



2024-2025 Catalog

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Whitman College at a Glance

Interdisciplinary research opportunities. Small classes. Global connections forged under the guidance of dedicated faculty members. The support it takes to turn college into limitless opportunity. As a small, residential liberal arts college in Eastern Washington's Walla Walla, Whitman has what it takes to provide an education that goes beyond the classroom. Whitties are scholars, but also explorers and scientists. They climb mountains, travel to far-off corners and advocate for social justice. They care about community and aim to become citizens of the world. A Whitman education is rooted in the traditional liberal arts values of critical thought and academic rigor; add in prestigious internships, off-campus study and civic engagement opportunities, and it becomes more than the sum of its parts. The Whitman experience transforms, allowing students to turn education into life. We invite you to explore this website to learn more about Whitman.

Location: Historic Walla Walla in the scenic southeastern corner of Washington. It is two-and-a-half hours from Spokane, four hours from Portland, and four-and-a-half hours from Seattle.

Student Body: 1,500. Coeducational, representing 45 states, and 67 countries. Approximately two-thirds of Whitman students live on campus.

Faculty: Ninety-eight percent of tenure-track faculty hold the Ph.D. or other appropriate terminal degree in the field. During recent years, Whitman faculty members have been recipients of awards such as the Graves Award in the Humanities and the Lynwood W. Swanson Scientific Research Award. Members of the faculty have garnered honors and fellowships from the National Science Foundation, National Institutes of Health, National Endowment for the Humanities, M.J. Murdock Trust, American Chemical Society, U.S. Fulbright Program, Ploughshares Fund, and other agencies.

Student-Faculty Ratio: 9.4 to 1.

Majors and Combined Plans: Sixty-one departmental majors lead to a Bachelor of Arts degree. In addition, combined 3-2 engineering programs with approved ABET institutions; 3-2 oceanography and biology or geology with the University of Washington; 3-2 forestry and environmental management programs with Duke.

Off-Campus Studies: Currently 38 percent of the junior class pursue study abroad for one semester. Approved off-campus study programs are located in Argentina, Australia, Austria, Cambodia, Cameroon, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, England, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Nepal, Netherlands, New Zealand, Panama, Scotland, Serbia, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Tanzania, Turks and Caicos, as well as US-based programs in Tucson, Arizona, Washington, D.C., and Woods Hole, Massachusetts.

Career Planning and Professional Development: In addition to our comprehensive career coaching program, which provides individual coaching to every Whitman student, the Career and Community Engagement Center assists students in accessing valuable career-related experiences. Through campus leadership roles, community engagement, internships, summer jobs, on-campus and off-campus part-time employment, nationally competitive scholarships and grants, as well as on- and off-campus research opportunities, students gain professional skills and personal development that employers and graduate schools expect in their applicants. The Center offers powerful digital tools, workshops and alumni networking opportunities, along with a comprehensive website containing an incredible library of resources and information.

Affiliations and Accreditations: Whitman College is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the institution's accreditation status by the Northwest Commission on Colleges and Universities should be directed to Helen Kim, Associate Dean for Academic Affairs (kimh2@whitman.edu, 509-527-5187). Individuals may also contact: Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052, by phone at (425) 558-4224, or their website www.nwccu.org. Whitman's Department of Chemistry is accredited by the American Chemical Society.

Athletics: Whitman holds membership in the NCAA (Div. III) and the Northwest Conference. The college supports 17 varsity sports, nine for women and eight for men, with almost 20 percent of the student body participating in varsity athletics. More than 70 percent compete in varsity, club and intramural sports combined.

Alumni Support: Each year, 20% of living alumni give back to Whitman. Gifts to The Whitman Fund – ranging from \$5 to \$50,000 – collectively provide support to all areas of the student experience, including academic excellence, DEI initiatives, internships, and financial aid.

Campus, Housing, and Facilities: Three blocks from downtown Walla Walla, the 100-acre campus has 18 academic, student service, and administrative buildings. Residential facilities include several coeducational halls, interest houses, one all-female hall (which also houses four sororities), and four fraternity houses.

Financial Aid: About 50 percent of Whitman students receive need-based aid. Whitman also maintains a merit-based scholarship program.

Financial Strength: Market value of endowment and outside trusts is more than \$733 million, as of June 30, 2023.

Cost: In 2024-2025 \$63,510 for tuition, \$15,080 for room and board.

About Whitman College

Whitman students work theoretically and across disciplines, but they also get to put their knowledge to use in the field. It's a challenging and rewarding combination that sets students up for success for their lives after Whitman.

Nearly all our students cite their close working relationships with professors as paramount to their success at Whitman. Our faculty members are passionate teacher-scholars known for their research, writing and performance.

In addition to maintaining a faculty of the highest caliber, Whitman College is steadfastly committed to:

- fostering the intellectual depth and the breadth of knowledge essential for leadership;
- supporting mastery of critical thinking, writing, speaking, presentation and performance skills;
- integrating technology across the liberal arts curriculum;
- promoting a strong faculty-student collaborative research program;

- promoting a rich appreciation for diversity and an understanding of other cultures; and
- encouraging a sense of community by offering a vibrant residential life program and extensive athletic, fitness and outdoor opportunities.

Whitman alumni include a Nobel Prize winner in physics; the Mars Rover lead engineer; a U.S. Supreme Court justice; an ambassador to Iraq and six other countries in the Middle East; a NASA astronaut; congressional and state representatives; leaders in law, government and the Foreign Service; respected scholars; CEOs of major corporations; renowned artists, entertainers and writers; prominent journalists; leading physicians and scientists; and thousands of active, responsible citizens who are contributing to their professions and their communities.

The Mission of the College

This mission statement, approved by the Whitman College Board of Trustees, guides all programs of the college:

Situated within the rich and complex landscape and history of the Walla Walla Valley, Whitman College provides a rigorous liberal arts education of the highest quality to passionate and engaged students from diverse backgrounds. Whitman students develop their intellectual and creative capacities in a supportive scholarly community that prioritizes student learning within and beyond our classrooms. We help each student translate their deep local, regional, and global experiences into ethical and meaningful lives of purpose.

Whitman College Diversity Statement

Diversity, equity, and inclusion are core values at Whitman College. The college strives to have and support a student body, staff and faculty that represent the diversity of our world: gender identity, sexuality, race, ethnicity, national origin, socioeconomic class, disability, religion, spirituality and age cohort.

We seek to foster an inclusive learning environment in which members draw from different intellectual traditions to engage with and challenge one another through studied, thoughtful, and respectful dialogue and debate.

We aspire to become a place where all community members experience difference every day, where diversity is supported and woven throughout our cultural fabric: our values, our behavior, our culture. Our mission focuses on educating engaged students from diverse backgrounds and experiences in a college community where everyone can participate fully in the life of the college and experience a genuine sense of belonging.

Education is a common good that ultimately serves the entire society; therefore, access is a moral imperative. Diverse learning contexts are known to provide transformative educational experiences. An inclusive environment at Whitman that nurtures the development of the ability to work effectively across difference will prepare our students for life after Whitman. We believe that through an innovative rigorous liberal arts curriculum, we can educate all students and prepare them to serve in various fields and sectors and to contribute to a rapidly changing, multicultural and globalized world. Our graduates will be ready to work with others for the common good.

Environmental Principles

Recognizing the impact Whitman College has on the environment and the leadership role Whitman College plays as an institution of higher learning, the college affirms the following environmental principles and standards, which will be followed while exploring practical ways to promote an environmentally conscious campus. The college pledges to:

- reduce the amount of non-recyclable materials, reuse materials when possible and utilize recycled materials;
- consider the eco-friendliest science and technology available to decrease our environmental impact;
- continue to build an energy-efficient campus in the 21st century;
- patronize companies that are active in their defense of the environment;
- encourage individuals' environmental accountability through programs of environmental education;

- consider environmentally friendly options when they exist and are practical when making decisions regarding developmental projects;
- further the use of reused materials, recyclable materials and the internet for campus communications;
- encourage and ask our food service to make environmentally friendly decisions when purchasing food and supplies, reducing waste and reusing materials;
- maintain campus grounds through the employment of bio-friendly substances and services; and
- strive to improve upon current practices so we may engage the trends of the industrial world with the natural environment.

Whitman's Faculty

Whitman College's full-time faculty currently numbers 175. In addition to their dedication to teaching and advising, Whitman faculty members conduct an impressive amount of original research.

Believing that an active professional life supports enthusiasm in teaching and advising, the college encourages faculty members' scholarly work through sabbatical's program, funding for faculty professional scholarship, and other resources. During recent years, Whitman faculty members have been recipients of awards such as the Graves Award in the Humanities and the Lynwood W. Swanson Scientific Research Award. Members of the faculty have garnered honors and fellowships from the National Science Foundation, National Institutes of Health, National Endowment for the Humanities, M.J. Murdock Trust, American Chemical Society, U.S. Fulbright Program, Ploughshares Fund, and other agencies.

Faculty members, with the president and the provost/dean of the faculty, are responsible for basic academic policy and for the formulation of the curriculum. The faculty also has a responsibility for student life and welfare.

Penrose Library

Penrose Library provides critical services, collections, and programs in support of the Whitman College mission and the needs of the college curriculum. The Library provides an exceptional space for learning, personal growth, and communication, while at the same time providing a variety of print and electronic resources and services that enable students to engage in intellectual exploration and creativity. The faculty relies on the Library to provide materials not only for their pedagogical needs but also to help advance their research agendas. These activities in turn feed back into the classroom, providing a model for the student scholar at an institution that actively promotes undergraduate research.

Librarians at Penrose Library value an environment focused on teaching and learning. Instructional programming occurs at several different levels, all aimed at integrating life-long information literacy skills into a student's larger academic development. Librarians work collaboratively with faculty to prepare classroom presentations that facilitate a problem-based approach to instruction. The instructional program is fundamentally about "source literacy" to ensure that students have an understanding of the differences and the uses of primary and secondary sources. This approach provides the opportunity to move beyond simply reviewing secondary literature and into engaging in original research. Students are gradually learning how to construct "Research Questions" and integrate primary sources (both digital and analog) into their work. In essence, they begin to experience the complex and messy world of scholarship.

Beyond supplying rich and deep collections for research and learning needs, the Library offers physical and virtual spaces to meet the College's mission of graduating critical thinkers. Many of its resources are available in digital formats that are accessible anywhere students choose to study. The building provides a variety of spaces for learning opportunities including group study, quiet individual study and audio-visual support rooms. An informal environment is encouraged by providing appropriate furnishings that lead to collaborative, discussion-based learning. By focusing on the social as well as the intellectual needs of students, personal growth and social development are fostered in the Library – values which the College strives to instill in Whitman graduates.

College History and Background

Whitman College traces its roots to the 1830s. In 1836, Marcus and Narcissa Whitman established a mission and a school near Walla Walla to teach the Cayuse Indians to read and write their native language. Later, the couple provided assistance to Oregon Trail travelers. However, the Whitman's were killed in 1847, and fellow missionary Rev. Cushing Eells resolved to establish a school in their honor. The Washington Territorial Legislature granted a charter to Whitman Seminary on Dec. 20, 1859. College courses were first offered at Whitman in 1882 and on Nov. 28, 1883, the legislature issued a new charter, changing the seminary into a four-year, degree-granting college.

The college has remained small in order to facilitate the close faculty-student interaction that is essential to exceptional higher education. In 1914, Whitman became the first college or university in the nation to require undergraduate students to complete comprehensive examinations in their major fields. The installation of a Phi Beta Kappa chapter in 1919, the first for any Northwest college, marked Whitman's growing reputation.

One of Whitman's most recognizable campus landmarks is the clock tower atop Memorial Building, which was constructed in 1899. Among recent construction projects are Stanton Hall and Cleveland Commons, the upgrade of the Sherwood Athletic Center and the Glover Alston Center, along with the renovation and expansion of Maxey Hall, Penrose Library, the Hall of Science and Harper Joy Theater. Newer buildings also include the Fouts Center for Visual Arts, the Baker Ferguson Fitness Center/Harvey Pool, the Welty Center (health and counseling services) and the Reid Campus Center.

The campus is one block from downtown Walla Walla, a city of 32,000 in southeastern Washington. The town's setting among golden wheat fields shadowed by the Blue Mountains provides countless opportunities for outdoor pursuits. Named one of the nation's top 25 "small town cultural treasures" and cited by *Sunset* magazine as having the best Main Street in the West, Walla Walla is known for its art galleries, symphony orchestra, community theater and premium wineries. Whitman sponsors dance groups, operas, musical soloists, film festivals and performances by the college's excellent music and theater departments. The college hosts nationally recognized lecturers in science, letters, politics, current history and other fields.

Academic Calendar

2024-2025 Academic Calendar

All dates are inclusive.

Access the Academic Calendar online in list format for detailed information on certain dates.

Fall Semester 2024

September 3, Tuesday	Fall semester classes begin.
September 13, Friday	Last day to add classes.
September 13, Friday	Last day for December '24 grads to submit Pay-Per-Credit application.
September 23, Monday	Incomplete grade deadline for Students.
October 10-11, Thursday-Friday	October Break; no classes.
October 16, Wednesday	Last day to drop from classes or the college without record.
November 4, Monday	P-D-F grade applications accepted through December 13.
November 7-12	Preregistration period for the Spring semester 2025.
November 8, Friday	Last day to withdraw from classes or the college with W grades.
November 20, Wednesday	Graduation forms due for May and September '25 graduates.
November 25-29	Thanksgiving break; no classes.
December 13, Friday	Last day of classes, fall semester.
December 13, Friday	Honors theses due in library for Fall thesis candidates.
December 16-20	Final examination period.
December 20, Friday	Fall semester ends.
December 20, Friday	Last day to pre-register for Spring 2025.
December 20, Friday	Applications for Incompletes due to Dean of Students by 4pm.
December 23, Monday	Grades due 9am.
December 30, Monday	December graduation.

Spring Semester 2025

January 21, Tuesday	Spring semester classes begin.
January 31, Friday	Last day to add classes.
February 10, Monday	Incomplete grade deadline for Students.
February 17, Monday	President's Day; no classes.
February 20, Thursday	Power and Privilege Symposium; no classes.
February 28, Friday	Last day to drop from classes or the college without record.
February 28, Friday	Graduation forms due for December '25 graduates.
March 17-28	Spring Break; no classes.
April 7, Monday	P-D-F grade applications accepted through May 12.
April 11, Friday	Last day to withdraw from classes or the college with W grades.
April 15, Tuesday	Undergraduate Conference; no classes.
April 25-29	Preregistration period for the Fall semester 2025.
May 12, Monday	Last day of classes, Spring semester.
May 13-14, Tuesday-Wednesday	Reading days; no classes.
May 14, Wednesday	Honors theses due in library for Spring thesis candidates.
May 15-20	Final examination period.
May 20, Tuesday	Spring semester ends.
May 20, Tuesday	Last day to pre-register for Fall 2025.

May 20, Tuesday	Applications for Incompletes due to Dean of Students by 4pm.
May 25, Sunday	Commencement.
May 28, Wednesday	Grades due 9am.

Admission

Whitman's admission process is selective to assure a student body with excellence in both academic and extracurricular pursuits and with varied backgrounds. To achieve this balance, the Admission Committee evaluates scholastic records, the quality of written expression, test scores, extracurricular activities, and letters of recommendations. Evidence of motivation, discipline, imagination, creativity, leadership, and maturity also are considered.

Although most of the entering first-year students graduated in the top 20 percent of their high school graduating classes, there are no arbitrary entrance requirements or quotas. It is recommended that candidates complete four years of secondary school English and mathematics, three years of laboratory science, and two years each of history/social sciences and foreign language. The Admission Committee looks for those candidates who take and excel in advanced level courses.

Whitman College is committed to providing access to an affordable education for as many admitted students as possible. More than half of current students demonstrate financial need and approximately 90 percent receive some form of financial aid — scholarships, grants, employment, or loans. All students who need assistance are encouraged to apply for financial aid.

Whitman College has a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs, Whitman College does not discriminate on the basis of race, color, sex, gender, religion, age, marital status, national origin, physical disability, veteran's status, sexual orientation, gender identity, or any other basis prohibited by applicable federal, state, or local laws.

