office. Information shared at the Counseling Service is held in strict confidence.

Case Management
The Office of Case Management is located within Wellness Services and serves the Lewis & Clark College community and individual students by providing referrals, problem-solving, consultation, campus office navigation, and advocacy for those who are experiencing difficulty or distress. This office specializes in helping students make connections to other campus services as well as to health care on- and off-campus. Common areas of concern addressed in this office include both mental and physical health, substance use, eating disorders, learning differences, and financial obstacles. The focus of this office is on empowering students to build personal resiliency and develop strategies to overcome barriers to success.

International Students and Scholars
The Office of International Students and Scholars provides academic and personal advice, assistance with housing and on-campus employment, processing of immigration and financial aid documents, and opportunities for community involvement to international students, visiting international scholars, and American third-culture kids (TCK). The office coordinates the admission of international students and provides initial and continuing orientation and advocacy for these students. Professional staff members also serve as advisors to the International Students of Lewis & Clark and the Third Culture Kid Club.

Spiritual Life
The Office of Spiritual Life directs and supports programs for students and the campus community that focus on spirituality, spiritual and religious life, and interfaith understanding. These programs include worship services, special forums and lectures, small-group studies, meditation, regular visits to various faith communities in Portland, spiritual renewal retreats, social justice engagement and reflection, and volunteer community service projects. The dean of spiritual life oversees a staff of spiritual life professionals who come from a wide variety of spiritual and religious traditions, and who work with students from all spiritual backgrounds and interests. The dean also is available for religious, crisis, and grief support and counseling, and assists with memorial services and the annual baccalaureate celebration for graduating seniors.

Programs offered through the Office of Spiritual Life (http://lclark.edu/offices/spiritual_life) recognize the spiritual and religious diversity of the Lewis & Clark community and seek to promote moral and spiritual dialogue and growth in a context of mutual support. While this focus on spirituality has its historical roots in the Presbyterian heritage of the college, the Office of Spiritual Life upholds and affirms the spiritual diversity of our students by assisting and supporting all of the many spiritual life groups and programs that take place on campus. The staff encourages cooperation among organized spiritual life groups (https://lclark.edu/offices/spiritual_life/spiritual_organizations) and promotes a broad, campuswide dialogue about the relevance of spirituality in a liberal-arts educational environment.

Student Activities
Academics and involvement go hand in hand at Lewis & Clark as part of a balanced, engaging, and rewarding college experience. Through its programs and support of student organizations, the Office of Student Activities hosts a variety of programs that contribute to our educational mission.

The Office of Student Activities works with more than 100 student organizations, including the Campus Activities Board, club sports, and student media. Lewis & Clark’s student organizations support the common interests and activities of their members and offer 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 students connect their curricular experience to extracurricular and cocurricular activities. Student Activities also coordinates major campuswide events like Welcome Week, Pio Fair, Homecoming Week, Fall Ball, Spring Carnival, and other special events for the Lewis & Clark community.

Student Leadership and Service
With a focus on racial equity and social justice, Student Leadership and Service (SLS) engages students, nonprofit community partners, and others in meaningful service-learning, civic action, and leadership education experiences. SLS coordinates alternative spring break trips highlighting social justice efforts in locales such as Atlanta, Tucson, and the Yakama Nation. SLS also organizes large-scale service days (involving 100–500 volunteers) during New Student Orientation and Martin Luther King Jr. Week. Throughout the school year, SLS student staff members plan weekly and monthly service-learning projects with nonprofit partners, deliver timely leadership education workshops, support local civic action events, and organize donation drives. Students engage in SLS programs as participants, trip leaders, planning committee members, and/or paid staff.

Vice President for Student Life and Dean of Students
The vice president for student life and dean of students is the executive officer for the Division of Student Life and is a member of Lewis & Clark’s Executive Council. Reporting directly to the president, the vice president serves as a leader and collaborator in the institution’s strategic planning and decision-making activities and is the senior advocate for the support and engagement of the student body and enhancement of the student experience at Lewis & Clark. The vice president provides leadership and administrative management for all offices and centers in the Division of Student Life, which include Campus Living, the Career Center, College Outdoors, Counseling Service, Health Promotion and Wellness, Housing, Inclusion and Multicultural Engagement, International Students and Scholars, New Student and Parent Orientation, Physical Education and Athletics, Spiritual Life, Student Activities, Student Health Service, Student Leadership and Service, Student Support Services, and Student Rights and Responsibilities. The Office of the Vice President for Student Life and Dean of Students is located on the first floor of East Hall, across from Maggie’s Café.
COCURRICULAR ACTIVITIES

Cocurricular and extracurricular activities are a source of knowledge and pleasure, allowing students to learn in ways not possible in the classroom while contributing to the benefit of the wider community. Students are encouraged to take advantage of these chances to gain insights into themselves and others, to build lasting friendships, to enjoy college life, and to acquire valuable practical experience. A sampling of such opportunities follows.

Career Center
The Career Center (https://college.lclark.edu/student_life/career_development) assists students in developing future goals and preparing for lives that are professionally enriching and personally fulfilling.

Through individual appointments, group programming, and other activities, the Center supports students with career exploration, internship and job search planning, and graduate school applications. The Center assists with resume writing and interview preparation and links students to a broad network of alumni, employers, and graduate schools.

College Outdoors
College Outdoors is one of the largest outdoor programs in the country among schools of comparable size, offering 100 or more trips a year as well as transformative experiences that build confidence, skills, knowledge, and friendships that last a lifetime. Via a student-centered model of exploration and discovery, students are afforded the opportunity to investigate the Pacific Northwest through safe, carefully crafted experiences that include trip planning, exploration, transportation, equipment, food, leadership, and organization. Student staff and student volunteers organize and lead outdoor trips, training workshops, and special events, gaining valuable practical experience in leadership roles.

College Outdoors gives the Lewis & Clark community access to the spectacular local outdoor environment through such activities as stand-up paddleboarding, cross-country skiing, backpacking, climbing, whitewater rafting, sea kayaking, and hiking. On-campus events include classes and seminars on outdoor topics, including the 10-day, internationally recognized emergency-medicine certification Wilderness First Responder.

Forensics
The forensics (http://college.lclark.edu/departments/rhetoric_and_media/opportunities/forensics) squad at Lewis & Clark is open to any full-time student in good standing. Lewis & Clark participates in parliamentary debate, Lincoln-Douglas debate, and individual speaking events. The squad travels regionally and nationally to attend tournaments. Lewis & Clark’s program has seen success in both speech and debate, consistently sending students to the National Individual Events Tournament (http://nietoc.com), the National Forensic Association (http://nationalforensics.org) national tournament, the National Parliamentary Debate Association (http://parlidebate.org) national tournament, and the National Parliamentary Tournament of Excellence (https://www.nptedebate.org). The program also supports an active on-campus and community public forum.

Forensics is a cocurricular activity sponsored by the Department of Rhetoric and Media Studies (p. 163). Students should consult the department regarding prerequisites for earning academic credit while participating in the program.

Music
Music is an integral feature of life and a serious field of academic study at Lewis & Clark. A dedicated faculty of accomplished scholars, composers, and performers work in close contact with students in their chosen field. Students present more than 100 concerts, symposia, and recitals each year. Department events include student recitals, solo and ensemble performances by faculty members, programs by visiting artists and scholars, composition and electronic music program concerts, and concerts by all of the performing ensembles at Lewis & Clark. These ensembles include the Wind Symphony, Jazz Combos, Orchestra, Musical Theatre and Opera Workshop, Javanese Gamelan, Ghanaian Music and Dance Ensemble, African Marimba, Guitar Ensemble, Chamber Ensembles, Cappella Nova, Community Chorale, and Voces Auream Treble Chorus. Participation is open to all students, not only to music majors. Additional performance opportunities are also available to students through the monthly concert series and annual Battle of the Bands hosted by the Office of Student Activities, a variety of a cappella groups, the student radio station’s spring music festival, and frequent weekend concerts and dances.

Private lessons are available for all wind, brass, string, and percussion instruments; keyboard (piano, organ, and harpsichord); voice; classical, flamenco, folk, and jazz guitar; mandolin; electric bass; North Indian classical voice, tabla, and sitar; charango and Venezuelan cuatro; African mbira; Ghanaian drumming; composition; and electronic music. Students may begin instrumental or vocal lessons without previous experience. The Department of Music maintains a large inventory of instruments, which are available to students enrolled in lessons or ensembles. Students of outstanding academic and musical ability are eligible for music merit scholarships. Consult the Department of Music for details.