Application Due Dates

Fall admission application due dates are November 15 and January 10 for Early Decision applicants; January 15 for Regular Decision first-year candidates; and March 1 for Regular Decision transfer applicants. Qualified applicants who file credentials after the Regular Decision deadline dates may be admitted only to the extent that space is available.

Notification dates for admission are as follows: by December 20 for Early Decision I, February 10 for Early Decision II, April 1 for Regular Decision candidates, and April 20 for Regular Decision transfer candidates.

The transfer application deadline for spring semester is November 1. The notification date is by December 1.

Early Decision

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

Applications for Admission

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

Admission Credentials

First-Year Students

Students applying for first-year standing must submit the following credentials:

- The *Common App*.
- A *transcript* of the secondary school record.
- A *School Report* completed by the applicant's secondary school counselor.
- A recommendation letter from a secondary school teacher or counselor.
- A nonrefundable *application fee* of \$50, which can be waived for first generation college students, students from Eastern Washington, students for whom the application fee presents a financial hardship, and applicants who submit by December 1.
- *Optional*: Scores on the SAT or the ACT.
 - Whitman's Test-Optional policy allows candidates to choose whether or not they would like to submit an SAT or ACT score for review in the admission process.
 - Early Decision candidates who plan to submit test scores should take one of the tests no later than October (Early Decision I) of the senior year in order that score reports may reach the Office of Admission by November 15. (Scores from the November and December test dates may be submitted for Early Decision II applicants.)
 - Regular Decision candidates who plan to submit test scores should take one of tests no later than December in the senior year in order that score reports may reach the Office of Admission by January 15.
- Early Decision applicants must submit their *Early Decision Agreement*, which is available via the Common Application.

Transfer Students

Students applying for transfer standing must submit the following credentials:

- The *Common App for Transfer*
- *Transcripts* from each college or university attended.
- The *College Report Form* available as part of the Common Application for transfer students.
- An academic recommendation from a college instructor or high school teacher.
- *Optional*: Scores on the SAT or the ACT.

International Students

International students (students who are not U.S. citizens, U.S. permanent residents, green card holders, or refugees) must submit the credentials listed above for first-year or transfer applicants with the following additions:

- An *official score report* from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test (DET). A TOEFL score of 85 is required. The minimum IELTS score required is 7.0. The minimum Duolingo score is 110. The English Proficiency Testing requirement can be waived for international applicants whose first language is English or if the primary language of instruction at the secondary school attended has been English.
- To apply for financial aid, international students must complete and submit the Whitman International Student Financial Aid Application by the deadline for the admission application.

Admission Provisions

The college requires final transcripts of all high school and college work. Prior to enrollment, a first-year student must submit a high school transcript or equivalent academic credential demonstrating completion of a high school degree. If Whitman has reason to believe the high school diploma is not valid, the college will follow up directly with the high school to determine the transcript's validity.

Space in a college residence hall is assured automatically with admission for all first-year students. A residence life questionnaire will be available after students have accepted their offer of admission.

An enrollment deposit of \$300 is required to reserve a student's place in the class. The deposit payment deadlines are below:

- Early Decision I candidates January 15
- Early Decision II candidates February 15
- Regular Decision First-Year admission candidates by May 1.
- Fall semester transfer students May 20
- Spring semester transfer students December 10.
- When late applicants are admitted on a "space available basis," the deposit is due by the date, which is stipulated in the letter of admission.

Admission may be deferred upon request. Deferral may be requested after the enrollment deposit has been paid. The deposited is forfeited if the student chooses not to enroll.

The \$300 enrollment deposit is held in reserve by the college for the student. This deposit is returned upon graduation or withdrawal from Whitman if there are no unpaid charges remaining on the student's account (see "Deposit" in the *Charges* section). Prior to the refund of the deposit, students with federal loans must have an exit interview with the Student Loans Manager.

Nondegree-Seeking Students

Nondegree-seeking students are those who wish to take certain courses but not pursue a degree program. Some nondegree-seeking students (e.g., local high school students, students from the Washington State Penitentiary, etc.) have special processes for registering for courses at Whitman; these students are non tuition-paying students. Other nondegree-seeking students apply through the Office of Admission and pay full tuition for the coursework they pursue. These students register on a space-available basis and must secure written permission from the professor after the first day of the semester. If a nondegree-seeking student wishes at any time to become a regular student (i.e., pursue a degree program), they must file all application credentials for consideration by the Admission Committee (see also "Nondegree-seeking students" under *Classification of Students*, and under *Tuition*).

Auditors

Community members admitted to Whitman College for the purpose of enrolling in a class for no grade/credit.

- Community members work with the Registrar to enroll in a course and are required to pay the Auditor's Tuition as indicated in the tuition section.

The college will keep a permanent record of all audited work, assigning an "AU" grade with no credit being awarded for successful completion of an audited course. The Registrar's Office will maintain oversight of completion of audited courses and will remove those students who have not met the requirements agreed upon with the instructor of the course before grades are transcribed.

Veterans

Whitman College's academic programs of study are approved by the Washington State Achievement Council State Approving Agency for Veteran's Education and Training for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. The college may allow credit for military service activities which have educational content to students who present acceptable military records. Such documentation should be submitted as part of the admission credentials. The Registrar is the veteran's benefits official for the college.

Whitman College in accordance with Title 38 US Code 3679 subsection (e), adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch.31) benefits, while payment to the institution is pending from the VA. Whitman

will not prevent the student's enrollment, assess a late penalty fee, require student to secure alternative or additional funding, deny access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills.

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

Veterans Benefits and Transition Act of 2018 – Section 103: Public Law 115-407 Section 103 effective December 31, 2018, requires an educational institution have a policy in place that will allow an individual to attend or participate in a program of education if the individual provides the school with a "Certificate of Eligibility (COE)".

Gateway Program with Walla Walla Community College

The primary purpose of the Gateway Program is to encourage low income and first generation, as well as other Walla Walla Community College students from diverse backgrounds, to pursue a liberal arts education at Whitman College.

To participate in the program, students must demonstrate the ability to meet the rigors of academic work at Whitman College. Students must submit an application to the Whitman Admission Committee and be approved by the committee for entrance into the program.

Participants enroll in one or two classes at Whitman College after their fourth quarter at Walla Walla Community College. These participants will then be considered for admission to Whitman College as full-time degree candidates after successful completion of their sophomore year. Participants complete a reduced class load at Walla Walla Community College while attending Whitman College during the trial period. The reduced load will be such that the participant will continue to receive financial aid at Walla Walla Community College. The courses at Whitman will apply to graduation requirements at both institutions and will be paid for by Whitman College.

If the Whitman Admission Committee finds the Gateway Program participant academically successful at both colleges, the participant will be given special consideration for admission to Whitman College as a regular degree-seeking transfer student under the provisions outlined in the operating agreement.

Charges

Tuition pays for considerably less than the true cost of a Whitman education, with the remainder provided by income from the college's endowment and by gifts from alumni and other friends of the college. In effect, then, these revenue sources provide a partial scholarship to all students, regardless of whether they receive financial aid.

Whitman reserves the right to adjust its charges, though charges effective at the beginning of a semester will not be changed during that semester.

Summary of Charges

Charges for a two-semester year at Whitman, for a student living in a residence hall, are:

Tuition	\$63,510
ASWC (student association)	\$540
Board (Meal Plan 2)	\$8,440
Room (standard rate)	\$6,640
Books and supplies (estimated)	\$1,400

Additional course fees, the cost of private music lessons, and personal expenses will vary from student to student. At Whitman and in the Walla Walla community, costs of social, recreational, and extracurricular activities tend to be relatively modest. The inclusive budget — that is, a typical budget for a student taking advantage of all customary types of college activity — is about \$80,530 a year.

Payment of Charges

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

Full Payment: All charges, net of financial aid, must be paid by cash or check to the Business Office. Additionally, an online electronic payment option is available at <https://webapp2.whitman.edu/opay> for credit card or electronic checks. Please see the Business Office Student Accounts website, whit.mn/stuacct for current information.

Deferred payment plan: You may choose the deferred payment plan if you maintain a good payment history with the college. Each semester you may defer your tuition, room, and board charges, making four deferred payments. There is a \$25 per semester set-up fee. All unpaid balances, covered by the deferred payment agreements, will be assessed finance charges equivalent to 5 percent per year. Failure to make deferred payments on a timely basis may result in the loss of the opportunity to establish a payment plan in future semesters. Our payment plan calculator at whit.mn/ppcalc can give you an idea of what your four equal payments per semester will be. For more information, contact the Business Office — Student Accounts at StuAcct@whitman.edu.

Student Account: Whitman College issues monthly email notices to students on the charges and credits to the student's account. All unpaid balances over \$100 will be assessed finance charges equivalent to 1 percent per month. It is the student's responsibility to be knowledgeable about and to remain current in payment for charges to his or her Student Account. Registration in classes for upcoming semesters may be denied for failure to keep current on college accounts; and Graduates may be denied a diploma.

Transcripts for academic work done at Whitman will not be provided if there is an account balance owed to the college. Whitman College uses a collection agency to collect delinquent accounts and these costs may be added to the debt at the time it is referred to the collection agency. When appropriate, information concerning such past due accounts will be provided to credit bureaus.

Tuition

Regular full tuition charges will be applied to all students unless they are auditing classes or have been granted special student status by the Dean of Students. Tuition charges include benefits such as access to the Health Center and other student programs but does not include course fees or other class specific charges as indicated elsewhere.

Full tuition (per semester):	\$31,755
Special tuition (per credit, up to 8 credits per semester):	\$2,646

Note: This does not provide for regular student programs, course fees, etc. (see "Special Students" and "Nondegree-Seeking students" under *Admission*).

Estimated Course Fees

Charges for fee courses may be redetermined in the fall due to the uncertainty of costs at the time the catalog is published. The following fees are estimated:

Art 101, 102, 201, 202, 221, 222, 301, 302, 321, 322, 498: variable depending on medium (see *Courses of Instruction, Art*)

Art 104:	\$50
Art 103, 108, 167, 267, 367:	\$120
Art 114, 125, 225, 325:	\$175
Art 105, 106, 107, 130, 160, 170, 230, 260, 270, 314, 330, 360, 370:	\$150
Art 109:	\$135
Art 115, 215, 315, 480, 490:	\$100
Art 123, 223, 323:	\$200
Biology 212*:	maximum \$85
Biology 256:	maximum \$75
Biology laboratories*(exception of Biology 212, 256):	maximum \$30
Chemistry 102*:	\$40
Chemistry 125,126:	\$37.50
Chemistry 135*:	\$35
Chemistry 140*:	\$30
Chemistry 251*, 252*:	\$20
Chemistry laboratories* (exception of Chemistry 102, 135, 140, 251, 252):.....	maximum \$20
Environmental Studies 314:	\$150
Geology 111, 121,126, *:	maximum \$20
Geology 158, 358, per semester:	maximum \$75
Geology 258, 480:	variable depending on location, scholarships possibly available
Geology 270:	maximum \$50
Geology 340:	maximum \$40 unless field trip is outside of the Pacific Northwest
Geology 405:	maximum \$30
Geology 415:	\$50
Music 163, 164, 263, 264, 363, 364, 463, 464 (see <i>Applied Music Fees</i> below)	
Music 241, 242:	\$25
Music 373, 374, 375, 376, 473, 474, 475, 476:	\$800
Sport Studies, Recreation and Athletics 112, 114, 212, 214, 312, 314, per semester:.....	\$500
Sport Studies, Recreation and Athletics 117, 217, per semester:	\$100

Sport Studies, Recreation and Athletics 119, per semester:	\$120
Sport Studies, Recreation and Athletics 127, 267, per semester:	\$75
Sport Studies, Recreation and Athletics 137, 237, 265, per semester:	\$175
Sport Studies, Recreation and Athletics 138, 141, 238, 268, per semester:	\$225
Sport Studies, Recreation and Athletics 140, 250, per semester:	\$235
Sport Studies, Recreation and Athletics 142, per semester:	\$150
Sport Studies, Recreation and Athletics 200, 308, 390, 395, per semester:	\$35
Sport Studies, Recreation and Athletics 226, 331, per semester:	\$600
Sport Studies, Recreation and Athletics 240, per semester:	\$300
Sport Studies, Recreation and Athletics 242, per semester:	\$775
Sport Studies, Recreation and Athletics 244, per semester:	\$350
Sport Studies, Recreation and Athletics 248, 300, per semester:	\$225
Sport Studies, Recreation and Athletics 270, per semester:	\$160
Sport Studies, Recreation and Athletics 332, 334, per semester:	\$530
Sport Studies, Recreation and Athletics 338, per semester:	\$85
Sport Studies, Recreation and Athletics 342, per semester:	variable depending on location
Sport Studies, Recreation and Athletics 350, per semester:.....	\$500
Sport Studies, Recreation and Athletics 380, per semester:	\$575
Sport Studies, Recreation and Athletics 387, per semester:	\$700

*possible additional fee of \$10-\$200 for replacement of damaged materials and/or equipment

Applied Music Fees

The fee for a weekly 30-minute applied music course is \$400 per semester; weekly 60 minute applied music courses are \$800 per semester.

The applied music fee pertains to all students taking applied music courses. In addition, for students paying less than the full college semester tuition rate there will be an additional special tuition charge on a per credit basis.

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

Resident Meal Plans

Whitman College partners with Bon Appétit to manage campus food service. Bon Appétit's dining philosophy is simple. Dining rooms are gathering places. Breaking bread together helps to create a sense of community and comfort. Bon Appétit's kitchen philosophy is simple. Food is cooked from scratch using fresh, authentic ingredients in their simplest, most natural form. Freezers are small, and deliveries of fresh produce and whole foods are big. Local and seasonal products are purchased to bring food alive with flavor and nutrition.

Students living on campus at Whitman are required to purchase a meal plan (see exceptions below in the "More about Meal Plans and Flex Dollars" section). Students living off campus are not required to have a meal plan but can add Flex Dollars for both convenience and savings. Students living on campus are assigned Meal Plan 2 before the beginning fall semester but can change to either of the other Meal Plans online using my-new.whitman.edu during the first week of each semester. All charges will appear on a student's Whitman College student account statement.

Whitman dining operates on a declining balance system where Flex Dollar charges are determined by the actual food students' purchase and consume, not on a per-meal basis.

Meal Plan 1

\$3,920 cost per semester

(Purchasing power \$1,930 Flex Dollars).

How I Eat — I eat one or two meals per day when I eat on campus.

This plan is the minimum meal plan, which meets the college's residential meal plan requirement. This plan is not designed to provide enough flex dollars to meet the needs of the majority of students. Students always have the option of adding additional Flex Dollars at any time during the semester.

Meal Plan 2

\$4,220 cost per semester

(Purchasing power \$2,330 Flex Dollars).

How I Eat — I will eat a small breakfast and lunch. Plus a big dinner.

This plan is designed to provide enough flex dollars to pay for approximately 15 meals per week, enough to meet an average student's needs. All students required to have a residential meal plan are initially assigned Meal Plan 2 each semester but can make a meal plan change through the first Friday of each semester. Students always have the option of adding additional Flex Dollars at any time during the semester.

Meal Plan 3

\$4,520 cost per semester

(Purchasing power \$2,830 Flex Dollars).

How I Eat — I will eat three big meals each day I'm on campus. Plus, I like snacks for extra fuel, and an occasional coffee drink at the espresso bar.

This plan provides additional purchasing power, which students can use in a number of different ways: purchasing additional meals, purchasing bigger meals or adding in between-meal snacks and beverages. This plan meets the needs of nearly all students with higher caloric needs. Students always have the option of adding additional Flex Dollars at any time during the semester.

Quick Guide

Plan	Students	Price	Flex Dollars
Meal Plan 1	lower caloric needs	\$300 less	400 fewer flex dollars

Meal Plan 2	Base Plan (best for most students)	\$4,220	2,330 flex dollars
Meal Plan 3	higher caloric needs	\$300 more	500 more flex dollars

Financial Aid

If you receive need-based aid and are on Meal Plan 1 or Meal Plan 2 your financial aid award is based on the price of Meal Plan 2.

If you receive need-based aid and are on Meal Plan 3, your award will be adjusted accordingly.

Understanding Meal Plan Costs

A portion of a Whitman meal plan supports equipment, administrative costs, and service in addition to the cost of food. Unlike restaurants that only make what is ordered, Bon Appétit must operate under the assumption that all students will show up for each meal, to ensure there is enough food for all. For that reason, it is not feasible for Flex Dollars to roll over from year to year.

Staying on Budget

Several tools are provided to assist students in staying on track with their Flex Dollar budget each week.

- Each dining location has a calendar posted indicating how many Flex Dollars you should have left on that day.
- Balances are briefly displayed on the register after each transaction.
- Paper receipts show the balance remaining.
- Students can check their Flex Dollar balance at any time by logging on to my-new.whitman.edu. • Students with unused balances at the end of the semester are encouraged to take advantage of special sales of non-perishable items from the market in Reid.

Adding Flex Dollars for Students Living On or Off Campus

Both students living off campus as well as students living on campus with a meal plan have the option of adding Flex Dollars to their card. Flex Dollars always save the 8.9% Washington State sales tax compared to cash, credit or student charges.

Flex Dollars may be purchased by students at any point in the semester at: my-new.whitman.edu in \$50 increments, which are charged to your student account.

More about Meal Plans and Flex Dollars

- Four semesters of living on campus and being on a meal plan are required.
- Meal Plan 1 is the minimum required meal plan for all students living on campus with the exception of residents of Community Service House and College House who are not required to purchase a meal plan.
- Meal plan and Flex Dollar charges appear on a student's Whitman College Student account statement.
- Flex Dollars are not transferable to another student's account.
- Students with unused Flex Dollars remaining at the end of a semester may select a smaller meal plan for the following semester if one is available. They are not eligible for a meal plan exemption.
- Flex Dollars remaining at the end of the fall semester carry over to spring semester.
- Flex Dollars remaining at the end of spring will not carry over to the next school year and are not refundable.
- Students with extra Flex Dollars remaining at the end of spring semester are encouraged to spend them at the Café '66 market in Reid Campus Center.
- Bon Appétit will gladly work one on one with students who have medically significant conditions affecting their dietary needs to ensure that those needs are met. Students should ask to see a manager.
- Students can change their meal plan assignment, check their Flex Dollar balance or add additional Flex Dollars by logging on to my-new.whitman.edu and can authorize their parents to do the same.
- Flex Dollars can be used during the academic year and only when the residence halls are open. Plans start when students are first allowed into their rooms and are not active when college is not in session except for Thanksgiving Break where meals are served through Wednesday dinner and begin again Sunday after Thanksgiving.
- Meal Plans are not active during winter, spring or summer breaks.

- Only students who withdraw are eligible for a refund or reduction of their meal plan charges. Please review the college refund policy.

Room

As a residential college, all undergraduate students who are under 21 years of age at the start of each semester or have not yet lived on campus for four semesters are required to live on campus (rare exceptions are made for students with domestic partners, who are married, or have family in close proximity to campus).

New students are guaranteed a room at the time the enrollment deposit is paid. There is no housing deposit. A student who moves off campus without approval will be charged a minimum of 60 percent of the applicable semester's room and board rate plus any other appropriate charges.

Returning students who have reserved a room during housing selection for the following semester but later forfeit it will be charged \$300. The only exceptions to this charge are those students who will not be enrolled at the college for the semester; e.g., transferring, study abroad, leave of absence.

Students will not have access to their rooms during the dates when halls are closed for breaks.

Standard room rate in any residence hall or house, each student, per semester:
\$3,320

Single room rate in any residence hall, per semester:
 \$4,190

Room rate in College House each student, per semester:
\$3,835

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

Deposits and Application Fees

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

Enrollment Deposit (see *Admission Provisions*): Due from new students upon notice of acceptance by the Admission Committee and refundable upon graduation or withdrawal from Whitman. Failure to pay the deposit by the date stipulated in the letter of admission will result in the cancellation of the student's offer of admission to the college.
 \$300

I.D. Card (on replacement): \$20

Health Center Fees (see Welty Center - Health Services)

There is no charge to students seeking basic medical care at the Health Center. However, laboratory studies, X-rays, and physician visits made at outside facilities are the student's responsibility. The Health Center services are available to all degree-seeking students. The college will charge for all physical examinations for overseas study, Peace Corps, or other institutions. The college will charge for prescription medicines, vaccines, laboratory tests done in the center, and services provided above those normally available.

Associated Student Government Fee (Mandatory)

Full-time, on-campus student, per semester: \$270

Off-Campus Study Fee

For students participating in off-campus studies during the fall semester, spring semester or academic year (either study abroad or U.S. Partner Programs) Whitman charges Whitman tuition for the tuition fee during their Off-Campus Studies (OCS) semesters, plus the relevant program's room and board fees, as well as other mandatory program fees, such as required international medical insurance. Additional costs that the student may be charged directly by the OCS program may include special course fees, optional program excursions, and housing/key deposits. For details, please see the OCS website at www.whitman.edu/ocs.

Refund Policies

Institutional Refund Policy

Refunds will be awarded only in the case of approved withdrawals (described in the *Academic Policies, Withdrawals* section of the catalog) from the college. The refund schedule below applies to tuition and fee charges, applied music, and other fee courses. A student, who moves from a residence hall after the semester begins, or fails to move into a room reserved for second semester, will be refunded room charges for the smaller of 40 percent or that determined by the refund schedule below. Board charges will be prorated on a weekly basis as of the date of withdrawal, except for a minimum charge of \$100 per semester.

The percentage of charges refunded is based on the passage of total days of instruction commencing with the official first day of classes for the semester on through to the date of official withdrawal.

The first day of instruction: 100% Day 17 through day 21:
40%

Day two through day 11: 80% Day 22 through day 26:
20%

Day 12 through day 16: 60% After day 26:
No refund

Off-Campus Studies Refund Policy

If a student withdraws from an off-campus studies program, any refund of tuition will be based on Whitman's standard refund schedule using the first day of classes on the off-campus studies program as day one for calculating the refund. Refunds of off-campus studies room and board fees will be based on the refund (if any) provided by the off-campus studies program itself. Any refund to a student of a program's tuition or room and board fees will be further limited to the amount originally charged by Whitman College. Withdrawal from such programs may also impact a student's financial aid. Financial aid recipients should contact the Whitman Office of Financial Aid Services to determine the extent of that impact.

Federal & State Aid Refund Policy

To determine the amount of funds that must be refunded to federal student aid programs, the institution must determine the percentage of time the student has been in attendance during the semester. The maximum amount of time a student may attend classes and have funds returned to any of the federal programs is 60 percent.

The calculation for the return of federal student aid funds to the programs is completely separate from the calculation of charges and refunds with regard to Whitman scholarship. The following is an example of how the college would calculate the percentage of refund and the amounts to be returned to each program.

Jane, a sophomore, last attended class on October 21. They have attended 52 days of classes, and the percentage of her charges will be 52 percent (total number of days attended, 52, divided by the total number of days in the semester, 100). The amount of the refund (total costs for the semester less actual charges) is then 48 percent.

Jane's federal aid for the semester:	
Direct Unsubsidized Loan:	\$1,000
Direct Subsidized Loan:	\$2,250
Direct PLUS Loan:	\$6,000
Total:	\$9,250
Refunded to federal programs:	\$4,440
(\$9,250 x 48%)	
Direct Unsubsidized Loan:	\$1,000
Direct Subsidized Loan:	\$2,250
Direct PLUS Loan:	\$1,190
Total refunded to federal programs:	\$4,440

The funds that are to be returned to the various programs must be returned in a certain order. The following is a list of federal programs, in order of refund.

1. Direct Unsubsidized Loan	5. Federal Supplemental Educational Opportunity Grant
2. Direct Subsidized Loan	6. Iraq and Afghanistan Service Grant
3. Direct PLUS Loan	7. Other federal, state, private, or institutional sources of aid
4. Federal Pell Grant	8. The student

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

In this example, the college would not reduce the amount of the student's nonfederal scholarship. The college's *Institutional Refund Policy* would govern the return of nonfederal funds.

Financial Aid

Whitman College believes in the value of a liberal arts education, and we are committed to making that education accessible to all students regardless of their economic circumstances. That's why we offer a comprehensive financial aid program and a dedicated team of financial aid staff who work closely with students and their families.

Whitman College offers scholarships, grants, loans, and federal and state work-study programs, to help make college affordable. Merit- and talent-based scholarships are available for students regardless of financial need. We also offer generous need-based scholarships.

Over 91% of students receive financial aid, with an average need-based aid package of more than \$52,833. Last year, the college awarded more than \$36 million in financial aid.

We know the importance of investing in higher education, but work closely with students to balance their debt by finding external scholarships and helping connect students with employment. In fact, most students graduate with less than \$20,000 in student loans.

Federal aid programs include Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, and Direct Loans. The state of Washington offers Washington College Grants, College Bound Scholarships, and state work-study program.

Awards to domestic students with need are based on financial information provided on the College Board's CSS Profile and the Free Application for Federal Student Aid (FAFSA). Dependent students must complete both the CSS Profile and the FAFSA. Independent students must only submit the FAFSA. International applicants are no longer required to complete the CSS Profile, and instead must complete our internal Whitman International Student Financial Aid Application (WISFAA), for which there is no submission fee. Students do not need to submit the CSS Profile or FAFSA to be eligible for merit-based aid. Talent-based scholarships for music, debate, fine arts and Theater have a separate application.

Whitman's merit-based awards are renewable for up to four years for full-time students. Need-based aid is recalculated every year and will adjust with tuition and changes to the student's family situation.

Financial aid (both merit and need-based) is available for eight semesters at Whitman or, in the case of students transferring credits to the college, the equivalent of eight semesters when transfer credit and Whitman attendance are combined (regardless of whether or not financial aid was received at the previous institution). For financial aid purposes only, 15 credits is the equivalent of one semester. If a student is unable to earn the necessary credits to complete degree requirements in eight semesters, the student may petition the Admission and Financial Aid Committee for a ninth semester of financial aid (see *Residence*).

Filing Deadlines

Students should file the CSS Profile/FAFSA/WISFAA according to the schedule below. If you are late applying for financial aid, your need-based aid may be reduced by 10% or could even be put on a waiting list for scholarship.

CSS Profile (for domestic students who wish to apply for Whitman Need-Based Scholarship):

- The CSS Profile must be submitted online at cssprofile.collegeboard.org
- Early Decision I candidates by November 15
- Spring Semester Transfer candidates by November 1
- Early Decision II candidates by January 10
- Regular Decision candidates by January 15
- Fall semester Transfer candidates by March 1
- Returning students by April 15
- Returning students must complete their financial aid file by May 1, including tax returns. See below.

Whitman's CSS code is **4951**.

FAFSA (for domestic students who wish to apply for Federal and State Aid):

· Students may file the FAFSA as early as October 1 but it should be submitted no later than the deadline to submit the CSS Profile. . IMPORTANT for 2023-24 – Due to the FAFSA Simplification Act – the FAFSA form will open sometime between October-December 2023.

· The FAFSA should be submitted online at www.studentaid.gov. If both the student and at least one parent have an FSA ID, they may use the FSA IDs to sign the form online. Otherwise, the signature and certification page need to be printed out, signed, and submitted to the federal processor.

· We highly recommend that you use the IRS Data Retrieval tool on the FAFSA. It will automatically populate the income questions with IRS data from your tax return.

Whitman's federal code is **003803**.

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

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

Income Tax Returns:

Income tax returns are not required of all need-based aid applicants, but if your parents are self-employed or own a business, we may request a complete copy of their recent federal tax returns including all schedules, W-2s, and business returns. All requested tax documentation must be received by May 1.

Late applications will be considered and additional offers made to late applicants only to the extent that aid funds are available.

Satisfactory Academic Progress Requirements for Financial Aid Recipients

Federal and state regulations require that all financial aid recipients must make satisfactory academic progress (SAP) toward completing their degree. While academic standing requirements are set by the Academic Standards Committee for academics (please see the academic catalog), the financial aid requirements for SAP are different. A student must meet the requirements of the financial aid satisfactory academic progress policy in order to be eligible for all federal, state, and institutional financial aid. Satisfactory academic progress will be measured for all students receiving financial aid, regardless of credit load.

Students who receive financial aid while attending Whitman College are required to make progress toward their degree program each semester. Grades that count as credits completed are: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, P, and CR. Grades that do not count towards completed credits are F, AU, NC, X, I, W, and NR. Incomplete grades will be reviewed at the end of each semester during each SAP review. If a student has not completed their Incomplete grade from the prior semester, the Incomplete grade will continue to be counted toward attempted credits, but not completed credits. If the financial aid office is notified of a grade change, the financial aid office will recalculate the prior term SAP status and adjust accordingly, notifying the student of any change in SAP status via email. If a grade change has occurred at the time of SAP review, both qualitative and quantitative progress will be updated at that time.

Repeat Coursework: If a student successfully repeats a previously failed course, the grade and credit for both the failed and completed courses are included in the calculation of the semester, cumulative, and major grade-point averages, which will be counted as well in the attempted credit calculation.

Satisfactory academic progress for financial aid purposes is reviewed at the end of each semester. Cumulative credits and cumulative grade point average includes work for the entire time you have attended Whitman College, and your entire academic history of transfer credits.

Notification of Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is monitored at the end of each semester. Students will receive an email notification sent to their Whitman email address if they have been placed on a Warning, Revoke, or Probationary status. All notification emails requiring action from the student, will include links to the applicable SAP appeal form, which lists the required documents needed to be submitted with each appeal.

Satisfactory Academic Progress is measured based on 3 components in order to remain eligible for Title IV Federal Financial Aid:

1) Grade Point Average (GPA) – Qualitative Requirement – Students must maintain a minimum GPA of 1.7 each semester, and must maintain a cumulative GPA of 2.0 after their second semester, and all subsequent semesters. Transferred credits, including those received during foreign or domestic off campus study, do not count in the

calculation of the cumulative and term grade point average, but they are included in the calculation of both attempted and completed credits, when calculating completion rate.

2) Completion rate/PACE Requirement - Students must successfully complete 66.67% of all attempted coursework each term, and cumulatively, which includes credits transferred in from other colleges. All courses counted toward federal financial aid will be counted toward pace of completion, which includes incompletes, repeat coursework, transfer credits, change in majors, and additional minors/majors. Pace is determined by dividing Total Earned Credit Hours/Total Attempted Credit Hours. For example, 90 earned credit hours/100 attempted credit hours = 90% pace of completion rate. To have your PACE of completion % calculated for you: Please contact the financial aid office.

3) Maximum Timeframe – Students are eligible to receive financial aid until they have attempted 150% of the minimum published time it takes to complete a degree. For example, a typical bachelor's degree at Whitman College requires 124 semester credit hours to complete. To remain eligible for financial aid and stay within the maximum timeframe requirement, a student would need to complete their degree within 186 credit hours (124 credits x 150% = 186 credits). Students approaching maximum timeframe limits may receive multiple maximum time frame warnings before a financial aid revoke status is received.

Students that fail to meet any of the three Satisfactory Academic Progress (SAP) requirements after grades post the end of each semester will receive a SAP status of:

WARNING – First semester of not making Satisfactory Academic Progress.

- This is a financial aid warning only; no holds will be placed on financial aid.

REVOKE – Second consecutive semester (which could include semesters transferred in from another school) of not making Satisfactory Academic Progress.

- Financial Aid will be revoked/put on hold, and the student will be provided the opportunity to submit an appeal. Financial aid will remain on hold until a written appeal is submitted and successfully approved.

PROBATION – Status after an appeal has been successfully appealed and approved, students will receive a Probationary status.

- Financial aid eligibility will be provisionally reinstated. Successfully making satisfactory academic progress while on probation will usually result in satisfactory standing the next semester, but it could take several terms on probation before meeting the cumulative requirements for SAP, and being removed from a probationary status.

Financial Aid Appeal Process

Students that have been placed in a revoke SAP status, where aid has been placed "on hold", have the opportunity to file an appeal with the Financial Aid Office. We encourage students to submit an appeal as soon as possible; waiting until the next semester has begun is usually too late for the student to make payment arrangements that include financial aid.