Recreational Sports and Intramurals
Lewis & Clark’s full complement of athletics facilities are open for recreational use by students, faculty, staff, and alumni. Schedules are available at lcpioneers.com. Facilities include indoor and outdoor tennis courts, a gymnasium, indoor and outdoor swimming pools, a state-of-the-art track, a well-equipped fitness center, and a lighted, all-weather synthetic playing field. For students who desire a friendly atmosphere of competition, organized intramural offerings include three-on-three basketball, dodgeball, softball, table tennis, Ultimate Frisbee, and volleyball. Evening and weekend intramural tournaments provide opportunities in badminton, basketball, dodgeball, flag football, table tennis, tennis, Ultimate Frisbee, and volleyball.

Club Sports
Lewis & Clark offers a variety of student-initiated club sports, including women’s lacrosse, men’s and women’s rugby, coed sailing, men’s soccer, men’s and women’s Ultimate Frisbee, and coed volleyball. Club sports that gain recognition from the Office of Student Activities are eligible to apply for funding through the Associated Students of Lewis & Clark. All club sports are student directed and vary from year to year based on student interest. The level of competition also 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 9 men’s and 10 women’s teams in the National Collegiate Athletics
Association (NCAA) Division III. As a member of the Northwest Conference (NWC), Lewis & Clark participates in one of the most competitive conferences in the country. The Pioneers have garnered many team and individual championships over their long history, giving them a strong tradition in athletics.

Although membership in the NWC and NCAA III excludes the granting of scholarships based on athletic talent, Lewis & Clark does have an attractive financial aid program including academic and merit scholarships for which student-athletes, like all students, are eligible.

**Student Government: The Associated Students of Lewis & Clark**
The Associated Students of Lewis & Clark (ASLC) is the official body charged with speaking on behalf of students and facilitating productive communication between the undergraduate student body, the faculty, the administration and the Lewis & Clark community at large. ASLC, through its various branches and committees, assists students and student organizations by providing financial resources and institutional support, as well as creating open forums for students to actively address their concerns and voice support for campus initiatives.

ASLC Senate is an at-large body of 12 senators, in which each position is open to all undergraduates, as well as seven representatives from identity-focused student groups. All students are encouraged to attend open senate meetings.

ASLC Cabinet comprises the president, vice president, treasurer, Student Academic Affairs board chair, student organizations coordinator, Diversity Committee chair, and community service and relations coordinator. The chief justice, auditor, chief of staff, director of elections, and ASLC Cabinet advisor serve as ex officio members of the cabinet.

The Student Organizations Committee funds and supports the work of more than 100 student organizations in cooperation with the Office of Student Activities. These student organizations include academic organizations and symposia, club sports, international and multicultural organizations, religious and spiritual organizations, special-interest organizations, and social justice and service organizations.

The Student Academic Affairs Board employs hundreds of student tutors whose services are provided to other students at no cost. It also funds student research projects and helps bring scholarly presentations to campus.

The Diversity Committee supports student-led diversity, inclusion, and social justice efforts on and off campus.

The Community Service and Relations Committee manages public outreach for the ASLC; supports Lewis & Clark service initiatives through funding, guidance, and empowerment of various on-campus programs; and organizes forums, events, and activities aimed at community-building.

The Elections Committee holds elections for ASLC Senate and Cabinet positions. It is responsible for recruiting candidates, publicizing election periods, encouraging candidate campaigning, and tracking voter turnout and ballot results.

The Finance Committee allocates grants to student initiatives that will benefit the Lewis & Clark Community.

All students are encouraged to engage in the work of the ASLC by voting in elections, running for office, assisting with a campaign, joining a committee, participating in surveys by the Auditory, or attending the weekly senate meetings.

**Student Media**
The following groups are open to all students. Students who fulfill the necessary prerequisites may be able to earn academic credit while participating in certain media activities. Consult with the appropriate academic department or program for more information.

- **The Lewis & Clark Literary Review** is a student-published annual collection of creative compositions.
- **The Meridian Journal of International and Cross-Cultural Perspectives** is an annual publication dedicated to providing a forum for student views on international and cross-cultural issues.
- **Polyglot Journal of Foreign Languages and Cultural Expression** is an annual journal featuring pieces in the various languages of its writers.
- **(Pause.) Journal of Dramatic Literature** is an annual dramatic arts journal that promotes the art of playwriting.
- **Synergia Journal of Gender Thought & Expression** is an annual journal focused on gender issues and expression.
- **The Pioneer Log**, Lewis & Clark’s biweekly student newspaper, reports campus and community activities and news of interest to students, faculty, and staff. The paper has opportunities on its staff for students interested in writing, photography, graphic design, art, editing, business, advertising, and promotion. Students may begin working for The Pioneer Log at any time during their enrollment at Lewis & Clark. You can read The Pioneer Log here (http://piolog.com).
- **KLC Radio** provides the Lewis & Clark community with internet-based audio programming and serves as an outlet for student expression. KLC also hosts a recording studio, regular student performance opportunities, and an annual spring music festival. You can listen to KLC Radio here (http://college.lclark.edu/student_life/klc_radio).
- **The Collective: A Journal for Social Justice** offers students the opportunity to voice their concerns, share their unique experiences, offer radical viewpoints, and propose solutions.

Lewis & Clark’s student media organizations are recognized and supported by the Office of Student Activities in the Division of Student Life. Funding for student media organizations comes from the student media fee managed by the Student Media Board.

**Theatre**
The Theatre Department welcomes campuswide participation in its programs. All auditions are open to any full-time student, and the department adheres to a policy of inclusive or nontraditional casting. Students receive credit for production work.

In addition to its two faculty-directed main stage productions, the department produces a one-act festival in the fall, a senior thesis festival in the spring, a late-night performance of student-written and -directed plays each semester, open auditions for directing scenes in the fall semester, and a student-produced performance, also in the fall. The department sponsors a two-credit course that introduces students to backstage and crew work. Other department courses provide a full range of theatre studies in acting, directing, design, playwriting, technical theatre, theatre history, and dramatic literature. There are opportunities to engage in the study and practice of all the theatre arts.

The Theatre Department is also the home of the dance program, and there are opportunities for student-produced dance and choreography, as well as classes offering a wide range of dance training.
Theatre Department productions in theatre and dance are a vital part of campus life, and our programs integrate majors, minors, and nonmajors alike.
COSTS

Lewis & Clark, as a private institution, receives only modest support from federal and state funds. Additional income from endowments and gifts from trustees, alumni, and other friends of the institution help support the balance of costs for services provided.

Lewis & Clark reserves the right to change the charges for tuition, fees, and residence costs at any time and at the discretion of its Board of Trustees.

Charges (p. 213)

Statements and Payment (p. 214)

Adjustments and Refunds (p. 215)

Summer Sessions (p. 216)

Charges

Summary

The annual tuition charge for the typical full-time undergraduate student is $52,346. This is based on enrollment for two semesters. Students registered for fewer than 10 semester credits are charged tuition at the rate of $2,617 per semester credit. In order for the per-credit rate to be in effect, students who are registered for fewer than 10 credits must notify the registrar before the end of the semester add/drop period. Please refer to the course load policies in Academic Policies and Procedures (p. 24) for details.

The residence costs for students who live on campus are determined according to the room the student resides in and the meal plan he or she selects. Consult the table below for detailed information regarding room and meal plan charges.

Lewis & Clark reserves the right to change the charges for tuition, fees, and residence costs at any time and at the discretion of its Board of Trustees. The following charges are for a two-semester academic year.