Each SAP appeal submitted should include the following documents:

1. A completed satisfactory academic progress appeal form;
2. A written statement from the student explaining the extenuating circumstances that lead them to not making satisfactory academic progress. This statement should include the changes the student will be making or the changes that have already been made that will allow the student to make satisfactory academic progress in future semesters;
3. A written academic plan and letter of support from the student's academic advisor, that reflects a plan for future success.

If the SAP appeal is denied, the student's financial aid will not be reinstated. If the appeal is approved, the student will be granted financial aid on a probationary basis and will be informed what requirements must be met to continue to be eligible for financial aid.

Washington state grant satisfactory academic progress requirements differ slightly from federal requirements. Washington residents must complete their degree within five full time years of eligibility versus 150 percent of the published program length. Washington state aid recipients must successfully complete 50 percent or more of their

attempted credits each semester to be eligible for state aid the following semester. Students receiving state aid in a probationary status must complete 100 percent of the credits upon which their state aid was based during the probationary semester, or state aid will be suspended in the following semester.

Whitman scholarships are awarded for a maximum of four years (the equivalent of eight semesters), unless a student is approved for additional semester(s) as part of the 9th semester appeal process. In order for a student to finish his or her degree requirements within four years, at least 31 credits or more should be completed each academic year.

Regaining Satisfactory Academic Progress Without Benefit of Financial Aid

If a student is still in good standing with the academic affairs office's educational review board and able to continue studies at Whitman, but is ineligible for financial aid (due to being in a Revoke SAP status), the student can raise their cumulative grade point average and/or satisfy credit deficiencies by taking additional course work at Whitman without receiving financial aid. The usual satisfactory academic progress requirements as listed above must be met at the end of the semester without aid in order for aid to be reinstated the following semester. A student who successfully regains satisfactory academic progress should contact the financial aid office for a review of the student's progress and the possibility of reinstating aid for the upcoming semester.

A student can only eliminate credit deficiencies - but not grade point average deficiencies - by successfully completing course work at another institution and transferring the credits to Whitman. Transfer credits used to satisfy credit deficiencies cannot be credits that were earned prior to the term in which the student incurred the deficiencies. Students are also encouraged to consult the Registrar's Office to confirm that the transfer credits will be accepted. Once the transfer credits have been posted to the student's academic record at Whitman, the student should contact the financial aid office for review to evaluate if financial aid can be reinstated for the upcoming semester.

Please note that the Academic Board of Review's decision to reinstate a student for academic purposes, does not mean that a student will be eligible for financial aid. The Academic Board of Review's decisions are for academic purposes only and separate from satisfactory academic progress for financial aid purposes.

Page updated 4/19/2024.

General Whitman Scholarships

Whitman scholarships, awarded by the college (one-half each semester), are gifts which are credited to the recipient's tuition, room, and board charges. A scholarship is not a loan, and its acceptance places the recipient under no more obligation than that of remaining in good academic standing and making satisfactory progress toward graduation. A complete statement of the conditions of the offer is included with the offer of a need-based scholarship award.

Other Gift Aid Available

The Supplemental Educational Opportunity Grants (SEOG), Pell Grants, Washington College Grants, Washington State Opportunity Scholarships, and College Bound Scholarships are gift aid provided by the federal and state governments. All programs are based on financial need, and none require repayment. Unless a recipient's need changes later in the year, Whitman's original award of gift aid (Whitman scholarship and/or federal/state grants) is a one-year commitment to that amount of total gift aid. The award may be made before information regarding the applicant's qualification for gift aid outside the college is known. When the applicant later qualifies for governmental gift aid, such as the SEOG, a Pell Grant, or Washington College Grant, Whitman's scholarship award will be reduced by the equivalent amount, thereby freeing funds so that more students may be helped.

Loan Opportunities

Whitman participates in the Federal Direct Loan Program which includes Direct Subsidized/Unsubsidized Loans for student borrowers, PLUS Loans for parents. Direct Loans may be need-based (subsidized) or non-need-based

(unsubsidized and PLUS). Generally, borrowers have 10 years to repay the loans, but extended and income-based repayment plans are available. Each year, new subsidized and unsubsidized Direct Loans will have a potentially new interest rate. Annual interest rates can be found at www.studentaid.gov.

Students may borrow private or alternative loans to help with their educational expenses, when the amount of their financial aid does not meet their required level of funding.

Several major banks and lending institutions offer private loan programs. The interest rates and applicable fees vary, and we suggest that students and parents carefully read the information provided about the loans before making a decision about which loan program to choose.

Interest on the loans is the responsibility of the family throughout the life of the loan, but may be deferred along with the principal until the student leaves higher education. The Office of Financial Aid Services welcomes your questions about private loans, and will be happy to assist you with the application process.

Short-term loans are available through the Student Accounts Office to meet sudden financial needs confronting students.

Whitman encourages students and their parents to use loan funds wisely. Loans place some responsibility for financing higher education on the student, enabling them to receive financial assistance when needed and to pay some of the cost of the education at a time when they are better able to do so. Students should not exceed the amount they need to meet educational expenses when borrowing. Inquiries are welcome and should be sent to the Office of Financial Aid Services.

Employment Opportunities

All Whitman students who apply for financial aid and have need are offered employment opportunities. The offer of federal work-study opportunity often gives a student priority treatment in acquiring part-time work. However, jobs are not guaranteed. There is considerable competition for the most "desirable" jobs. For a current listing of job opportunities, please visit the Career and Community Engagement Center's website at <https://www.whitman.edu/after-whitman/career-and-community-engagement-center>

Named Scholarship Funds

Thanks to the generous support of Whitman alumni and friends, the college awards more than \$40 million annually in scholarship assistance to its students. Scholarship funds are provided from both named endowments and annual contributions. Scholarship awards are based on financial need and/or merit. In the fall of each academic year, students are notified of the specific funds from which their scholarships are drawn. Named scholarship funds are listed below:

10th Reunion

25th Reunion

40th Reunion

50th Reunion

Terry Abeyta – Hispanic

Thomas R. Adkison

E. Alden

Judge David H. Allard

Mildred Ebrell Allison

Alumni Fund

Ames Family, Professor Todd and Professor Walters

William C. and Jessie Robbins Ammon

Alexander Jay Anderson

Charles E. and Margery B. Anderson

Gordon Shaw Anderson

Louisa Phelps Anderson

William and Jeanie Anderson

John Stirlen Applegate – Teaching

Sarah J. and Paul R. Auvill III

Frances Jane Ford Baggs – Montana	Grant S. and Etta S. Bond
Peggy Glase Bagnall	E. Herbert Botsford
William H. Bailey – Music	Boyce Family – Premedical
Baird Family	Arthur Boyer
Baker Boyer Bank	Stephen J. Boyles
Dorsey S. Baker	Emma Jane Kirsch Brattain – Music
Frances Paine Ball – Art	Robert Bratton – Olympia High School
George Hudson Ball	Robert H. and Mary Reed Brome – Senior Women
Nancy Cronon Ball	Lorraine G. Bronson
Robert S. Ball	Broughton
Robert S. and Julia Sims Ball Family	James A. and Mary Ellen Gowing Broughton – Music
Bassett-Traveling Fellowship	Brown and Coleman Family
Dorothy Fiala Beaupré – Drama	John S. Browning, Sr.
David Beegle – Environmental Studies	Broze
Peter G. Behr	Robert and Lynn Brunton Family
Lilith J. Bell and Nancy Bell Evans – Music	Andrew Mykle Budenz
Henry Bendix – Music	Emory Bundy
Donald L. and Anne A. Bentley – Math	Adam M. Burgener
Sheila Berger-3/2 Engineering	Burgess Family – Minority Students
Erma Jo and Wade Bergevin	Robert B. Burgess
Erik E. and Edith H. Bergstrom Foundation	Thomas Burke
William E. Berney – Drama	Burlington Northern
Beta Phi	Paul D. and Nancy McKay Burton
Augusta W. Betz	Byerley International Students
Jacob Betz	J. Antonio "Tony" Cabasco
Jacob Betz, Jr.	Barbara Hanley Campbell–Roosevelt High School
Agnes M. Bigelow	Richard L. and Alan K. Campbell
Russell A. Bigelow	Dr. Thomas M. Campbell
Blackburn Sisters	Hugh S. Cannon Foundation
Jay W. and Gladys Blair	Cecil V. and Helen R. Carpenter

Bob Carson	Class of 1996
Forrest C. and Willena Long Cation	Richard H. Clem
Iva I. Cauvel – Women	Richard H. Clem and Arthur Metastasio
Loretta M. Caven	Clarence and Lois C. Cleman
Wayne Chastain	Maurine Clow – Montana
Cheuk-Alfieri Family	John P. Clulow
Joseph Chulick Jr. – Music	Helen M. Cole and Marie DuBois
F. Lawrence Clare	J.M. Coleman
Susan E. Clark	John Cyril and Mary Alexander Coleman
William S. and Ella S. Clark	Wayne A. and Eileen Cummins Collier
Class of 1926	Comstock Scholars
Class of 1930	Connell Family
Class of 1935	Vern Conrad – Music
Class of 1945 War Years	Cordes Family – Music
Class of 1949	Jean Cordiner
Class of 1951	Carland and Emma May Corkrum
Class of 1953 – Middle Income	Elmer G. and Ethel H. Cornwell
Class of 1955	Pauline Corthell
Class of 1958	Cottle Family
Class of 1959 Centennial	Steve S. Cover
Class of 1961	Frederick R. Cowley
Class of 1962	Susan Dee Cox
Class of 1964 – Middle Income	Peggy and Scotty Cummins
Class of 1968	G. Dudley and Lois Dambacher
Class of 1969	Damon Family – English/History
Class of 1970 – Junior/Senior	J. Leland Daniel
Class of 1981	Janet Stratford and Elisabeth Davis
Class of 1983 – Study Abroad	John M. Davis – Pre-Engineering
Class of 1984 Memorial	Christina M. and Peter A. Dawson Family
Class of 1988 – Senior	Ann Longton Day

David M. Deal	Fitzpatrick Family
Susan Cook Delzell	Ben Flathers
Bill Deshler	Harold and Annaliese Fleharty
Deshler Family	Forbes-Jacobs – History
Kenneth A. and Elizabeth Dick Award – Idaho	Nancy Morrison Frasco
Ethel Means Dickson	David W. Gaiser – Premedical
Daniel J. and Elizabeth Story Donno	Thomas Val Gaisford, Jr. – Asian Studies
Arthur F. Douglas	Newton and Kathryn Galley
William O. Douglas – Valedictorian	Robert E. Gardner
Dow-Bainbridge	Fay and Mary Garner
Buddy Dublin	Kenneth E. and Vivian C. Garner
Frederick Dudgeon	Paul Garrett
Harold E. Dupar, Jr. – Foreign Students	William H. Gates, Sr.
Kim Dupuis	General Scholarship
Earl Dusenbery	Donna Gerstenberger
Jeanne Eagleson and John V. Gray	Ralph Gibbons
Edward Eben	Gary and Cheryl Gibson
Richard S.F. Eells	Michael and Susan Gillespie – Science/Premed
Thomas H. Elliott	Lionel C. and Dorothy H. Gilmour
Gary R. Esarey	Alta I. Glenny
Fairbank-Harding	Gordon E. Glover
Myrtle E. Falk	Dr. Harry B. and Gertrude Goodspeed
Edward L. Farnsworth – Wilbur, Washington Area	Roy Goodwin
Barbara Sommer Feigin	Elmina E. Graham
Milton W. and Lucile E. Field – Teaching	Robert W. Graham
John Freeman Fike – Bellevue High School	Robert W. and Margaret J. Graham
First Opportunity	John Gravenslund
John J. Fisher	George H. Grebe – Portland
Joshua Fishman	Paul R. Green
Floyd W. Fitzpatrick – Walla Walla Area	Dr. Albert Wright Greenwell – Premedical

William E. and Harriet A. Grimshaw – Medicine/Law	Imani – Akili Dada/ Kenya
Leland B. Groezinger, Jr. – Economics	Harold and Gertrude Jackson – Study Abroad
Mixail Petrovich Gromov – Foreign Language Students	Matthew James
John J. and Stella A. Gurian	Robert W. Jamison – Premedical
LaVerne Mansfield Hagan, Paul Hagan and Dennis Mansfield Hagan	Richard and Alvia S. Jansen
Edwin T. Hanford	Arthur Payne Jaycox
Hansen Family	Sarah Delaney Jenkins
Julia Crawford Harris – Music	Barbara Sterne Jensen
Haruda Science Scholars	Rhoda Daly Jensen
Hasbrouck Family	Deborah I. Johnson
Jeannette Hayner – First-year Female	Jeffrey L. Johnson
Winston A. and Virginia M. Heacock	Robert L. Johnson and Linda D. Klein
Hearst Foundation	Stuart and Joyce Johnston-Computer Science
Carroll and June Heath	Jean Jaycox Jones
Irma Grace Kester Henderson and Chester G. Henderson	Melinda S. Jones
Dale and Frances Henniger	Nettie Langdon Jones
Margaretta Herbert	Keane Family
Mary Olive Evans Higley	Isabelle Welty Keith
Mary Olive Evans Higley – Music	Carleton H. and Carolyn M. Kelley
Ida Belle Martin Hoegh	Beverly J. Kellogg
Harold F. and Olga Johnson Holcombe	John G. Kelly
Thomas Howells	John G. and Martha M. Kelly
James Fee Huey	David D. and Maureen E. Kennedy
Richard and Dorothy Hundley – Music	Mohammed Nasir Khan – International
Harrison Harden Hungate	Judd D. Kimball
Bradley J. Hunt – Merit	Snyder and Ingrid King
Hunt Peterson Family	Margaret Gentry Kirk
Hunter International	Mary Jane Kirk
Vie Illona Hopkins Husted – Music	Margaret Bradford Kittel – Art/History
Bonnie Jean Hyre – Music	Rodney Phelps Kittel – Music/Physics

Marion Klobucher – Teaching	Bertha C. MacDougall – Voice
Norman Klockman	Loyd Mahan
Virginia Lee Knight	Virginia Mahan
Ralph and Vivian Knudsen	James and Frances Mahoney
Laura Rodgers Hook Kurtz	Angeline M. Malloy – Music
Amy Jane Reichert Ladley – Kappa Kappa Gamma	William Mantz
Gerald DeRoss Ladley – Sophomore	H. Archie and Christina Marshall
James Lamar	Ann Inman Martin – Idaho
Lange Community College Spark	C.W. “Bill” Martin, Sr.
Henry G. Laun	Suzanne L. Martin
Grace Lazerson	Kyle Martz
Cynthia Ann Lechner	Stephen H. Mathews
Brandon Bruce Lee	Nancy Ellis Mathiasen – Women
Marion LeFevre – Foreign Language	Chester C. Maxey – Beta Theta Pi
Mary Emily Winters Legge	Gertrude Maxwell
Memorial Scholarship	Mary Elizabeth Cottrell May and Michael May
Miriam Edwards LeRoux – Music	Ruth C. McBirney
Naila and Peter Lewis Family	F. James and Jayne S. McCarthy
Ferdinand Libenow – American Indian	Helen Lanier McCown and William Lanier McCown – Prelaw
Robert C. Lile	Edna McEachern – Music
Iris Myers Little and Agnes Little	McFadden Family – Science/Math
George Solomon and Thomas Livengood	McKay Clise Family
Helen McAuslan Logan-Schneider	McMillan Family
Fred P. and Miriam Lincoln Loomis	McMurchie Family
Lucero-Malzewski	Russell F. and Margaret Gibbs McNeill
Harry C. Luft – Colville, Washington	McNellis Family
Lynn B. Lunden	William and Loran Meidinger
Tristram S. Lundquist	Memorial Scholarship
Anna Okada Burgess Maberry	Annie Carter and Albert Metcalf
Lenore and George MacClain	NaShuntae Pleasant-Miles – Special Needs

Roland E. Miller – Music	Michael Stuart Owen
Russell T. Miller	Edward A. Paddock
Sandra Miner, M.D.	Roy Ross Painter
W.L. and Dorothy Minnick	Paul Panagakis
Frank G. and Sally Taylor Mitchell	Parents Fund
Laura M. and Orla L. Moody	Parents Fund – Diversity
Robert L. and Elsie P. Moore	Ida S. Parkinson
Deborah Grubb Moskovitz	Elizabeth Jones Parry – Music
Mother Earth	B.F. Parsons
Joseph O. Mount	Mildred H. Patterson – Utah
Moyer and Stockard Families	Robert Patterson – Sociology
Kit Sheehan Muller	Sara Lloyd Pekarsky and Abraham L. Pekarsky
Mu Phi Epsilon	Sara Lloyd Pekarsky and Abraham L. Pekarsky – Jewish Students
Kathleen M. Murray	Mary S. Penrose
L.T. Murray Foundation	J. Logan and Ivy Wadsworth Peringer
Narnia	Joseph Hartshorn Perry
Rick and Evelyn Neely	Howard S. Pfirman
Charles and Patricia Nelson/Great-West Life – Colorado/ Washington/Oregon	Phi Delta Theta
Carla and Dean Nichols – First Generation	Phi Delta Theta – honoring Fred Wilson
Patricia and David Nierenberg	Grace F. and Andrew J. Phillips – Olympia High School
Nontraditional Student	Grace Farnsworth Phillips
Dr. Eugene and Barbara Nordstrom	Phillips, Wade, and Cronin
Northrup Family	Harold Allen Piper
Edward R. and Dorothy J. O'Brien	Jack Coleman Pitts and Dorothy De Simone Pitts – study abroad
William L. and Kathryn Williams O'Brien – Science and Economics	Sarah Jane Polk
Odegard Family	Wallace M. Pollard
Paul O'Reilly	Arthur G. Ponti
Harold Ottesen	Estelle Powell
Frances Penrose Owen	Helen Tower and Helen Torrey Pratt

Burrill L. Preston, Jr.	David and Alma Schoessler
John P. Privat	Gordon and Virginia Scribner
Dr. William E. and Lorraine Purnell	Sigmund and Rose Schwabacher
Arthur L. Raaberg	John M. Scott
Rachel Kester Rall – Female/Arts or Humanities	Gordon and Virginia Scribner
Emelia and Freeman Ramsey – Music	Security Pacific Bank
John T. Ramstedt	Senior Fund
Yvonne Ravasse	Esther and Delbert Shannon – Yakima/Prosser
Florence A. Rawson	L. Shaw
Reader's Digest Foundation	Donald Sheehan
Homer Reed	Harold L. and Helen M. Shepherd
Dana M. Reid	Cameron and Marion Sherwood – Politics
Jamie Soukup Reid and William Reid	Claire Sherwood – Women
Pete and Hedda Reid	Donald and Virginia K. Sherwood
Esther Bienfang Richardson and Rosella Woodward Richardson – Piano	Gene Kelly Sherwood
Stephen L. Riddell	Anna Ennis and Walter Guest Shuham
Mary Ann Moren Ringgold – Music	Robert and Nadine Skotheim
Victor and Nora Robart	Emma A. Smith
Charles W. Rosenberry II and Lanora Welker Rosenberry	J. Malcolm "Mac" Smith – Political Science
Rotary Club of Walla Walla	Scott Bradford Smith – Study Abroad
Edward E. Rubey	Ralph Waldo and Aimee Snyder – Business
S.K. Running	Marilyn Sparks – Theater
Orrin Sage	Eliza Hart Spaulding
Catherine, Matilda, and Elizabeth Sager	Spokane Area Ashlock Scholarship
Bessie Sandon	Jane C. Staats
Fredric F. Santler	Charles F. and Elizabeth Greenwell Stafford – Prelaw
Josephine and Arthur Sargent	Marjorie Haddon Stansfield
Kenneth and Martha Philips Schilling – Vocal Music	Evelyn Ayres Starr
Marie Schmidt	Agnes C. Steere and David C. Campbell – Music
Carl J. and Sonia A. Schmitt	Barbara Holmes Stevens

David Stevens – Economics	Wallace Family
Mary J. Stewart	Marjorie E. Ward
Samuel and Althea Stroum	James Prentice Warner and John Leigh
George II and Myrtle Bond Struthers	J. Walter and Katherine H. Weingart
Elbridge and Mary Stuart	J. Walter and Katherine H. Weingart Opportunity
Richard K. Stuart	Maurice and Gale Weir – Mathematics
Joseph L. Stubblefield Trust	Drs. Robert F. and Elizabeth M. Welty
W. Price and Ruth S. Sullivan	Dr. Robert Welty and Eva Roberson
Norm and Lynn Swick – Special Needs	Mary F. and Sarah Wheeler
Sumio and Mii Tai	Velma Harris Whitlock
Mary Eby Tate	Whitman Alumni Association
Brooke Taylor	Whitman Bridges
Edmund Taylor	Whitman Opportunity
Lucille M. Thomas	Robert L. Whitner – History
Frank and Lillian Thompson – Teaching	Whittaker Family
Robert S. Thorne Jr.	Eunice V. Wiemer
3-2 Engineering	Jean D. Wilkinson – Minority Students
Agnes Stephanson Tibbits – Women	J. Joy Williams
Winton A. Ticknor	June Wilson Williams
Timothy Tosswill	Robert Jack Williams – Music
Ed and Rosa Viola Tucker	A.D. Wilson
Sherrel Tucker	Witman/Kenworthy
Dr. Robert C. Tugman	Ron Witten
Robert C. Tugman	Edna Mae and Clare Woodward
Guy M. Underwood	Brian Weston and Susan Reynolds Workman
Nathaniel W. and Bessie O. Usher	George Woodward – Mathematics
Dean and Esther Vail	Dexter K. Yamada – Chemistry
Catherine van Veen	Richard C. and Mary Anne Shaffer Yancey
Victor Family	Robert and Jacqueline Young
William E. Wadsworth	Augusta Wilsen Betz and Katharina Betz Zimmerman

Special Scholarship Programs

Whitman Achievement Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards for the current year range from \$10,000 to \$25,000 annually and are renewable for four years. Students who receive need-based financial aid will be awarded the Whitman Achievement Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Whitman Achievement Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarship. The award is primarily based upon a calculation of weighted grade-point average. Test scores (if submitted) can increase the scholarship amount.

Talent Scholarships are awarded to a select group of entering students in recognition of exceptional musical talent and achievement. The general purpose of this scholarship program is to recognize students who will contribute to the excellence of the Whitman community. These awards for the current years range up to \$10,000 annually and are renewable for four years.

Garrett Sherwood Scholarships are awarded by Whitman to exceptional applicants who exhibit outstanding academic achievement, leadership and contributions to their schools and communities. While at Whitman, Garrett Sherwood scholars meet regularly on campus throughout the school year for socials, networking receptions, roundtable discussions, national grant and fellowship information sessions, and other events. In addition, over spring break of junior year, Garrett Sherwood scholars travel to New York City for a career exploration and networking trip. There, they have a chance to meet local alumni who are leaders in finance, business, media, culture and government and can assist the Scholars in making contacts in their potential career fields. Garrett Sherwood scholars are also invited to campus to visit at Whitman's expense during the weekend of Spring Into Whitman Day.

National Merit Scholarships are awarded to selected National Merit finalists with Whitman as the sponsoring organization. Students will receive an additional \$2,000 in National Merit Scholarship.

Student Life

The college provides students with learning opportunities through involvement and engagement. Students may participate in activities, such as ASWC, community service projects, academic-year internships, or the Outdoor Program that enhance their leadership skills. The college supports an active campus social life, a comprehensive wellness program, and excellent recreational programs that include varsity competition and an extensive program of club and intramural sports. The campus programs are designed to foster a community feeling within a climate of inclusion and understanding.

The offices of the Dean of Students and the Provost and Dean of the Faculty direct and coordinate a wide range of student support services. The Dean of Students coordinates new-student orientation, housing and residential life, food services, counseling, health services, the debate program, security, and the Reid Campus Center. The Provost and Dean of the Faculty coordinates major advising, postgraduate fellowship and scholarship programs, the Career and Community Engagement Center (CCEC), academic resources, off-campus study, and athletics. Both the Dean of Students and the Provost collaborate closely with the Intercultural Center on a range of campus issues such as student support and programming.

The Residential Campus

Residence halls and houses are designed to assist students to succeed academically and develop personally. Residential living is an integral part of the Whitman educational experience. All unmarried undergraduate students who are under 21 years of age at the start of each semester and have not yet lived on campus for four semesters are required to live on campus. No designated family housing is available on campus.

Students may select from a variety of residences. With the exception of Prentiss Hall, all residential facilities house students of all genders. On-campus housing options include: Anderson Hall, for 137 students; William O. Douglas Hall, for 70 students in suites of eight students each; Prentiss Hall, for 145 women including members of Whitman's four national sororities as well as women not affiliated with a sorority, housed in two-room doubles; College House provides apartment-style living with kitchen facilities for 35 students; Jewett Hall houses 154 students; Lyman House has two-room suites for 91 students; and Stanton Hall, housing 150 sophomore students in mostly single rooms.

Eleven interest houses offer unique learning opportunities. Language houses, such as French, Japanese, Hispanic Studies, and German, further the academic and cultural interests of students studying a foreign language. Approximately six to nine students reside in each house. Other interest houses are the Multi-Cultural House, which fosters cross-cultural communication and understanding; the Environmental House, focusing on environmental and ecological issues; the Fine Arts House, which promotes programs emphasizing studio, theatrical, and musical arts; the Wellness House which focuses on the 8 dimensions of wellness; the Asian Studies House, which promotes understanding of Asian culture and issues; the Writing House, which provides resources to encourage the growth of writing as a discipline; and the Community Service House encourages discussions of service issues among students and the Whitman community and includes a community service requirement.

Four national fraternities maintain chapter houses near the campus. Each has its own dining, sleeping, study, and recreational facilities.

Just as it is important to live on campus, it is equally important to dine on campus. Dining on campus helps to integrate students into the campus community. It provides the opportunity for sections to spend time together, contributes to community within the halls, and allows further opportunity for students to interact with faculty outside the classroom. During the fall of 2018, a new central dining facility, Cleveland Commons, opened for the whole campus community supplemented by other, smaller dining options on campus. In addition, Jewett Hall has a café with breakfast and lunch options as well as a coffee bar. Reid Campus Center also has a small marketplace for students and community members. Students who live in the residence halls are required to subscribe to a board plan (see exceptions under "Board" in the *Charges* section). Students living off-campus are encouraged to eat in college dining halls and may subscribe to one of several board plans.

While it is difficult for the college to provide highly specialized diets in the dining halls, Bon Appétit (the college's food service provider) as well as the Health Center will work with students who have dietary concerns. There are vegetarian and vegan alternatives at every meal. [Any student, on-or off-campus, may purchase a meal plan.](#)

Student Services

Welty Center – Counseling

Professional Master's degree and Doctorate level counselors are available to provide brief mental health counseling to students free of charge. Counselors assist individuals and groups with personal concerns, interpersonal relationships, and mental health issues that may interfere with their success at Whitman. In addition to this service, there are a number of personal growth opportunities in the form of workshops and programs on various topics. All counseling is confidential, subject to legal and ethical limitations.

The center works on a short-term (5-8 sessions) counseling model. Counselors work with students to schedule appointment times and develop therapeutic goals to provide appropriate interventions and track progress. A Psychiatric Nurse Practitioner is available for consultations about psychiatric medication, prescriptions, and medication management.

Please note there are some student concerns that are not appropriate to address using a short-term model (severe psychosis, eating disorders, or suicidality). If the Counseling Center is not an appropriate, ethical choice for student care, a referral to a Mental Health Practitioner in the community will be provided.

Welty Center — Health Services

The on campus Health Center is open during the academic year, and serves as a facility for the management of urgent illnesses and injuries, as well as some ongoing care.

The Health Center medical providers maintain regularly scheduled hours on campus Monday-Friday. The providers may refer students to outside resources if indicated. Registered Nurses are available to see students for nursing assessment and referral. **All degree-seeking students may see the Health Center staff without charge and may access Health Center resources for a nominal fee.** If a student wishes to consult a private physician, the Health Center staff may recommend competent local specialists when requested to do so. Whenever a student is treated away from the Health Center, the expenses incurred will be the student's responsibility.

Services at the Health Center include: assessment and treatment of acute illness or injury, point of care testing and treatment, in-house services lab with specimen collection and blood draws, reproductive health care, including PAP smears and contraception, a dispensary for prescribed medication, travel consults and vaccines.

Accident and Health Insurance

All Domestic and International Students are recommended to have insurance with a U.S. based health insurance company that will pay benefits in Washington State.

It is the student's responsibility to understand their insurance plan and know how to access coverage. We advise that each student carry a personal insurance card at all times.

If hospitalization or outside medical services are needed, the Health Center will assist the student in locating suitable medical treatment. The cost for such outsourced medical treatment, however, must be assumed by the student.

Whitman College provides "secondary" accident insurance for students participating in varsity intercollegiate athletics. This coverage is available to varsity athletes who sustain an injury during scheduled and supervised athletic activities. As a secondary insurance, the varsity athletics accident insurance policy will only pay medical bills after they have been processed by the student's primary personal insurance. Please contact the Head Athletics Trainer, at 509-527-5590 for more information.

Reid Campus Center

The Reid Campus Center serves as a community center for all members of the college — students, faculty, staff, alumni, and guests. To support the residential nature of the Whitman campus, the Reid Campus Center meets many day-to-day needs through an organization of professional staff, student employees, student volunteers, and committees.

The Reid Campus Center sponsors numerous programs including musical performances in the Coffeehouse, Student Activities Fair, an Arts & Crafts fair, the Pathways Leadership program, WhitLife, student government and clubs, and much more.

Resources in the Reid Campus Center include the Information Desk, Bookstore, Debate & Forensics, Sorority & Fraternity Life, New Student Orientation & Onboarding, Office of Religious and Spiritual Life, Outdoor Program, Post Office, Student Activities Office, Career and Community Engagement Center (America Reads/Counts, Career Development, Community Engagement, Internships), LGBTQIA+ Student Services, and Café 66. Other facilities and services include meeting-and-dining rooms, a lounge, an art gallery, vending machines, refrigerator rentals, activity rentals (such as popcorn machine, snow cone machine and button maker), sign-ups for the chartered holiday bus and shuttle service, bulletin boards for advertising and notices, and outdoor equipment rental. The Reid Campus Center houses the Associated Students of Whitman College (ASWC), the Whitman Events Board (WEB), *The Wire* newspaper, the *blue moon* (art and literary journal), KWCW-FM student-operated radio station, and *quarterlife* (quarterly literary journal).

Student Activities

Co-curricular activities augment classroom experiences, providing students the chance to apply their classroom studies to practical, realistic work and engaging social experiences. The college encourages students to create new activities and organizations that enhance the life of the campus.

At Whitman, students have a plethora of opportunities to get involved all over campus, regardless of their major. Musically inclined students perform with the College Wind Ensemble, Chamber Orchestra, Chorale, and, by audition, the Walla Walla Symphony Orchestra; still others perform in solo or small group recitals. Students need not major in Theater to perform or work backstage at Whitman's Harper Joy Theater, nor must they major in English to submit items for publication in *blue moon*, the Whitman literary magazine. There are opportunities for work, including some paid employment, on *The Wire*, the student weekly newspaper. Many students also participate in one or more of the dozens of student clubs on campus, many of which receive funding from Whitman's student government.

Outdoor Program

The Outdoor Program (OP) is committed to providing equitable access for all to the outdoors. "The OP" fosters personal growth, facilitates learning and creates recreational opportunities through skills and risk management training, leadership development, and environmentally sound trips in a supportive community". The OP assists people in outdoor pursuits while also managing risks so as to offer safe and rewarding recreational experiences. Additionally, the OP provides quality rental equipment in the fields of hiking, backpacking, climbing, flatwater and whitewater kayaking, rafting, canoeing, stand-up paddle boarding, cross country skiing, snowshoeing, telemark and alpine touring skiing. Activities cater to beginner and intermediate skill levels. On campus, the OP organizes visiting speakers, instructional seminars, film showings, and other special events, including the Banff Mountain Film Festival. The OP also oversees the Whitman Climbing Center and contributes to orientation programming.