**2019–20 Tuition and Fees**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$52,346</td>
</tr>
<tr>
<td>Associated Students of Lewis &amp; Clark (ASLC)</td>
<td>$360</td>
</tr>
<tr>
<td>Health insurance (compulsory)</td>
<td>$2,939</td>
</tr>
<tr>
<td>Green Energy Fee (fall semester only, opt-out allowed)</td>
<td>$20</td>
</tr>
<tr>
<td>Media Fee (opt-out allowed)</td>
<td>$40</td>
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<tr>
<td>Health and Wellness Fee</td>
<td>$74</td>
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<tr>
<td>New Student Orientation Fee (fall incoming first-year and transfer students only)</td>
<td>$180</td>
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**Residence Costs**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Room</td>
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</tr>
<tr>
<td>Single Room</td>
<td>$8,466</td>
</tr>
<tr>
<td>Campus Apartment</td>
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<td>Board, 19 Meal Plan</td>
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<tr>
<td>Board, 14 Meal Plan</td>
<td>$5,292</td>
</tr>
<tr>
<td>Board, 14 Flex</td>
<td>$5,590</td>
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</tbody>
</table>

1 Tuition and fees do not reflect any special course fees, such as studio or lab fees, associated with individual classes. To see if any fees apply, view the appropriate class sections on WebAdvisor (https://webadvisor.lclark.edu).

2 Students registered for fewer than 10 semester credits will be charged tuition at the rate of $2,617 per semester credit.

3 Students registered for fewer than 10 semester credits will be charged the ASLC Student Body Fee at the rate of $18 per semester credit.

4 Students are given one opportunity at the beginning of each fall semester to waive the school’s health insurance coverage for the academic year. For information about waiving the health insurance fee, please refer to Student Insurance in this catalog.

5 A meal plan is obligatory for all students who live on campus. Flex is value placed on a student’s ID card, which a student uses like a declining balance. One flex point equals $1 in value. Points carry over from fall semester to spring semester. At the end of the academic year, any unused points are lost.

Books and Supplies

Each student provides, at his or her own expense, the necessary textbooks, equipment, and instructional supplies. The cost of books and supplies is estimated at $1,050 per year. Costs will vary depending on the curriculum and whether the student purchases new or used books. Payments for books and supplies are made directly to the bookstore, located on the second floor of Templeton Campus Center. The bookstore is also accessible online through the Lewis & Clark website (http://lclark.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=88891&catalogId=10001&langId=-1).

Flex Points

Flex points allow a student’s ID card to be used like a debit card for Bon Appétit purchases. As a student spends points, his or her flex point total is reduced by the amount of the purchase. One point equals $1 in value. Any student (resident or commuter) may add flex points to his or her ID card at any time by visiting the Bon Appétit office located near the Fields Dining Room in Templeton Campus Center. Points carry over from fall semester to spring semester. At the end of the academic year, any unused points are lost. Residential students may not purchase flex points in lieu of a required meal plan.

Special Rate for Additional Dependents

Lewis & Clark offers a 10-percent reduction in tuition charges for a second dependent and a 15-percent reduction for additional dependents attending the College of Arts and Sciences at the same time. To qualify for this tuition reduction, the dependents must be enrolled as full-time students and not be receiving institutionally funded financial aid. Students who qualify for this tuition reduction may apply the discount to Lewis & Clark’s overseas and off-campus programs. The reduction will be calculated and applied based on the current rate of tuition for on-campus study.

Student Body Fee

The annual Associated Students of Lewis & Clark (ASLC) Student Body Fee for the typical full-time undergraduate student is $360. This is based
Student Insurance
The cost of the Lewis & Clark student insurance plan is based on annual enrollment. The total cost is $2,939. Lewis & Clark requires that all degree-seeking and visiting undergraduate students have medical insurance coverage comparable to that offered through the school’s comprehensive student insurance plan. Students enrolled in the Academic English Studies (https://lclark.edu/programs/academic_english_studies) program also are held to this insurance requirement. Students who do not submit an annual health insurance waiver will be automatically enrolled in coverage through the student insurance plan. Students are afforded one opportunity each academic year to waive the school’s coverage. The waiver deadline is the 15th day of the semester in which a student is eligible to complete a waiver.

All first-year and transfer undergraduate students are charged a New Student Orientation Fee of $180. New Student Orientation (NSO) provides a five-day overview of the resources, services, and opportunities available to students. The fee covers some of the expenses (such as meals, publications, and guest speakers) associated with preparing students to begin their first semester at the college.

Green Energy Fee
The annual Green Energy Fee is $20 and is used to support Lewis & Clark’s green energy purchasing initiative. This fee is charged in the fall semester. Students are afforded one opportunity each academic year to opt out of participating in the green energy purchasing initiative. Those who wish to do so must complete the opt-out menu located in WebAdvisor (http://webadvisor.lclark.edu) by the 15th day of the fall semester. This opt-out applies to the current academic year only.

Media Fee
The per-semester Student Media Fee is $20 and is used to support groups approved by Lewis & Clark’s Student Media Board. Students are afforded the opportunity to opt out of participating in funding the media fee initiative each semester. The deadline to opt out is the 15th day of each semester. Those who wish to do so must complete the opt-out menu located in WebAdvisor (http://webadvisor.lclark.edu). This opt-out applies to the current academic year only.

The per-semester Health and Wellness Fee is $37 and supports the operations of Wellness Services, including the Counseling Service, Health Service, Office of Health Promotion and Wellness, and Office of Case Management.

Overseas and Off-Campus Program Fee
 Except for the Munich program, the semester cost of overseas and off-campus programs is $33,480. The annual (two-semester) cost of the Munich program is $43,682. Detailed information regarding what is included in the comprehensive fee for overseas and off-campus programs is listed in Overseas and Off-Campus Programs. Additional information regarding costs can be obtained from the Office of Overseas and Off-Campus Programs (http://college.lclark.edu/programs/overseas_and_off-campus/cost).

Academic English Studies Program Fees
Students who have been admitted to the Academic English Studies (AES) Program (https://lclark.edu/programs/academic_english_studies) and are not enrolled in the College of Arts and Sciences are assessed the AES semester charge of $6,738.

AES students are subject to the same charges (p. 213) as other College of Arts and Sciences students.

AES students will also be charged a $125 late testing/registration fee if they arrive after the announced English proficiency testing day.

Special Fees
Certain courses carry additional lab, studio, or other special fees. Using WebAdvisor (https://webadvisor.lclark.edu), students can view their class sections to verify which, if any, fees apply.

Parking Fees
All vehicles parked on campus must carry a valid Lewis & Clark parking permit. Annual permits are $346 for individual commuters. Semester permits are $173 for individual commuters. See Transportation and Parking (http://go.lclark.edu/parking) for a list of parking permit costs and regulations.

All graduation candidates are charged a $25.00 non-refundable fee at the time of graduation application. The fee covers administrative costs associated with the application process, diploma creation and commencement.

Statements and Payments

Statement of Student Account
The Office of Student and Departmental Account Services produces statements itemizing the activity on student accounts. The first statement of each semester is generated well before the beginning of the semester. Fall semester statements are available in July and spring semester statements are available in November. The fall deadline to settle student accounts is in mid-August. The spring deadline to settle student accounts is in mid-December.

Lewis & Clark distributes student account statements electronically through the Student Account Center (https://lclark.afford.com) and does not mail paper statements. Student and Departmental Account Services will send a notification to the student’s Lewis & Clark email address when a new statement is available for viewing. The Student Account Center enables students to retrieve an electronic statement (E-Bill), view live account information, make a one-time payment or enroll in a monthly payment plan, elect refund preferences, and view refund information.

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, 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 “Pending Financial Aid” on the student account statement. Any remaining balance not covered by the net proceeds of fully processed financial aid are required to be paid by the due date if a payment plan has not been established.

The student account belongs to that individual and is in the student’s name. Students bear the financial responsibility for their accounts, and any consequences resulting from an outstanding balance must be resolved by them rather than parents or guardians. Accordingly, Lewis & Clark will send notification to students’ Lewis & Clark email address when a new statement is available for viewing. Once a statement is available, students may log in to the Student Account Center (https://lclark.afford.com) to grant shared access to enable a designee or
designees to view statements, make payments, and enroll in a monthly payment plan.

Nonpayment of Charges
Students who have not settled their account will not be allowed to register or attend classes for future semesters. For an explanation of what it means to settle a student’s account, please refer to the Student and Departmental Account Services: Settling Your Student Account page (http://lclark.edu/offices/account_services/settling_your_account). Lewis & Clark reserves the right to withhold grade reports, transcripts, and diplomas. Registration for future terms may be canceled as a result of an outstanding student account balance. Full payment of any balance due is required to facilitate the release of these documents and/or to clear a student for class registration. Additionally, past-due balances not covered by fully processed financial aid are subject to late fees. Lewis & Clark reserves the right to assess late fees to all past-due student accounts. Balances of $399 and below are subject to a $10 per-semester late fee. Balances of $400 and above are subject to a $100 per-semester late fee.

Dishonored Payments
A $20 fee will be charged to the student’s account for any payment returned by the bank to Lewis & Clark or its payment processing partner. This fee may not be reversed. Student and Departmental Account Services (http://lclark.edu/offices/account_services) will send notice to the student of the dishonored payment. The student must make restitution and remit payment of the returned payment fee within 10 days following this notification. Lewis & Clark reserves the right to refuse a personal check for payment in certain circumstances.

Monthly Payment Option
To help students meet their educational expenses, Lewis & Clark has partnered with Tuition Management Systems (TMS) to administer a monthly payment plan. This plan allows students to pay both their fall and spring semester costs in five interest-free installments. Fall monthly payment plans begin July 5. Spring monthly payment plans begin December 5. There is no payment plan available for summer expenses. The expectation is that a student’s monthly payment plan is active, accurately budgeted, and current. If these conditions are met by the semester due date, a Lewis & Clark student account is considered settled. To learn more about TMS, or to set up a payment plan, visit lclark.afford.com.

Lewis & Clark reserves the right to refuse a student enrollment in a monthly payment plan depending on past payment history.

Enrollment Deposit
A nonrefundable deposit of $500 is required from all students who intend to enroll at Lewis & Clark’s College of Arts and Sciences. The postmark deadline for receipt of this deposit is May 1. This deposit will be applied against the first semester charges on the student’s account.

Overseas and Off-Campus Study Deposit
Students accepted for overseas or off-campus study must pay a nonrefundable deposit of $300 within 30 days of acceptance to a program. This deposit will be applied against the charges for the overseas or off-campus program of study.

Late Registration and Payment
If a student’s initial class registration occurs after the semester due date has passed, it is considered to be a late registration. In such cases, the student is required to settle anticipated semester charges, including any special course fees, at the time of class registration. Students should work with Student and Departmental Account Services to determine the anticipated semester charges in order to ensure that registration and payment occur simultaneously.

Adjustments and Refunds
Withdrawal
Lewis & Clark plans its operations on the basis of projected income for the full academic year. We assume that students will remain enrolled until the end of the semester unless unforeseen circumstances necessitate their withdrawal.

If it becomes necessary for a student to withdraw from Lewis & Clark, the student must follow the withdrawal procedures outlined in Academic Policies and Procedures (p. 24). Lewis & Clark’s policies allow for charges to be prorated based on the date of notification on the Withdrawal form. Students are liable for charges in accordance with the adjustment policies below.

Policy of Charge Adjustment
Students who withdraw from Lewis & Clark must follow the withdrawal procedures explained in Academic Policies and Procedures (p. 24). The date of notification appearing on the completed Withdrawal form is the date used for adjusting charges (excluding residence costs). In addition, students who receive financial aid are subject to a recalculation of eligibility as explained in the Financial Assistance Withdrawal Policy (p. 218).

Tuition and the ASLC Student Body Fee are prorated on a per-day basis, based on the academic calendar, up to the 60-percent point in the semester. After the 60-percent point in the semester, the charges for tuition and the ASLC Student Body Fee are not adjusted.

If a student withdraws from or is dismissed from an Overseas or Off-Campus program, additional fees may apply. Refer to the Overseas and Off-Campus Programs (http://college.lclark.edu/programs/overseas_and_off-campus/cost) participant withdrawal policy for more details.

Room and board charges are prorated on a per-day basis through the date the student formally checks out of campus housing. Students are financially responsible for the condition of their vacated rooms.

If a student withdraws from Lewis & Clark on or before the 15th day of the semester, the Student Health Insurance Plan, Green Energy, and Media fees will be reversed in full. If a student withdraws after the 15th day of the semester, the Student Health Insurance Plan, Green Energy, and Media fees will not be adjusted. Please note: If claims have already been processed through the student health insurance plan before the student’s withdrawal, the insurance fee will not be reversed.

Miscellaneous charges such as library fines and Student Health Services charges will not be adjusted if a student withdraws from Lewis & Clark.

If a student drops or withdraws from a course that has an associated fee, the course fee is handled as follows: If the student drops the course before the end of the add/drop period as defined on the academic calendar, then the course fee is reversed in full. If the student withdraws from the course after the end of the add/drop period as defined on the academic calendar, then the course fee is not adjusted.

In the case of a student’s death during the semester, all of the student’s semester charges will be reversed in full. If this reversal of charges

In the case of a student’s death during the semester, all of the student’s semester charges will be reversed in full. If this reversal of charges
results in a credit balance on the student’s account, a refund will be made to the student’s estate.

Refund of Credit Balances
Student account refunds will be processed after the first day of classes in each semester and only when a credit actually exists on a student account. If the credit is the result of a reduction in a student’s charges, the refund will be issued after all necessary adjustments are complete. If the credit is the result of financial aid, the refund will be issued only after the disbursement of funds is posted to the student’s account. Pending financial aid does not qualify for a refund.

Federal regulations require that credit balances resulting from a Federal Direct PLUS Loan for parents be refunded to the parent borrower unless a written authorization is on file allowing the credit balance to be released to the student. Such an authorization must be on file for each Federal Direct PLUS Loan borrowed.

If all of a student’s expenses are covered by a formal billing arrangement between Lewis & Clark and the student’s employer, a government agency, or other sponsor, any credit balance will be refunded to the third-party sponsor. Any exceptions to this standard will be at the discretion of the sponsor. In all other cases, student account credit balances will be refunded to the student.

Credit balances will be refunded either via electronic payment (http://lclark.edu/offices/account_services/policies/refunds) or via paper check. If the refund is a paper check payable to the student, the check will be mailed to the student’s preferred mailing address on record. Refunds delivered via electronic payment will be deposited into the bank account designated by the student. Electronic payment is recommended for faster refund distribution.

Refunds resulting from an overpayment of financial aid are to be used to cover education-related expenses such as off-campus living expenses, transportation, and/or books and supplies.

Summer Sessions
Tuition for Summer Sessions is charged on a per-credit-hour basis and is discounted from regular semester rates. Summer 2019 tuition is $1,128 per credit. Please visit Summer Sessions (http://go.lclark.edu/college/summer) for further information about summer tuition and campus housing costs.

As with fall and spring offerings, some summer courses are subject to additional fees to help cover laboratory supplies, field trips, and other incidental expenses. To see if a fee applies, view the appropriate class section on WebAdvisor (http://webadvisor.lclark.edu).

Payment of Summer Sessions tuition and fees is due on the first day of the session the student is attending. Lewis & Clark does not generate statements for Summer Sessions in advance of the payment due date. The consequences of carrying an outstanding balance are detailed under Nonpayment of Charges (p. 214) in this section.

Students who wish to withdraw from a session must follow the withdrawal procedures outlined in Academic Policies and Procedures (p. 24). Lewis & Clark’s policies allow for summer charges to be adjusted based on the date of notification on the completed Withdrawal form. Students who withdraw on or before the second day of the applicable session are eligible for a full reversal of their tuition charge and any applicable class fee. Students who withdraw after the second day* are not eligible for any adjustment to their charges.

*To be eligible for an adjustment to charges, the student must submit his or her withdrawal by 4 p.m. on the day following the first scheduled course meeting.
FINANCIAL ASSISTANCE

While the primary responsibility for financing education lies with students and their families, we are committed to working in partnership with you to explore financial options and understand available funding. Financial assistance in the form of gift aid (grants and scholarships) and self-help aid (work-study and loans) is offered through our financial aid office.

Approximately 93 percent of Lewis & Clark’s undergraduate students receive some form of financial assistance, with individual aid packages ranging from $1,000 to more than $60,000 a year. More than $68 million in financial aid from Lewis & Clark, federal, and state resources is distributed annually.

The financial aid programs described in this catalog are available to Lewis & Clark undergraduates. Financial aid programs for graduate and law students are described in the appropriate catalogs.

Applying for Financial Aid

To receive financial assistance from Lewis & Clark, students must be admitted to Lewis & Clark as degree-seeking students; must be U.S. citizens, federal-aid eligible noncitizens, or eligible international students; must not be in default on educational loans or owe repayment of federal grant funds; must be making satisfactory academic progress toward graduation (as defined later in this section); and must be in good academic standing.