Another important function of the Outdoor Program is to teach outdoor skills, both elementary and advanced, in such areas as risk management, wilderness first aid, whitewater and flatwater kayaking, rafting, climbing, skiing, canoeing, mountaineering, backpacking, and outdoor leadership. There are over 75 different jobs per semester that students can practice their leadership skills working for the OP in the rental shop, leading trips and instructing in the climbing center. The program is a resource for those interested in planning their own trips, exploring the outdoors surrounding Walla Walla, purchasing equipment, or obtaining instruction. Magazines, instructional videos and books, guide books, maps, and information about outdoor jobs are available at the OP Rental Shop.

The Outdoor Program is not a club. There are no dues; anyone, regardless of ability or skill level, may participate. Through the Outdoor Program, all students interested in noncompetitive, non-motorized pursuits may share adventures. The Bob Carson Outdoor Program Fund enables all students to experience OP trips by providing trip credit to every current Whitman student each year to be able to participate in at least one free outdoor trip. The Leadership Education Advancement Fund (LEAF) offers need-based aid for SSRA Outdoor Leadership courses.

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

In 2013, the Outdoor Program was granted the prestigious David J Webb Program Excellence award issued by the Association of Outdoor Recreation and Education. An AORE press release stated "*Whitman College is an outstanding example and embodiment of AORE values. The Whitman College Outdoor Program is an incredible teaching program based in Walla Walla, WA. They are best known for their freshman orientation program and climbing center, but also have strong sea kayaking, backpacking and whitewater programs. The program has been a part of the school for over 4 decades. They also work closely and in collaboration with academic departments to provide general trips and opportunities for the campus at large, and to encourage involvement and dedication to betterment and growth of the [outdoor recreation] industry.*"

Whitman Events Board

The Whitman Events Board (WEB) is an ASWC-sponsored student group dedicated to bringing an exciting and diverse set of events to campus. WEB provides and supports a wide array of educational and entertaining programs

by maintaining contacts with artists and booking agencies, as well as generating original student-led programs. It is responsible for sponsoring the Drive-In Movie, films, concerts, speakers, and much more! To find out more, call 509-522-5367 or email web@whitman.edu.

Intercollegiate and Intramural Athletics

Whitman College affirms the classical ideal that physical fitness complements intellectual development. Whitman's programs of sport studies, recreation and athletics are designed to contribute to the liberal education of our students as they engage their minds and bodies in vigorous fitness, wellness, and competitive activity.

Whitman supports athletics for two reasons: 1) as they train and strive to excel, student-athletes complement and strengthen the education they are pursuing; and 2) athletics contributes in unique ways to campus life and fosters a strong sense of community.

To achieve these ends, the College provides the resources to enable teams and individuals to compete effectively in the NCAA Division III, and to enable those individuals and teams who qualify to compete at regional and national levels.

The athletics program at Whitman College is designed to support:

- the overall mission of the college;
- the principles of fair play and amateur athletics, as defined by NCAA legislation;
- the overall academic success of student-athletes;
- the overall health and welfare of student-athletes;
- the principle of equal access to athletic opportunities by men and women.

Whitman holds membership in the National Collegiate Athletic Association (Division III) and the Northwest Conference (NWC). The college fields men's and women's teams in basketball, swimming, tennis, soccer, cross-country, golf, and distance track. Women also compete in volleyball and lacrosse, and men in baseball. Whitman College, as an NCAA III member, does not offer athletic scholarships; however, all students may apply for need-based financial aid and academic scholarships.

Department of sport studies, recreation and athletics staff members supervise the student run intramural programs; about 70 percent of Whitman students take part in such intramural sports as flag football, basketball, soccer, volleyball, tennis, and ultimate Frisbee. The college also sponsors several club sports programs, including rugby, skiing, ultimate Frisbee, and cycling. For a complete and updated list of club and intramural opportunities, please see www.whitman.edu/athletics and follow the links to club sports or intramural sports.

Sherwood Athletic Center, the main athletic complex was completely renovated as of August 2009. It features a 1,200-seat gymnasium, a training room, a strength and conditioning room, a practice gym, batting cages, racquetball and squash courts, dance studios, and a 7,000+ square-foot indoor climbing wall.

The college has four indoor tennis courts in the Bratton Tennis Center as well as six outdoor courts, which support all student, faculty/staff and community use.

Baker Ferguson Fitness Center offers a 10,000-square-foot fitness center, and the Paul and Louise Harvey Aquatic Center features a 30-meter swimming pool.

Baseball games take place at the 3,000-seat Borleske Stadium, which also includes an indoor 3-tunnel batting cage. The golf team practices at the 18-hole Memorial Golf Course, the Walla Walla Country Club, and Wine Valley Golf Club. The Whitman Athletic Fields Complex hosts the men's and women's soccer and the women's lacrosse teams in addition to a variety of club and intramural competitions.

Student Organizations

Most groups and organizations are student-run; nearly all involve students in planning and carrying out their programs. The largest of the self-governing groups is the Associated Students of Whitman College (ASWC), of which every student is a member. ASWC conducts its affairs through an elected Executive Council and student Senate. In

addition to advocating for student needs and supporting all-campus activities and programs, ASWC is responsible for oversight and budget allocations for the Whitman Events Board, The Wire weekly newspaper, radio station KWCW-FM, and more than 80 student clubs and media groups.

Campus clubs focus on specific interests such as culture and identity, recreation, health, music, leadership, and religious interests. Information on student organizations can be found at: whitman.presence.io.

Sorority and Fraternity Life

Whitman's fraternities and sororities provide their members with a strong sense of community, belonging, friendship and inclusion. Within each Greek organization, members find academic assistance, personal support, leadership, community service, alumni connections, and social opportunities.

All eight Greek organizations at Whitman have well-established scholarship programs, incorporating one-on-one tutoring, study tables, seminars, and connections with faculty. Whitman's sororities and fraternities are actively involved in local and national community service efforts, supporting such organizations as the SOS Clinic, the STAR Project decreasing recidivism in the correctional system, Humane Society, Service for Sight, Children's Home Society, and Court Appointed Special Advocates. As each self-governed sorority or fraternity makes decisions, ranging from creating budgets to implementing social policies. Sorority & Fraternity Life is an excellent vehicle for learning how to be the best version of yourself.

The four national sororities reside in Prentiss Hall, where each group maintains its own section, complete with a chapter room and a lounge. Each of the four fraternities has a house on the edge of campus, where members reside and dine together. On average, 15% of students are involved.

Code of Conduct

All persons associated with the college share the common responsibility to create a climate conducive to the pursuit of learning and free inquiry. The college regards students as maturing individuals with considerable personal freedom; at the same time, it expects students to accept responsibility for their actions. While Whitman does not attempt to impose a uniform moral standard, the college does expect students to conduct themselves honorably and in ways that reflect respect for the rights of the other members of the community. In some instances, the diversity inherent in group living requires some concessions of individual freedoms.

General Policies

The Council on Student Affairs, with a membership of six students, three faculty members, and three administrators, reviews all out-of-class student matters and recommends policies. This committee has provided the framework within which living groups have studied and created rules and regulations. Among the general policies stated by the committee are these: 1) students are held individually responsible for maintaining standards of conduct that meet the requirements of decency, the rights of others, the behavior patterns of a democratic society, and the particular needs of the Whitman community; 2) social regulations of whatever origin should ensure adequate consideration for the rights of individual students to privacy and the preservation of individual dignity and comfort, and an atmosphere consistent with, and in furtherance of, the primary educational purpose of the college; 3) all members of the community have the responsibility for adherence to local, state, and federal laws; and 4) residence hall staff members are available to mediate disputes and enforce residence hall regulations.

The Dean of Students Office, through the powers delegated to it by the president and faculty of Whitman College, may make such requirements explicit with specific regulations to whatever extent is considered necessary. The college also reserves the right to change its regulations affecting the student body at any time; such changes apply to all students, including prospective students, those currently enrolled, and former students returning to college.

Students and their parents should realize that the college does not act *in loco parentis*. Even though regulations exist to assure that all members of the college community may participate in their academic pursuits with a minimum

amount of hindrance, the college does not control students' lives. In all of their interactions with the college, students are assumed to be responsible for themselves. While striving to maintain as secure an environment as possible, the college cannot guarantee the safety of its students.

Regulations

Each living group is responsible for adequate guarantees of the primary use of residence halls and fraternity houses for study and sleeping and of the fundamental right of each resident to reasonable privacy.

The Board of Trustees has approved several policies – including, but not limited to, policies on alcohol use, drug use, filing a grievance, and incidents of sex- or gender-based harassment, discrimination, or violence – intended to ensure that Whitman College remains an environment based on consideration and respect for the rights of others and designed to support the college's academic mission. These policies are available in the Whitman College Student Handbook, which is published annually and also available on the Whitman College website: www.whitman.edu/dean-of-students/student-handbook.

Student Right to Know Information

Whitman College has included information that you need to know concerning the campus and its policies at www.whitman.edu/dean-of-students/right-to-know. This information includes institutional information, alcohol policies, graduation rates, FERPA (Family Educational Rights and Privacy Act), services available to students with disabilities, institutional security policies and crime statistics, and other information that you might find helpful. A printed copy of this information is available upon request from Bridget Jacobson in the Dean of Students' Office, Memorial Building 325.

Title IX – a Short and Simple Law

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

Any person in the campus community who believes that they or another person has been subjected to sex- or gender-based harassment, discrimination or violence should discuss their concerns with the Director of Equity and Compliance/Title IX Coordinator Cassandre Beccai, beccaic@whitman.edu. See also the Title IX Policy: www.whitman.edu/campus-life/diversity/title-ix-and-sexual-misconduct.

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Inclusive Excellence

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

The Division of Inclusive Excellence

Mission

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

Vision

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

Principles

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

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

Approach

The work of the Division of Inclusive Excellence is trifurcated operationally and exercises horizontal influence. Our trifurcated operational areas include: Identity and Belonging, Equity and Compliance, and Inclusive Excellence. The Identity and Belonging area includes several primarily student-facing units that contribute programmatically to the campus climate, facilitate the exploration and development of student identities, and provide support and services to

marginalized and/or minoritized communities. This area includes the Glover Alston Intercultural Center, LGBTQIA+ Student Services, Third Space Center, as well as Religious and Spiritual Life, all of which collaboratively aid the entire Whitman student body in better understanding their relationships to systems of oppression and to each other by providing opportunities for community healing, connection, and liberation. The Equity and Compliance area is focused on coordinating institutional compliance with federal and state discrimination, harassment, and retaliation laws and related College policies, with an emphasis on those related to sexual and gender-based misconduct and other forms of identity-based harassment and discrimination. This area is also involved in the response and resolution of bias incidents that may not have an identifiable respondent or constitute a violation of the law or College policy, but nonetheless impact our community. The core work of the division is the campuswide work of advancing diversity, equity, inclusion, and antiracism at the college. This involves the Division's work with student, staff, and faculty partners through the Inclusive Excellence Council and collaborations across the College to revise policies, shift practices, and modify systems in an effort to infuse inclusive excellence principles through all aspects of institutional operations.

Glover Alston Intercultural Center

The Glover Alston Intercultural Center (IC) seeks to foster intercultural awareness, inclusiveness and respect for all in the Whitman community. The IC provides educational and experiential opportunities related to diversity and works directly with a number of student organizations to provide affirming programming to enhance the campus climate for all. The IC coordinates a number of equity programs (food pantry, clothing closet, textbook lending library) and works to support students in navigating potential structural barriers to success through individualized guidance and resources. IC programming is created with and for students and the Glover Alston Intercultural Center is a space where all gather to build connections and learn from each other.

LGBTQIA+ Student Services

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

Third Space Center

The Third Space Center is a campus resource designed to center the needs, concerns, interests, histories, and cultures of the wide-ranging communities of color at Whitman. With campus climate data indicating that many students of color at Whitman experience feelings of exclusion or marginalization in the predominantly white Whitman environment, it was essential that we create and provide a space where communities of color were centered, affirmed and that showcased the richness and cultural wealth of Black, indigenous, and all people of color communities. The Third Space Center provides students of color with a space where they can feel safe from microaggressions and have the ability to fully express their identities. The Center also organizes programs that can help the entire Whitman community better understand the complexities of race, racism and race relations.

Religious and Spiritual Life

The Office of Religious and Spiritual Life (RSL) supports students who wish to deepen or explore spirituality. RSL functions as a resource for established and emergent religious groups on campus and works to address the needs and enhance understanding and awareness of numerous religious traditions. RSL provides programming, which

explores the important relationship between faith and learning - the connection between mind and spirit. The Office of Religious and Spiritual Life is committed to supporting religious traditions and serves people of all faith traditions, and also welcomes those who are exploring spirituality but do not identify with any formal or specific religion.

Equity and Compliance

Whitman College strives to provide a safe environment in which students can pursue their education free from the detrimental effects of sexual misconduct, which includes sexual harassment and sexual assault. The Director of Equity and Compliance/Title IX Coordinator is housed in the Division of Inclusive Excellence. The individual in this role interfaces with Human Resources, the Office of the Provost, Campus Security, Student Affairs and others across campus to prevent, investigate, and adjudicate violations of federal law related to identity-based discrimination and harm. In addition to ensuring institutional compliance with Title IX, the Director of Equity and Compliance/Title IX Coordinator develops, implements, updates and serves as principal coordinator of policies, procedures and programs related to Titles VI and VII of the Civil Rights Act of 1964, the Violence Against Women Act (VAWA) and other related legislation.

Career and Community Engagement Center

The mission of the Career and Community Engagement Center (CCEC) is to connect Whitman students and alumni to the communities and experiences that help them achieve their aspirations. The work of the CCEC is to help students identify experiences that enrich their academic pursuits, foster community and civic engagement, help them refine career interests and take the next steps, and provide professional development and preparation relative to those steps. One significant way that we do this work is through the career coaching initiative which pairs every Whitman student with an assigned career coach from our Center.

Career and Community Engagement Center programs include:

Alumni Networking and Mentoring — The CCEC provides numerous networking and mentoring opportunities for students and alumni to communicate about careers, internships, grad school, civic engagement and jobs. Whitman Connect is a searchable database of thousands of alumni who have volunteered as resources for students and fellow alumni for professional development and mentorship. Several times a year the CCEC co-hosts Whitties Helping Whitties networking receptions around the country in collaboration with Alumni Relations. The CCEC also offers formal and informal opportunities through our career coaching initiative for students and alumni to connect and build meaningful, supportive relationships.

America Reads/America Counts — The CCEC hires 20-30 work-study students every year to provide math and literacy support via individual and small group tutoring to students in Walla Walla public school K-12 classrooms. Whitman students with prior experience working with youth can pursue this professional experience to test their interest in a possible career in education.

Career Development and Education — Whitman's Career Coaching initiative connects every incoming student with a career coach from our Center, a guide throughout their Whitman experience to help them consider and connect to an expansive array of resources and opportunities that will help them shape their future. Students can schedule to meet with CCEC coaches via Handshake or search the CCEC website for resources to help with any part of the career development or job application process. Our career coaches can help students:

- identify and create a career plan for their futures
- review resumes, CVs, and cover letters
- identify and utilize job resources
- build a professional online presence on LinkedIn
- start graduate school planning
- apply to CCEC and other internship programs

CCEC staff provide skill-building workshops for students to boost career and life readiness. Interested students, staff and faculty members can email the office to arrange to host a workshop for their class, group, team or club. SCAs are

student liaisons in the CCEC who offer career education, review resumes, and cover letters, and help with Whitman Internship Grant applications. A vast array of self-guided, on-demand career development content and recorded videos are available to students 24/7 via the Handshake resource library.

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

Community Engagement (CE) Programs — We strive to build strong, sustainable relationships with community partners that create opportunities for students to collaborate with members of the Walla Walla community. Through volunteer experiences, students support projects and initiatives identified by our partners as positively contributing to the community and their organizations' purposes.

Additionally, we create opportunities to build students' leadership, and personal and professional development through the CE leadership program that supports paid CE student leaders in a cohort experience. CE Leaders engage the Whitman community in volunteer direct action, education, and reflection opportunities that address social needs and inspire civic responsibility through experiential learning. Student leaders coordinate ongoing programs that engage hundreds of student volunteers each year in consistent engagement and special events. The CCEC team provides opportunities for individuals and campus groups to consult with staff to generate volunteer opportunities.