First-year students entering the College of Arts and Sciences are eligible to receive Lewis & Clark–funded financial aid for up to four years (eight semesters) of full-time undergraduate study. The number of semesters of eligibility for transfer students is prorated based on the number of credits accepted for transfer by Lewis & Clark. Students who are applying for financial aid are expected to be enrolled full-time in order to receive assistance. Students enrolled less than full-time are not eligible for assistance from Lewis & Clark resources and may be subject to reductions in federal and state assistance compared to full-time students. Full-time enrollment as an undergraduate student is defined as registration of 12 credits or more in a semester.

All students who wish to be considered for federal and state funding must complete the Free Application for Federal Student Aid (FAFSA). Incoming students who wish to be considered for need-based funding from Lewis & Clark resources must also complete the CSS Profile administered by College Board.

Financial aid is awarded on an annual basis for a single academic year and students must reapply beginning October 1 of each year. Students can expect their financial aid to be renewed each year provided they submit requisite aid application materials by the published priority filing date, demonstrate the same level of financial need, and make satisfactory academic progress toward graduation. Students who submit aid applications after the published priority filing date are awarded aid subject to the availability of funds. Changes in a student’s demonstrated need may result in an adjustment to the financial aid package offered.

Lewis & Clark reserves the right to adjust aid awards if actual funding for aid programs differs from anticipated levels.

Financial need is defined as the difference between the standard cost of attendance budget—which includes allowances for room and board, books and supplies, miscellaneous personal expenses, and transportation, as well as tuition and fees—and the amount a family is expected to contribute toward meeting that total. Lewis & Clark uses a need-analysis formula known as institutional methodology to evaluate the financial strength of a family and calculate an expected family contribution (EFC), which in turn is used to determine eligibility for need-based Lewis & Clark funding. Factors considered in the evaluation of family financial strength include income, savings and other assets, family size, and the number of siblings enrolled as undergraduate students. The EFC used to determine eligibility for federal student aid is determined by applying a need-analysis formula known as federal methodology to the information provided on the FAFSA. Because the institutional and federal methodologies differ from one another, the federal EFC can vary from the institutional EFC calculated by Lewis & Clark.

Scholarships and grants awarded from Lewis & Clark resources typically do not exceed the cost of full tuition and required fees. The total amount of assistance from all sources (Lewis & Clark, federal, state, and external resources) may not exceed the established cost of attendance. Need-based federal funding must be awarded within the confines of demonstrated financial need, taking into account all other resources available to the student.

Satisfactory Academic Progress Policy

Students are required to maintain satisfactory academic progress and to remain in good academic standing to be eligible for federal, state, and institutional financial assistance. In order to be making satisfactory academic progress, students must meet both qualitative and quantitative standards that indicate satisfactory progress toward their degree.

To meet the qualitative standard required by the Satisfactory Academic Progress policy, a student must maintain a cumulative GPA of at least 2.000 at all times.

To meet the quantitative standard, a student must maintain a pace of course completion of at least 67 percent. Pace is defined as cumulative hours completed divided by the cumulative hours attempted. Students can attempt no more than 150 percent of the total number of credits in the program.

Monitoring

All financial aid recipients will be monitored for compliance with the Satisfactory Academic Progress policy. Both GPA and pace—the qualitative standard and the quantitative standard described above—are measured at the end of each semester.

Failure to Meet the Terms of the Policy

Students who fail to meet the terms of the policy will be placed on financial aid warning. They will continue to receive aid for their next semester of enrollment at Lewis & Clark. If a student fails to meet the terms of the policy at the end of the semester that follows the warning, Lewis & Clark will rescind that student’s aid eligibility.

Students whose aid has been rescinded may petition for reinstatement by submitting a petition letter and an academic plan signed by an academic advisor. If the petition is approved, the student will be placed on financial aid probation for one semester. The student must then meet the terms of the policy or be following the agreed-upon academic plan at the end of the semester to continue receiving aid.

Transfer Credit

Based on institutional academic policy, grades for transfer credit do not count toward the student’s cumulative GPA at Lewis & Clark and therefore do not count toward the qualitative component of the Satisfactory Academic Progress policy.

Credits that Lewis & Clark accepts for transfer will be counted both as hours earned and as hours attempted for the purposes of calculating the
student's pace of completion and evaluating the quantitative component of the Satisfactory Academic Progress policy.

Unsatisfactory Completion of a Course
At the end of each semester, courses for which a grade of W, I, F, No Credit, or No Grade has been recorded will count as credits attempted but not earned, and will affect the pace-of-completion calculation.

Course Repetitions
A repeated course is one for which both the course number and the course content are the same as those of a course previously recorded on the student's transcript. All grades earned in a repeated course will count toward the student's cumulative GPA. Credit for a repeated course counts only once.

Changes in Major
Changes to a student's major do not change any of the Satisfactory Academic Progress policy requirements for a student. However, students may appeal for reinstatement of aid eligibility if they fail to meet requirements due to a change in major.

Additional Degrees
Any credits from a prior degree that are applicable toward the current degree will count as transfer credits toward the current degree.

Student Notification
Following a semester in which a student does not meet the Satisfactory Academic Progress policy standards, Lewis & Clark will give the student a warning. This allows for a period of conditional aid eligibility and defines the standards and time frame for reestablishing satisfactory academic progress. Students who fail to reestablish satisfactory academic progress within the stated time frame will be notified that their aid eligibility is suspended, but will be offered the opportunity to appeal.

A copy of all satisfactory academic progress notifications will be sent to the student's academic advisor. Notices for students whose aid eligibility has been suspended will also be copied to the director of advising.

Appeal Process
Appeals may be submitted by students who fail to meet the qualitative, quantitative, and/or maximum attempted credits components of the Satisfactory Academic Progress policy. In a petition letter submitted to the financial aid office, students must explain why they were unable to meet the satisfactory academic progress standards, what they have done to address those issues, and how they plan to achieve compliance with the Satisfactory Academic Progress policy. The petition letter should include an academic plan endorsed by the student's advisor or other faculty/advising staff member acting in that capacity.

Upon review of a student's petition letter and supporting documentation, Lewis & Clark may grant a further period of conditional aid eligibility. Any letter granting the student further conditional period of aid eligibility will outline the benchmarks the student must meet to regain unconditional aid eligibility. A copy of the letter will be sent to the student's advisor.

Procedures for Reestablishing Satisfactory Academic Progress
Students may reestablish satisfactory academic progress by meeting the conditions outlined in the letter responding to their petition for reinstatement of aid eligibility.

In cases where students have failed to meet the qualitative component, they can reestablish satisfactory academic progress by raising their Lewis & Clark cumulative GPA to 2.000. Students may do this by getting an incorrect grade changed, by completing work required to change a grade of Incomplete to a sufficiently strong grade, or by achieving grades in a subsequent semester at Lewis & Clark that raise the cumulative GPA to the minimum 2.000 qualitative requirement.

In cases where students have failed to meet the quantitative requirement, they may reestablish satisfactory academic progress by getting a grade change for a course incorrectly graded as Failed, by completing work for a course graded Incomplete, or by taking additional credits, either in a subsequent semester or during a summer semester at either Lewis & Clark or another institution for transfer to Lewis & Clark.

Lewis & Clark Institutional Aid Eligibility
Lewis & Clark will grant eight semesters of institutional aid to students who enter the College of Arts and Sciences as first-time college students. Institutional aid eligibility is prorated for transfer students.

Impact of Academic Standing on Financial Aid Eligibility
Students whom Lewis & Clark places on academic probation are considered to be no longer in good academic standing and therefore are not eligible to receive financial aid. This applies even if the student is in compliance with the Satisfactory Academic Progress policy. Students placed on probation may use the appeal process described above to petition for reinstatement of their financial aid eligibility. The financial aid petition process is separate from any petition process students may choose to use to appeal their academic standing.

Withdrawal and Return of Title IV Funds Policy
Policy Overview
Registered students who completely withdraw from all classes after the start of a semester may be eligible for a refund of Lewis & Clark charges in accordance with college policy. Students must initiate the official withdrawal process in the registrar's office. Refer to the undergraduate catalog for specific information regarding withdrawal policies and procedures.

Separate calculations will be done to determine how much institutional and federal aid a student is eligible to retain in light of the withdrawal. Federal regulations may require a recalculation of federal aid eligibility if a student withdraws from, drops, or does not begin scheduled coursework that is offered in a modular format. Modular courses are those that do not span the length of the semester. In addition, a recalculation of aid eligibility may be required for students who cease enrollment during the semester but who have not gone through the official withdrawal process. Please contact the financial aid office for additional information on the impact withdrawing from the college will have on financial aid eligibility.

Federal Return to Title IV Policy
For any student who withdraws, either officially or unofficially, from all classes, it is the policy of Lewis & Clark College to determine if a Federal Return to Title IV funds calculation is required. A student is considered to be withdrawn if the student does not complete all days scheduled for completion within the payment period. Generally, the payment period is the semester in which the student was enrolled.

In the following situations, a Federal Return to Title IV calculation is not required:

- The student withdraws from a modular course and gives written confirmation, at the time of withdrawal, of intent to attend a future module during the current payment period.
- The withdrawn student is not a recipient of federal aid.
- The withdrawn student receives only Federal Work-Study.
- The student never attended any course.
Official and Unofficial Withdrawal

The registrar’s office is the designated contact point for students wishing to officially withdraw from Lewis & Clark. The registrar’s office will set the official withdrawal date as the date the student begins the official withdrawal process. The registrar establishes the last date of attendance by reviewing information submitted through the official withdrawal process, collected from faculty members, and/or from other documentation. Please see the registrar’s withdrawal information page (http://college.lclark.edu/offices/registrar/leave_of_absence_or_withdrawal_from_lc.php) for the steps required to officially withdraw from Lewis & Clark.

Not later than 30 days after the end of each semester, the registrar will review the records of students who failed to earn any credits during the semester to determine if these students unofficially withdrew. Students who ceased to attend all of their scheduled courses prior to the end of the semester will be considered to have unofficially withdrawn. For students who have unofficially withdrawn, the registrar determines the last day of attendance by reviewing information from faculty members or other academic sources to determine the last day the student participated in an academic-related activity. If the registrar cannot determine a last day of attendance, the last day of attendance and the withdrawal date will be set at the midpoint of the semester.

Calculation of Earned and Unearned Aid

Lewis & Clark uses the federal web-based Return to Title IV calculation worksheet to determine the amount of federal aid a student has earned. The amount of earned aid will be based on the percentage of the payment period completed. The percentage of the payment period completed is calculated by dividing the number of days the student attended by the number of days in the payment period. The number of calendar days in a payment period is calculated by counting the number of days from the start of the payment period to the end of the payment period, excluding scheduled breaks of at least five consecutive days. Lewis & Clark will compare the amount of disbursed aid to the amount of earned aid to determine if the student is eligible for a postwithdrawal disbursement. If the student is eligible for a postwithdrawal disbursement, any Title IV grant funds the student is eligible to receive will be disbursed to the student account. If a student is eligible for a postwithdrawal disbursement of loan funds, a letter will be sent to the student (or parent in the case of an eligible Federal PLUS loan disbursement) instructing the student to respond within 30 days to authorize the school to make all or a portion of the postwithdrawal disbursement of eligible loans.

Students who have completed more than 60 percent of the payment period prior to withdrawal have earned eligibility for 100 percent of their federal funding for the payment period. Students who are thinking about withdrawing and wish to obtain an estimate of earned and unearned aid may contact the Financial Aid Office for a personalized estimate.

Return of Unearned Aid

If the Return to Title IV worksheet determines that any disbursed aid is unearned, Lewis & Clark will return its required portion of unearned aid as soon as possible, but no later than 45 days after the determination of a student’s withdrawal date. The student is responsible for all unearned Title IV program assistance that the school is not required to return.

Per federal regulations, unearned Title IV funds will be returned in the following order: unsubsidized Direct Loans, subsidized Direct Loans, Federal Perkins Loans, Direct PLUS Loans, Federal Pell Grants, FSEOG, TEACH Grants, and Iraq and Afghanistan Service Grants.

Students will be notified in writing of the amount of aid Lewis & Clark is required to return and whether the student is responsible for the return of any unearned federal grants or loans.

Institutional Charges and Aid

Student and Departmental Account Services will determine if students who officially withdraw are eligible to have a portion of their tuition and fee charges refunded based on the date of their withdrawal. Tuition and the ASLC Student Body Fee are prorated on a per-day basis, based on the academic calendar, up to the 60-percent point in the semester. After the 60-percent point in the semester, the charges for tuition and the ASLC Student Body Fee are not adjusted. Further information about the Lewis & Clark policy of charge adjustment can be found in the college catalog (http://docs.lclark.edu/undergraduate/costs/adjustments). The financial aid office determines how much institutional aid students are eligible to retain in light of the students’ withdrawal. Eligibility for institutionally funded financial aid sources will be prorated based on the percentage of tuition the students are charged.

Lewis & Clark will calculate any student account credit balance to be refunded to the student, or any balance due from the student, only after the federal and institutional financial aid have been adjusted and any funds required to be reversed from the student account have been returned to the respective financial aid program.

If the recalculation of institutional charges and the return of unearned aid funds results in a balance due on the student’s account, Student and Departmental Account Services will notify the student to pay that balance. Student and Departmental Account Services will also determine what holds to place on a student’s school records or account and will authorize the hold release once the student’s obligation has been satisfied.

Example of Withdrawal Calculation

During the second week of the semester, Student X, who received both federal and institutional aid to help pay for the semester’s charges, completes an official withdrawal. The registrar’s office determines that Student X completed 8.4 percent of the semester.

Student X had received $3,472 in federal aid disbursements for that semester. Following withdrawal, the Federal Return to Title IV calculation determines that Student X earned 8.4 percent of the federal aid—or just under $292. The unearned portion, or 91.6 percent, is calculated to be just over $3,180. Based on federal rules, Lewis & Clark is required to return that unearned federal aid in full to the U.S. Department of Education. Since Lewis & Clark is required to return the full $3,180 of unearned federal aid, Student X does not need to make any return to the U.S. Department of Education. If Lewis & Clark’s return of unearned federal aid creates a negative balance on Student X’s Lewis & Clark student account, however, Student X will be responsible for the balance due to Lewis & Clark.

Student X had also received $10,000 in a Lewis & Clark–funded grant for the semester. Student X went through the official withdrawal process, so Lewis & Clark adjusts its charges based on the institutional charge adjustment policy. As a result, Student X is charged 8.4 percent of the original tuition. This institutional grant is simultaneously reduced to 8.4 percent of the original amount—or $840—and applied to charges on Student X’s account.

Student X receives notification from the financial aid office of the adjustments made to Student X’s institutional and federal aid as the result of withdrawing.
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 and awards to students without consideration of financial need.

Scholarships

Barbara Hirschi Neely Scholarship
Up to five full-tuition scholarships are awarded to entering first-year students who demonstrate a commitment to learning that characterizes the best of Lewis & Clark students. A faculty committee selects recipients from a pool of outstanding applicants identified by the Office of Admissions. Scholarships are renewable provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree. In addition to the scholarship, each Neely scholar is granted a $2,000 stipend that may be used after the fourth semester of enrollment at Lewis & Clark for projects approved by the scholar’s faculty advisor and the associate dean of the college.

Trustee Scholarship
The Trustee Scholarship is a merit-based scholarship awarded to entering students with exceptional academic credentials. Scholarships are renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory academic progress toward the degree.

President’s Scholarship
The President’s Scholarship is a merit-based scholarship awarded to entering students with superior academic credentials. Scholarships are renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory academic progress toward the degree.

Dean’s Scholarship
The Dean’s Scholarship is a merit-based scholarship awarded to entering students with outstanding academic abilities relative to the overall applicant pool. Scholarships are renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory academic progress toward the degree.

Faculty Scholarship
A merit-based scholarship awarded to entering students who have demonstrated commendable academic abilities as well as the potential to contribute to the intellectual life of the Lewis & Clark community. Scholarships are renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Leadership and Service Award
These awards recognize students who have demonstrated exemplary leadership and/or service to their school or community. The award is renewable at the same amount in future years based on continued leadership and/or service activities and provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Pioneer Award
Offered to a select group of students who show great potential for academic success at Lewis & Clark. The award is renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Fir Acres Award
Named for the campus home of the college, the Fir Acres Award is given to a student whose admission application shows a strong potential for making positive contributions to the broader Lewis & Clark Community. This award is renewable at the same amount in future years provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.