Community Fellow Program - Intended as a capstone experience for highly engaged students, each year a cohort of juniors and seniors spend the year working part-time on a community-based project with one or more of our partner organizations through the Community Fellow Program. This program provides a unique opportunity to contribute to the community and extend professional learning opportunities.

Employer Engagement — CCEC staff plan many opportunities for students to hear from and connect with recruiters, professionals, and alumni working in organizations around the country. With a focus on the West Coast, employers may be represented in person or virtually through small information sessions that allow direct student interaction. The Center also hosts two Job & Internship Fairs each year. These are ideal opportunities for students to engage with employers while learning about different fields, internships and job opportunities.

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

Internships — Internships add to a student's college experience by allowing them to practice professional skills, obtain a deeper understanding of the world of work, and develop research questions for their major course of study. Students are encouraged to apply for paid internships available using CCEC resources or to develop an experience that best suits their interests. The Center manages the Whitman Internship Grant Program, which provides funding for nearly 200 students annually to experience high-impact internships at organizations that are not able to pay them.

Much more information about the CCEC can be found at: whitman.edu/ccec

Pre-Professional Information

Advisors in the academic departments and in the Career and Community Engagement Center (CCEC) talk regularly with students about advanced study, and about immediate and long-range occupational opportunities. In addition, the college has selected special pre-professional advisors, listed below, to help in those areas of interest which warrant particular attention because of their general appeal.

Please note that Whitman College does not offer degrees with licensure.

Business Management and Finance

Advisor: Department of Economics Chair

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

Whitman College offers a diverse array of courses in economics and finance as well as in data analysis, which can prepare students well for the professional as well as graduate academic careers. The recommended courses are designed to give the students a general rather than a technical preparation. The guiding principle of the program is the recognition that technical training in the field of business administration is best achieved in graduate school or through on-the-job training. Two websites that provide more insights into further academic and professional development in this field are www.mba.com and www.cfainstitute.org. Such a preparation qualifies Whitman graduates for many forms of business management training programs and provides a foundation for study in graduate schools of business.

Suggested Courses:

- Economics 101, 102, 114, 227, 327, 358, and 409
- Mathematics 124 or 125, and 126
- Computer Science 167
- Major study in economics, mathematics, computer science, politics, psychology and/or other sciences

Education

Advisors:

Doug Juers, Physics

Abby Juhasz, Director of Community Engagement (Career and Community Engagement Center)

Erin Pahlke, Psychology

While Whitman does not have an education major or minor, a broad program in liberal arts and sciences can prepare students for graduate or professional work in education. The recommended majors for post-baccalaureate work

depend on the desired age group, specialty, and profession within education. Students interested in educational practice, theory, pedagogy, policy, or administration are encouraged to take a broad range of courses and to include courses dealing with philosophy, social inequality, social group relations, psycho-social conditions of family/childhood/adolescence, and courses that may include community-based learning with local schools or educational organizations. Students interested in the field of bilingual education should visit both the Language Learning Center and the Office of Off-Campus Studies to find out more about opportunities to get experience in this area.

Master's programs in teaching in the U.S. often have prerequisites that include a course in pedagogical theory and practice and a course in substantive areas, such as inequality in education, educational policy, or educational psychology. Whitman does not offer courses in pedagogical theory and practice (with classroom practice), but there are several courses that can serve as the substantive prerequisite, and there are some courses with applied components that may take place in local schools or educational organizations. Students interested in graduate school in education are encouraged to consult with the program of interest to see if particular courses at Whitman may count as a prerequisite.

Besides curricular offerings on topics in educational studies, Whitman offers numerous co-curricular opportunities for students who may want to gain practical experience in settings that are education focused. These opportunities include mentoring and tutoring local students, student clubs, and summer internship opportunities. Information about these opportunities is available from the advisors listed above, from student clubs, and from the Career and Community Engagement Center.

Because age group, specialty area, and geographic region influence the kinds of testing necessary to work in educational fields (and the timing of those exams), students are encouraged to investigate early the types of tests and majors that are required or recommended to meet their career or graduate school goals and to consult with the education advisors and Career and Community Engagement Center resources before deciding on a major.

Foreign Service

Advisor: Chair, Department of Politics

Many departments and agencies of the U.S. government offer a variety of overseas employment, both in career positions and in staff support work. Applicants may be secured through general entrance examinations for the public service, through special recruiting (as is generally the case for the intelligence services, the Peace Corps, and aid and technical assistance programs), or by special examinations, as is the case for the Diplomatic Service and the Consular Service of the Department of State and the Information Service of the U.S. Information Agency.

No special set of courses is recommended, but demonstrated aptitude in foreign language study, history, and politics generally is essential for overseas career positions. Information on recruitment procedures and examinations is available, as is information on employment with private organizations abroad.

Health Professions

Kimberly Mueller (Director of Health Professions Advising)

Careers in the health professions demand more than just achievement in the life sciences. Maturity, compassion, leadership, ethical practice, integrity, communication skills, and knowledge of healthcare policy are essential for the health-care professional. Since the health professions seek individuals with a broad liberal arts and science education in conjunction with a rigorous major area of study in the natural sciences, arts, humanities, or social sciences, Whitman College does not offer "pre-nursing," "pre-med," "pre-vet," or any "pre-health" major. Although many students choose one of our life science majors — biology or biochemistry, biophysics, and molecular biology (BBMB) — more than one-third of our successful matriculants in medical or other health profession schools enter with majors beyond the life sciences, including anthropology, art, chemistry, English, foreign languages (Hispanic Studies, French and Francophone Studies), geology, history, music, philosophy, psychology, religion, sociology and Theater.

Whitman's liberal arts curriculum provides students with both the breadth and depth necessary to excel as physicians, nurses, physician assistants, dentists, veterinarians, physical therapists, occupational therapists,

pharmacists, public health specialists, among others. Clinicians must have the ability to communicate by speaking and writing effectively, to gather and analyze data, to continually update knowledge and skills, to work with a team of professionals, and to apply new information to the solution of scientific, clinical, and public health problems — all skills that can be acquired from a liberal arts education.

In collaboration with Providence St. Mary Medical Center, Family Medical Center, the SOS Health Clinic, and Walla Walla Clinic, Whitman College facilitates the opportunity for students to gain exposure to the health professions through clinical shadowing/student observations in Walla Walla County.

Students considering a career in a health profession should attend the orientation meeting offered by the Office of Health Professions Advising (OHPA) during the opening week of their first year and meet with the health professions advisor once per semester before application. Additional opportunities to explore the health professions are available through enrollment in the Interdisciplinary Studies 100 level Health Professions courses (IDSC 100 A, B, or C), attending Health Speaker Series lectures by healthcare professionals, and participating in advising workshops sponsored by the (OHPA). Students should consider joining one of the pre-health student organizations.

For additional information on becoming a competitive applicant and applying to a health professions graduate program, see the Health Professions Web page: www.whitman.edu/academics/careers-professions-and-the-liberal-arts/health-professions or contact Kimberly Mueller.

More details about select professions are given below:

Dentistry

Schools of dentistry recommend that students acquire a broad, liberal arts undergraduate education. Students interested in the study of dentistry should become familiar with the specific requirements of the schools to which they plan to apply. These requirements are contained in the ADEA Official Guide to Dental Schools. See the American Dental Education Association website: www.adea.org. Participation in dental observation or internship programs are required at some schools and highly recommended for all programs. The following courses will meet the admission requirements for most U.S. dental schools, prepare students for the Dental Admission Test (DAT), and support the admission application process.

· Biology 101, 102 or 111, 112, and 205, 221, 221L, 222, 221L, 260, 260L · Chemistry 125, 126, 135, 136 or 140 and 310, 245, 246, 251, 252, · Physics 145 and 146 or 155 and 156 · Biochemistry 325 · English and Writing RWPD 170 or 180, 210 (recommended) · Other: Additional coursework is mathematics, statistics, behavioral sciences, and humanities are recommended.

Medicine

Allopathic (M.D.) and osteopathic (D.O.) medical schools value diverse educational backgrounds. While a strong foundation in natural sciences is necessary, a science major is not required. Admissions committees seek candidates with a broad, liberal arts education that equips them to analyze data, update their knowledge and skills continuously, and address medical, scientific, and ethical challenges. Contemporary medicine's preventative and curative aspects underscore the need for excellent communication skills and significant exposure to social sciences and humanities. The focus is on the breadth and quality of undergraduate coursework, and students are encouraged to exceed the minimum course requirements.

The requirements for U.S. and Canadian allopathic medical schools are provided in the Medical School Admission Requirements (MSAR). See the Association of American Medical Colleges (AAMC) website: www.aamc.org or the Association of American Colleges of Osteopathic Medicine (AACOM) website: www.aacom.org. The following courses will meet the admission requirements for most U.S. medical schools, prepare students for the Medical College Admission Test (MCAT), and support the admission application process.

· Biology 101, 102 or 111, 112, and 205. Recommended - one additional course (e.g. 200, 303, 305, 300, 315, 319, 320, 323, 328, 329, 342, 350) · Chemistry 125, 126, 135, 136 or 140 and 310, 245, 246, 251, 252 · Physics 145, 146 or 155, 156 · Mathematics 125, 128 or 247 or PSY 210 · English and Writing English and Writing RWPD 170 or 180, 210 (recommended) · Biochemistry 325 · Social Sciences Psy 110, SOC 117 or 208. One additional course

recommended from anthropology (e.g., 201, 228), psychology (e.g., 225, 229, 230, 270) or sociology *Note:* Requirements vary. A course in human anatomy with a lab (e.g. Biology 221 or 222) is required or recommended by some schools. If you have AP/IB credit for Chemistry 125, Chemistry 310 is not required.

Nursing

Although Whitman does not offer a nursing program, many of our students opt to complete a degree in their field of choice before enrolling in a Master's or Doctorate in Nursing program at an accredited institution. These programs lead to RN licensure and offer opportunities for advanced practice specialization and certification in areas such as family practice, midwifery, pediatrics, critical care, and infectious diseases, among others. Admission requirements vary significantly among schools. For more information, visit the American Association of Colleges of Nursing website, <https://www.aacnnursing.org>

The courses most frequently required for admission include:

- Biology 101 and 102 or 111, 127 or 227, 221 and 222, 260, 260L
- Chemistry 125, 126, 135, 136 or 140 and 310, 245, 246, 251, 252 · Statistics MATH 128 or 247 or PSY 210
- Psychology 110, 240, 260 *Note:* Requirements vary. Some schools require biochemistry (BBMB 325), , English composition (RWPD 170, 180 or 210), , speech/public speaking (RWPD 110), and additional humanities and/or social science courses.

Occupational Therapy

Occupational therapy (OT) programs offer entry-level master's or doctorate degrees and seek applicants with strong interpersonal skills, teamwork capabilities, and a commitment to helping others. Desired qualities include creativity in problem-solving, effective listening, resourcefulness, compassion, and an interest in health, science, and the arts. Most OT schools require documented paid or volunteer experience. Prospective OT students should research the specific requirements of their target schools, which are available in the OTCAS Program Directory. For more information, visit the American Occupational Therapy Association (AOTA) website at www.aota.org.

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

- Biology 101 and 102 or 111, 112 and 221, 222, · Mathematics 128 or 247 · Psychology 110, 240, 260
- Other Social Sciences ANTH 101 or SOC 117

Note: Requirements vary. Many schools require a medical terminology course. Some schools may require a chemistry or physics course or English composition (RWPD 170, 180 or 210)

Pharmacy

All pharmacy programs now award the Doctor of Pharmacy (Pharm.D.) degree. Requirements for U.S. pharmacy schools can be found in the Pharmacy School Admission Requirements (PSAR), available on the American Association of Colleges of Pharmacy (AACP) website at www.aacp.org. The following courses are generally required for admission to most U.S. pharmacy schools:

- Biology 101 and 102 or 111, 205, 221, 222, 260 · Biochemistry 325
- Chemistry 125, 126, 135, 136 or 140 and 310, 245, 246, 251, 252 · Physics 145 or 155 · Mathematics 125, 128 or 247 · English/Writing Two semesters of courses from English (literature or creative writing) or composition (Rhetoric, Writing, and Public Discourse 180 and 210). Social Sciences PSY 110, SOC 117

Note: Requirements vary greatly. Many schools require communication/speech (RWPD 110), economics, or additional humanities. Physical Therapy

The opportunity for students to pursue a Doctor of Physical Therapy (DPT) degree after completing a bachelor's has grown over the years. Most DPT programs require three years to complete. Additionally, many schools require to have observed physical therapy practice in various settings before admission. Prospective physical therapy students should

research the specific requirements of their chosen schools, which are detailed in the PTCAS Program Directory. For more information, visit the American Physical Therapy Association (APTA) website at www.apta.org. The following courses generally meet the admission requirements for most U.S. physical therapy schools:

· Biology 101 and 102 or 111 and 112, 221, 222· Chemistry 125, 126, 135, 136 or 140 and 310 · Physics 145 and 146 or 155, 156 · Mathematics 125, 128 or 247 · Social Sciences PSY 110 or 240 and one additional course selected sciences from anthropology, sociology or psychology
Note: Requirements vary. Many schools require courses in English composition (Rhetoric, Writing, and Public Discourse 180 or 210) , exercise physiology, medical terminology, or ethics (PHIL 127).

Physician Assistant

Pursuing a career as a Physician Assistant (PA) begins with obtaining a bachelor's degree, ideally in health sciences. Enrolled students in an accredited PA program then progress to earning a master's degree, typically requiring two years. This period encompasses both classroom learning and hands-on patient care experiences across various clinical settings. Graduation is followed by a national exam to achieve PA certification and state licensure for medical practice. Given their comprehensive medical responsibilities, including diagnosing illnesses and prescribing medications, PAs must excel in teamwork within healthcare environments. Prospective physician assistant students should research the specific requirements of their chosen schools, which are detailed in the PA Education Association (PAEA) Program Directory. For more information, visit their website at <https://paeaonline.org/>. The courses most frequently required for admission include:

· Biology 101 and 102 or 111 and 112, 205, 221, 222, 260 · Biochemistry 325
· Chemistry 125, 126, 135, 136, 245, 246, 251, 252· Mathematics/Statistics 128 or 247 or PSY 210· English/ Writing Two semesters of courses from English (literature or creative writing) or Composition (Rhetoric, Writing, and Public Discourse 170, 180, 210, or 320)
· Psychology 110

Note: Requirements vary greatly. Many schools require a medical terminology course. Public Health

Many of the approximately 256 accredited schools of public health offer M.H.S., M.P.H, or Ph.D. programs for students to enter directly with a bachelor's degree. Others require one to two years of health-care experience, which can include service in the Peace Corps, international health programs, internships with county/state public health departments, or work with the CDC. The five core academic disciplines of public health are biostatistics, epidemiology, health services, health education and behavior, and environmental health, with many schools offering additional focus in international health, maternal and child health, nutrition, and public health policy and practice. Since each program and track sets its own requirements, it is difficult to list a recommended set of prerequisite courses. Majors in mathematics, chemistry, or the life sciences are beneficial for students interested in environmental health, epidemiology, or biostatistics, while anthropology, psychology, or sociology are good preparations for health education and behavior, and global health. Economics can provide a sound background for health policy. See the Association of Schools and Programs of Public Health (ASPPH) website: www.aspph.org.

Veterinary Medicine

Schools of veterinary medicine value a liberal arts education underpinned by strong science fundamentals. Besides academic excellence, schools look for candidates with qualities such as compassion, strong communication skills, and animal handling experience. Specific admission requirements are detailed in the Veterinary Medical School Admission Requirements (VMSAR), accessible via the Association of American Veterinary Medical Colleges (AAVMC) website at www.aavmc.org. The following courses will satisfy the requirements for admission to most U.S. veterinary medical schools:

·Biology 101 and 102 or 111 and 112, 205, 260, 315. · Biochemistry 325
· Chemistry 125, 126, 135, 136 or 140 and 310, 245, 246, 251, 252 · Physics 145 and 146 or 155 and 156·
Mathematics 125, 126, 128 or 247 · English Composition (Rhetoric, Writing, and Public Discourse 170, 180, or 210)

Note: Requirements vary. Some schools require courses in cell biology (BIOL 272), animal science, animal nutrition, or public speaking/speech (Rhetoric, Writing, and Public Discourse 110) and additional courses within humanities or the social sciences.