Music Scholarship
Scholarships are awarded annually to students who have outstanding musical talent. The application process includes an audition. Participation in the music program is required for renewal. Further information may be obtained through the Department of Music.

Forensics Scholarship
Scholarships are awarded annually to students who have outstanding achievements in debate and forensics. The scholarship is renewed on the recommendation of the director of the forensics program. Students may apply through the Department of Rhetoric and Media Studies.

Alumni Leadership Scholarship
Scholarships are awarded to upper-class 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.

Herbert Templeton National Merit Scholarship
Awards of $1,000 are awarded to entering first-year students who have been selected as National Merit Scholars and have named Lewis & Clark as their first-choice college with the National Merit Scholarship Corporation prior to May 1. To qualify, applicants must take the Preliminary Scholastic Assessment Test (PSAT/NMSQT) no later than their junior year of high school. Additional information is available through high-school counselors or the National Merit Scholarship Corporation.

Lewis & Clark Endowed Scholarship
These scholarships are awarded to students who have strong academic records and demonstrated financial need. Endowed scholarships are funded by the annual income from financial gifts held in Lewis & Clark’s endowment. The recipients are notified about the specific gift funding their scholarship and may be asked to write a note of thanks to the donor or participate in a donor-recognition event.

Donald G. Balmer Scholarship
This scholarship, which honors U.G. Dubach Professor Emeritus of History Donald G. Balmer’s legacy of exceptional teaching and scholarship, is awarded to outstanding junior and senior political-science majors. Recipients demonstrate academic strength as well as financial need and are recommended by the Department of Political Science.

John V. Baumler Scholarship
This award honors the memory of Professor of Business and Administrative Studies John V. Baumler, who was very involved with international programs and served as a host to many international students over the years. The scholarship is awarded to an international student who has demonstrated leadership and/or service activities and provided the student is enrolled full-time, remains in good academic standing, and makes satisfactory progress toward the degree.
If a student’s financial aid award must be revised because of external funding they are awarded from any external sources, resources must be considered when determining a student’s eligibility reference information on scholarship opportunities, and the internet is a and similar groups. Many high school counseling centers maintain free fraternal groups, churches, local businesses, PTAs, veterans posts, parents’ employers, professional associations, community organizations, students should investigate the possibility of scholarships through their department of theatre, with a preference given to technical and design students.

Mary Stuart Rogers Scholarship
A varying number of $5,000 scholarships are awarded each spring to currently enrolled sophomores and juniors for use in their junior or senior year of undergraduate study. Recipients are selected by a committee, with consideration given to academic achievement, outstanding leadership qualities, and financial need.

Kent Philip Swanson Jr. Memorial Scholarships
These scholarships were established by his parents to honor the life of Kent P. Swanson Jr. ’95. The department of biology annually selects a junior or senior who demonstrates excellence in biology, financial need, and a love of the outdoors to receive scholarships. The department of art annually selects a junior or senior who demonstrates financial need as well as excellence in the field of ceramics to receive a scholarship.

Howard Ross Warren Scholarship
This scholarship is awarded to one or two junior or senior theatre students under the age of 25 selected by the department of theatre who show unusual talent and promise.

External Scholarships
Students are encouraged to seek assistance through external sources. Students should investigate the possibility of scholarships through their parents’ employers, professional associations, community organizations, fraternal groups, churches, local businesses, PTAs, veterans posts, and similar groups. Many high school counseling centers maintain free reference information on scholarship opportunities, and the internet is a good resource for information leading to these funding sources. External resources must be considered when determining a student’s eligibility for assistance and are treated as a resource in addition to the expected family contribution. Students are responsible for notifying the Office of Financial Aid of funding they are awarded from any external sources. If a student’s financial aid award must be revised because of external scholarships, Lewis & Clark normally looks first at the loan and work-study portion of the package in considering where to make a reduction.

Grants
Lewis & Clark Grant
These grants are awarded to students on the basis of financial need and overall strength as applicants. Renewal is not guaranteed because financial need must be assessed annually, but students can anticipate receiving the same amount of grant funds each year provided they demonstrate sufficient need and meet general eligibility requirements.

Federal Pell Grant
Federally funded grants are awarded to financially needy students who meet the program’s specific requirements. Eligibility criteria and award amounts are established by the federal government and recipients are identified through submission of the FAFSA.

Federal Supplemental Educational Opportunity Grant
Federally funded grants are awarded to students who demonstrate exceptional financial need, with priority given to Federal Pell Grant recipients. The amount of the grant varies each year depending on available program funding.

Oregon Opportunity Grant
Students who are residents of Oregon may be eligible to receive assistance funded by the state. Eligibility criteria and award amounts are determined by the Oregon Office of Student Access and Completion.

Loans
Federal Direct Loan (Subsidized and Unsubsidized)
Undergraduate students may obtain a Federal Direct Loan, regardless of financial need, from the U.S. Department of Education. General eligibility, as well as eligibility for an interest subsidy, is determined through the filing of the FAFSA. Subsidized loans, which are awarded based on the demonstrated financial need of a student, do not accrue interest during periods of at least half-time enrollment and lender-approved deferments. Unsubsidized loans begin accruing interest as soon as the loan is disbursed. The borrower is responsible for the interest and may elect to make interest-only payments during periods of enrollment or defer making interest payments until repayment of the principal amount commences.

Federal Direct Subsidized Loans for undergraduate students and Federal Direct Unsubsidized Loans disbursed between July 1, 2018, and June 30, 2019, carry a fixed 5.05 percent interest rate. For loans first disbursed between October 1, 2018, and September 30, 2019, 1.062 percent of the gross loan amount is withheld as fees at disbursement.

Dependent first-year students may borrow a maximum of $5,500 per year, with no more than $3,500 eligible for subsidy; sophomores may borrow up to $6,500 per year, with no more than $4,500 eligible for subsidy; and juniors and seniors may borrow up to $7,500 per year, with no more than $5,500 eligible for subsidy. Students considered independent for financial aid purposes may borrow additional amounts.

Further information on the terms or repayment of a Federal Direct Loan can be found at StudentLoans.gov.

Federal Direct PLUS Loan
Parents may borrow funds up to the total cost of their student’s education minus other financial aid for each undergraduate dependent student through the U.S. Department of Education. For loans first disbursed between October 1, 2018, and September 30, 2019,
4.248 percent of the gross loan amount will be withheld as fees at disbursement. The interest rate is fixed at 7.60 percent for loans first disbursed between July 1, 2018, and June 30, 2019. Repayment begins within 60 days of the last disbursement of funds. Submission of the FAFSA is required to determine eligibility for the Federal Direct PLUS Loan.

Student Employment

**Federal Work-Study (FWS)**
This federally funded program provides the opportunity for students to work part-time during the academic year. Work-study positions are typically on campus, and wage rates are typically $12.50 an hour. Paychecks are issued once a month and can be directly deposited into a personal bank account. Eligibility for this program is based on financial need as determined by analysis of the information provided on the FAFSA. An award of FWS is not a guarantee of employment but merely indicates eligibility to work under the program.

**Lewis & Clark Work-Study (LCWS)**
This program provides on-campus employment opportunities to students who do not qualify for the need-based FWS program. Students may be asked to complete one or both financial aid applications (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.
Faculty

Lewis & Clark has 122 tenured and tenure-track faculty members and two 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 2019–20 academic year.

Full-Time Faculty


Therese Augst. Associate professor of German. German, German literature and culture of the 18th through 20th centuries, intellectual history, critical theory. PhD 1997, MA 1992 University of California at Santa Barbara. BA 1989 University of California at Davis.


Anne K. Bentley. Associate professor of chemistry, chair of the Department of Chemistry. General, inorganic, and materials chemistry; nanotechnology. PhD 2005 University of Wisconsin at Madison. BA 1997 Oberlin College.


Kundai V. Chirindo. Associate professor of rhetoric and media studies, director of the Ethnic Studies Program (fall). Rhetoric, culture, and hermeneutics; Africa in the public imaginary; rhetoric and postcolonial


Julio C. de Paula. Professor of chemistry. Physical chemistry, biophysical chemistry, nanotechnology. PhD 1987 Yale University. BA 1982 Rutgers University.


Deborah Heath. Associate professor of anthropology, director of the Gender Studies Program. Anthropology of science, technology, and medicine; anthropology of the body; cultural and critical theory; visual
and narrative representation. PhD Johns Hopkins University. MA University of Minnesota at Minneapolis–St. Paul. BA Reed College.


Maria Hristova. Assistant professor of Russian. 20th- and 21st-century Russian and Balkan literatures; 19th-century Russian intellectual history; Central Asian cultures. PhD 2015, MPhil 2012 Yale University. BA Vassar College.


Lance Inouye. Associate professor of music, director of orchestral activities. Orchestra, conducting, theory. DMA 2015 College Conservatory of Music at University of Cincinnati. MM 2000 Aaron Copland School of Music at Queens College, City University of New York. BM Berklee College of Music.


John W. Krussel. Associate dean of the College of Arts and Sciences, professor of mathematics. Graph theory, combinatorics, cryptography. PhD 1987, MS 1983 Colorado State University. BA 1977 Saint Louis University.


Kaley Mason. Assistant professor of music. Music of South Asia; Francophone popular music; creative economies; social movements. PhD 2006 University of Alberta. BMus 1999 Queen’s University at Kingston.


Juan Carlos Toledano Redondo. Professor of Hispanic studies. Hispanic studies, 19th- and 20th-century Spanish American literature, Hispanic-


Faculty With Term


Kimberly Brodkin. Associate professor with term of gender studies and ethnic studies. Gender and politics in the U.S. PhD 2001 Rutgers University. BA 1992 University of Pennsylvania.


Dru Donovan. Assistant professor with term of art. Photography. MFA 2009 Yale University. BFA 2004 California College of the Art.


Visiting Faculty


Catherine Sprecher Loverti. Visiting Assistant Professor of German. PhD 2008 University of Chicago. University of Zurich.

Adjunct Faculty
Alex Addy. Instructor in music. Ghanaian drumming.
Ravi Albright. Instructor in music. Tabla.
Julia Banzi. Instructor in music. Flamenco guitar, folk guitar.
Carol Biel. Instructor in music. Piano.
Dave Captein. Instructor in music. Jazz bass.
JāTtik Clark. Instructor in music. Tuba.
Deborah Cleaver. Instructor in music. Piano.
Jennifer Craig. Instructor in music. Harp.

Nancy Ives. Instructor in music. Chamber music.
Ben Medler. Instructor in music. Trombone.
Bruce Neswick. Instructor in music. Organ.
Randy Porter. Instructor in music. Jazz piano, jazz.
Sarah Tiedemann. Instructor in music. Flute.

Adam Trussell. Instructor in music. Bassoon.


**Academic Professionals**


Tara Boatman. Instructor in physical education and athletics, assistant athletic trainer. BA 2003 Concordia University.


Joe Bushman. Instructor in physical education and athletics, assistant football coach. MAT 1994, BS 1993 Willamette University.

Aaron Campbell. Instructor in physical education and athletics, assistant track and field coach, recruiting coordinator. BA 2010 University of Vermont.


Jimmy Chau. Instructor in physical education and athletics, head tennis coach. BA 2001 Lewis & Clark College.

Shawna Cyrus. Instructor in physical education and athletics, head softball coach. BA 2002 Oregon State University.


Angela Dendas-Pleasant. Head strength and conditioning coach. MS 2010, BS 2007 Humboldt State University.


Chris Fantz. Instructor in physical education and athletics, aquatics director, head swimming coach. MA 2012 Lewis & Clark College. BA 1999 University of Puget Sound.

Sarit Gluz. Instructor in physical education and athletics, athletic academic coordinator. BA 2009 Lewis & Clark College.


Jacob Hales. Instructor in physical education and athletics, assistant football coach. BS 2008 University of Nevada, Las Vegas.

Paige Hall. Instructor in physical education and athletics, assistant softball coach. BS 2012 Oregon State University.

Erica Harris. Instructor in English language. MA 2009, BA 2004 Portland State University.

Emily Hayes. Instructor in physical education and athletics, head volleyball coach. BA 2014 Hope College.
Hannah Stinson. Instructor in physical education and athletics, assistant volleyball coach. BS 2018 University of Puget Sound.

Sam Taylor. Instructor in physical education and athletics, head rowing coach. BA 2001 University of Puget Sound.

Laura Tucker. Catalog librarian. MLS 1996 University of North Texas. BA 1993 Brigham Young University.

Jim Tursi. Instructor in physical education and athletics, head women's soccer coach. BA 1981 University of Portland.


Kristina Williams. Instructor in physical education and athletics, head women's basketball coach. MS 2016 Smith College. BA 2013 Lewis & Clark College.

James Yen. Instructor in physical education and athletics, head golf coach, assistant football coach. MS 2002 Linfield College.

**Professors Emeriti**


Anton Andereggen. Professor emeritus of French. PhD University of Colorado.

Stephanie K. Arnold. Professor emerita of theatre. Greek drama, American drama, criticism, women playwrights, acting, directing. PhD University of Wisconsin at Madison.


Henry M. Bair. Professor emeritus of history. PhD Stanford University.

Don E. Batten. Professor emeritus of psychology. PhD Washington State University.

David M. Becker. Senior lecturer emeritus in music. Wind Symphony, Jazz Ensemble, music education, jazz history, conducting. MME University of Oregon.


Debra Beers. Senior lecturer emerita in art. Drawing. MFA University of Iowa.

Stewart Buettner. Professor emeritus of art history. PhD Northwestern University.


Helena M. Carlson. Professor emerita of psychology. PhD University of California at Riverside.

Peter G. Christenson. Professor emeritus of rhetoric and media studies. Media and society, quantitative research methods, media and socialization, popular music as communication. PhD Stanford University.

Dinah Dodds. Professor emerita of German. PhD University of Colorado.

Arleigh R. Dodson. Professor emeritus of chemistry. PhD Michigan State University.

James A. Duncan. Professor emeritus of chemistry. PhD University of Oregon.


Gary K. Emblen. Professor emeritus of physical education and athletics. MS University of Oregon.

Klaus Engelhardt. Professor emeritus of French and German. PhD University of Munich.

Pietro M.S. Ferrua. Professor emeritus of French. PhD University of Oregon.


Mónica Flori. Professor emerita of Spanish. PhD University of Oregon.

Gregory A. Fredericks. Professor emeritus of mathematics. PhD Oregon State University.

Lee R. Garrett. Professor emeritus of music. DMA University of Oregon.


Martin Hart-Landsberg. Professor emeritus of economics. Political economy, economic development, international economics. PhD University of Wisconsin at Milwaukee.

James E. Holton. Lecturer emeritus in political science. MA Louisiana State University.

Steven B. Hunt. Professor emeritus of communication. JD Lewis & Clark Law School, PhD University of Kansas.


Stuart J. Kaplan. Professor emeritus of communication. PhD University of Oregon.

Curtis R. Keedy. Professor emeritus of chemistry. PhD University of Wisconsin.

Zuigaku Kodachi. Instructor emeritus in Japanese. MA University of Rissho.

Sevin Koont. Professor emeritus of philosophy. PhD Southern Illinois University.


Ann Schaffert Miller. Professor emerita of music. MM Drake University.

Robert Miller. Senior lecturer emeritus in art. Photography. MFA School of the Art Institute of Chicago.


Reinhard G. Pauly. Professor emeritus of music. PhD Yale University.

Richard L. Peck. Professor emeritus of international affairs. PhD Yale University.


William A. Rottschaefer. Professor emeritus of philosophy. PhD Boston University.

Harold J. Schleef. Professor emeritus of economics. PhD University of Chicago.

Steven R. Seavey. Professor emeritus of biology. PhD Stanford University.

Gilbert Seeley. James W. Rogers Professor Emeritus of Music. DMA University of Southern California.

Phillip T. Senatra. Professor emeritus of economics. PhD University of Iowa.

Dell Smith. Registrar emeritus. PhD Oregon State University.

Lois M. Smithwick. Professor emerita of health and physical education. MEd Lewis & Clark College.


Michael Taylor. Professor emeritus of art. MFA University of California at Los Angeles.


Bruce West. Senior lecturer emeritus of art and sculpture. BS University of Oregon.

Richard A. Willis. Professor emeritus of theatre. PhD Northwestern University.


Phyllis A. Yes. Professor emerita of art. PhD University of Oregon.

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Emanuel Rose, Portland, Oregon. Rabbi, Congregation Beth Israel (retired).


Bruce G. Willison, Los Angeles, California. Dean emeritus, School of Business, University of California at Los Angeles.
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