Law

Noah Leavitt (co-Director of the Career and Community Engagement Center)

Law schools want evidence that applicants can think, read, write, express themselves orally, and understand forces that have shaped human experience, developed its institutions, and ordered its values. A wide variety of courses in the liberal arts deal with such matters, though in different ways and with different emphases. The study and practice of law also requires analytical reasoning skills, which are fostered by certain courses in mathematics, natural sciences, economics, and philosophy.

Accordingly, Whitman does not have and does not recommend a formal prelaw major as preparation for law school, believing that no specific series of courses is correct for every student who intends to enter the legal profession. Major law schools and the Association of American Law Schools agree that a broad liberal arts program is the best general preparation.

Students planning a legal career are welcome to discuss their plans with a prelaw advisor.

The P-D-F grade option should be used by prelaw students with caution.

Students who hope to attend law school the fall following graduation should take the Law School Admission Test by the end of the fall semester of their senior year in order to meet most law school admission deadlines; we strongly encourage students to take the LSAT by the end of October. Students looking ahead to law school are encouraged to meet with a prelaw advisor during their junior year to map out a timetable for exams and applications.

Library and Information Science

Advisor:

Emily Pearson, Instructional & Research Services Librarian (Penrose Library)

A Master of Library and Information Science degree from a graduate program accredited by the American Library Association is a prerequisite for a professional career in librarianship, and a broad liberal arts education is excellent preparation for the master's program. While librarians have traditionally been educated in the humanities, a background in the social, physical, or computer sciences is increasingly sought after by employers. Because of the growing emphasis on digital programs and resources in libraries, computing, database, and metadata skills are important areas of concentration. Many graduate programs offer opportunities to specialize in areas such as archives and record management, informatics, and data services. Archivist positions generally require the MLIS degree; some graduate programs may offer Master of Archives and Records Management degrees, while others offer concentrations or certificates in Archives together with a MLIS degree.

Penrose Library regularly offers student employment in circulation, cataloging, and archives; other opportunities are occasionally available. The librarian listed above is available to discuss graduate school preparation and career possibilities with interested students.

Our library for-credit classes offer an opportunity to learn about Archives and Special Collections (Library 150 and 160) and ethical issues in libraries and information science (Library 120).

Ministry

Adam Kirtley (Interfaith Chaplain)

The American Association of Theological Schools recommends a broad liberal arts education as the most desirable undergraduate preparation for the ministry. English, history, philosophy, and the social sciences are all appropriate as undergraduate majors. Some experience in the sciences and in the fine arts is recommended. A religion major or a religion minor, while not an essential prerequisite for graduate study, would provide a solid basis for seminary, rabbinical school, or other ministerial training by setting ministry studies in a broad perspective.

Performing Arts

Laura Hope, Director of Theater & Department Chair

Students planning a career in the performing arts will find that the program at Whitman College can provide them with a solid core of skills and knowledge as well as many opportunities to explore new facets of themselves and the art form. Our students gain skills that will prepare them for further study in graduate schools, professional training programs, and internships at major regional theaters and other arts organizations. We strive to instill in our students a sense that the performing arts take place in the larger context of the world and tie into the overall liberal arts education provided at Whitman College.

Our program provides the following to our students:

- Rigorous training in a variety of performance, design, and technical disciplines.
- Hands-on opportunities in many areas to participate in performances during the course of our season at the Harper Joy Theater as well as access to resources to work on your own independent projects.
- Work study and paid employment in our shops and box office.
- A focus on Theater and Dance as collaborative art forms which respects the work put forth by everyone involved in the production process.

Public Service

Chair, Department of Politics

To an ever-greater degree, federal, state, and local governments need professionally trained people to serve as researchers and planners as well as administrators. Expanding numbers and kinds of special interest groups as well as the increased degree to which these groups employ professionals, also have yielded new career possibilities for people with research, analytical, and political skills. New career opportunities can especially be found at the local level, in addition to the traditional public administration positions in federal and state agencies.

A person interested in a public service career should develop strong research and analytical skills and an ability to write and speak effectively. A broad background in American government and society is necessary, with emphasis on politics, economics, and sociology. Statistical and computer skills are helpful.

Suggested Courses:

- Economics 100 or 101, 102, 268
- Environmental Studies 120
- History 297
- Mathematics 128
- Politics 109,110, 117,124, 254, 287, 311, 325, 334, 365
- Sociology 207, 208

Sports, Recreation, and Athletics

Kim Chandler (Director of Athletics and Chair, Sport Studies, Recreation and Athletics)

Whitman's SSRA program offers a variety of activity and lecture classes, as well as intramurals, club and intercollegiate athletics. The broad-based program is designed to meet the physical and recreational needs of the college community and to enhance the quality of life and learning of all who participate.

SSRA courses are a broad array of activity courses designed to provide experiences and training opportunities within a diverse mix of physical education, recreation, fitness, and individual and team sport offerings. Additionally, SSRA offers a handful of theory Classroom activity courses designed to more fully inform students about certain aspects of physical activity and sport.

Suggested Courses:

- Sport Studies, Recreation and Athletics 137, 153, 200, 308, 390, 395.
- Try weight training, speed and agility training, yoga, Pilates, swimming, or one of several sport offerings.

Academic Resources and Support

Academic Advising Program

Mission Statement for Formal Academic Advising at Whitman

The Whitman faculty see the relationship between academic advisor and advisee as a partnership between student and advisor, and we work with students as they identify and pursue their goals. Academic advisors help students understand a liberal arts approach to education and chart their path through the curriculum. We also support and connect students to resources, especially those related to academics, so that all students can thrive at Whitman.

Student Learning Outcomes for All Students

Students will:

1. Understand a liberal arts approach to education.
2. Use that understanding to chart a path through the curriculum.
3. Understand available supports and resources.
4. Create goals for their future.

Additional Student Learning Outcomes for Majors

Students will:

1. Understand the learning goals and requirements for the major.
2. Explore their next steps after graduation.

Academic Resource Center

The Academic Resource Center (ARC) provides a number of services and programs to support all students at Whitman. These include services such as academic coaching and workshops on topics such as time management and note taking, and programs including peer tutoring. The College's Access and Disability Support Services are housed within the ARC and are addressed separately in the subsection below.

The ARC is overseen by the Director of Academic Support Services. The ARC team attends to all aspects of student success, including the Peer Tutoring and Academic Coaching programs, meeting with students who receive academic concern reports, and offering academic coaching and workshop sessions for individuals or groups. Additional information about the ARC is available at whit.mn/arc.

Access and Disability Support

Whitman College is committed to provide fair and equal access for students with disabilities and ensure that they have an equal opportunity to participate in and benefit from all the College's programs and activities. Any student with a documented disability, chronic illness, severe allergy, or an injury (including concussion) that results in a temporary disability is welcome to make an appointment to discuss their options for support and accommodations. Accommodations include (but are not limited to) extended time and a reduced-distraction environment for exams, note-taking services, and assistive technology in and out of the classroom and during exams. We can also alert faculty to medical or mental health conditions that may affect the classroom environment or a student's attendance and participation, and arrange accommodations within a student's housing environment.

A student requesting accommodations can initiate the process at any time during their academic career by meeting with the Assistant Director: Disability Support Services or the Disability Support Specialist. For additional information and complete policies, please visit our website at whit.mn/dss.

Overview of Academic Programs

The General Studies Program

The goal of the General Studies Program is to inform the whole of the student's undergraduate education with a structure and consistency that complement and broaden the program of major studies. Whitman recognizes that flexibility is necessary in order to accommodate differences in background, interest, and aptitude. General Studies is Whitman's method of ensuring that student programs have overall coherence and that the wide range of the college's intellectual resources are utilized without enforcing lockstep requirements.

Specifically, the General Studies Program is intended to provide: 1) breadth and perspective to allow exposure to the diversity of knowledge, 2) integration to demonstrate the interrelatedness of knowledge, 3) a community of shared experience to encourage informal continuation of education beyond the classroom, and 4) a context for further study in the many areas appropriate for a well-educated person. To achieve these goals, the faculty has devised the following curriculum:

- First-Year Seminars: Asking Complex Questions (GENS 175) and Making Powerful Arguments (GENS 176). GENS 175 is completed by all students during their first fall semester at Whitman College, with the exception of transfer students entering with junior standing (58 or more transferrable credits). GENS 176 is completed by all first-year students in the spring semester. While transfer students are encouraged to enroll in GENS 176 as well, they may receive equivalent credit for a comparable course at another institution.

Distribution Requirements: All students must complete the Distribution Requirements (see "General Studies Program" in the *Courses and Programs* section of this catalog).

Major Study Programs

A major study program is a coherent array of courses designed to develop mastery of the basic ideas and skills in a particular field or area. Every candidate for a bachelor's degree must complete such a program. The major study may be an established departmental program, an established combined program, or an individually planned program.

The choice of a major can be made at any time after the student has been admitted to the college, but must be made before the end of the second semester of the sophomore year. Transfer students entering with junior standing may be eligible for a one-semester extension to this deadline. The selection of a major should be made in consultation with the student's pre-major advisor and the advisor or advisors for the proposed major study.

Types of Majors

Standard Majors

Whitman College offers departmental major study programs in the areas listed as follows. Departments also may provide an option for emphasis within the major.

Anthropology	Economics	
Art	English	Philosophy
Art History	Ethics and Society	Physics
Astronomy	French and Francophone Studies	Politics
Biology	Geology	Psychology
Chemistry	German Studies	Religion
Chinese	Hispanic Studies	Rhetoric, Writing and Public Discourse
Classics	History	Sociology
Classical Studies	Japanese	Theater
Computer Science	Mathematics	
	Music	

Combined Majors

A combined major study program integrates work from two or more departments, from a department and one or more of the extra-departmental teaching areas, or from two teaching areas within a department, to provide concentration in an area of study. The faculty have established combined major study programs in the following areas:

Anthropology-Environmental Studies	Economics-Environmental Studies	Mathematics-Physics
Anthropology+French	Economics-Mathematics	Mathematics-Statistics
Art-Environmental Studies	Environmental Humanities	Physics-Astronomy
Astronomy-Geology	Film and Media Studies	Physics-Environmental Studies
Biochemistry, Biophysics, and Molecular Biology	Gender Studies	Politics-Environmental Studies
Biology-Environmental Studies	Geology-Computer Science	Psychology+French
Biology+French	Geology-Environmental Studies	Religion+French
Biology-Geology	Geology+French	Sociology-Environmental Studies
Brain, Behavior, and Cognition	Geology-Physics	Sociology+French
Chemistry-Environmental Studies	History- Environmental Studies	South Asian and Middle Eastern Studies
Chemistry-Geology	Indigeneity, Race, and Ethnicity Studies	

Specific requirements for each of the established major study programs may be found by referring to the respective departmental listing in the *Courses of Instruction* section of this catalog. The requirements that apply to a student are those published in the most recent edition of this catalog at the time a student completes the second semester of their sophomore year or, in the case of junior-level transfer students, the catalog for the year of entrance to the college. These requirements may be altered as necessary in individual cases by the departments with the approval of the Board of Review.

Individually Planned Majors

In addition to the combined major, an individually planned major study program may be developed by students with unique interests and intentions. The individually planned major permits the development of a concentrated study in some area which crosses two or more disciplines, or which currently does not offer a standard major, thus permitting an area of concentration not available in other major study programs. During a student's second semester of their sophomore year, or equivalent, a student must select a major committee consisting of at least three faculty advisors (at least two of whom must be tenured or tenure-track) appropriate for the proposed major. With the guidance of the advisory committee, the student must specify the requirements for a coherent major study program and develop a rationale. The rationale must clearly demonstrate the need for an individually planned major rather than an established combined major or a departmental major and minor. Moreover, the proposed individually planned major must be approved by the Board of Review and subsequently assessed by the Curriculum Committee. Additional requirements appear in *Guidelines for the Construction of an Individually Planned Major*, available from the Registrar's Office.

General Major Requirements

Regardless of whether the student declares a standard, combined, or individually planned major, a minimum of two-thirds of the specific course and credit requirements for the major must be completed in the on-campus program of the college, and a minimum cumulative grade-point average of 2.000 must be earned by a student in all of the courses taken within the department or departments of their major study. A student with a combined major must maintain a GPA of at least 2.000 in each subject area of the major. A student with an individually planned major must maintain a GPA of at least 2.000 in the courses specified in the major.

A program of study is prepared with the advice and consent of the student's major advisor or advisory committee to ensure that all major and degree requirements are completed. At an appropriate time during the student's senior year, the major department or major committee certifies that the degree candidate has completed an acceptable program of study.

Senior Assessment

Every candidate for a bachelor's degree must, in their senior year or subsequently, complete a senior assessment in the field of the major study.

The examination may be entirely oral, or it may be part written and part oral. The advanced tests of the Graduate Record Examination, if taken during the senior year, may be used in partial satisfaction of the written major examination. Major examinations when passed are graded "passed" or "passed with distinction." A student who fails to pass the major examination may take a second examination, but not before two weeks after the first examination. A candidate who fails to pass the second examination is not eligible to take another until three months have elapsed.

Minor Study Programs

A minor study allows serious participation in a secondary interest area without the burden of designing a more comprehensive interdisciplinary program as required for an individually planned combined major. The election of a minor study program is optional.

Minor study programs include 15 to 20 credits within the particular field or area to be completed with a minimum grade-point average of 2.000. The approved minor programs are:

Anthropology	Data Science	Latin American Studies
Art	Economics	Mathematics
Art History	English	Music
Astronomy	Film and Media Studies	Philosophy
Biology	Finance	Physics
Chemistry	French and Francophone Studies	Politics
Chinese	Gender Studies	Psychology

	Geology	
Classical Studies	German Studies	Religion
Computer Science	Global Literatures	Rhetoric, Writing and Public Discourse
Creative Writing	Hispanic Studies	Sociology
Dance	History	Theater
	Indigeneity, Race, And Ethnicity Studies	
	Japanese	

Specific requirements for each of the minor study programs may be found in the respective departmental or area listing in the *Courses and Programs* section. Unless approved by the appropriate departments and/or programs, courses used for minor requirements may not also be applied to requirements in the major or any other minor. In addition, a minimum of three-fifths of the specific course and credit requirements for the minor must be completed in the on-campus program of the college. Refer to the specific major and minor descriptions elsewhere in the catalog.

Concentrations

A Concentration is a coherent program of courses designed to develop competence in areas of study not confined to extant Departments or Programs. Candidates for a Bachelor's Degree may elect to complete a Concentration in addition to, but not as a replacement for, a major area of study.

Global Studies	Human-Centered Design	Social Justice
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Academic Policies

Academic Honesty

Any form of falsification, misrepresentation of another's work as one's own (such as cheating on examinations, reports, or quizzes), or plagiarism from the work of others is academic dishonesty and is a serious offense.

Plagiarism occurs when a student, intentionally or unintentionally, uses someone else's words, ideas, or data, without proper acknowledgement. College policy regarding plagiarism is more fully explained in the *Whitman College Student Handbook*. Each student is required to sign the Statement on Academic Honesty and Plagiarism. Cases of academic dishonesty are heard by the Council on Student Affairs.

Academic Standards

Academic Standards

To maintain good academic standing a student must meet the following requirements:

1. Earn a grade-point average of at least 1.700 each semester.
2. Earn a minimum cumulative GPA of 2.000 during the second semester of the first year and subsequently.
3. Subsequent to the first year, earn a minimum of 24 credits in the two immediately preceding semesters, except graduating seniors completing degree requirements with a normal load for the final (eighth) semester of study who may complete fewer than 24 credits in the previous two semesters.
4. Complete successfully the First-Year Seminars in the first full academic year after entrance. Any deficiency must be removed not later than the end of the fourth semester of college-level work or by the time the student has accumulated 57 degree credits, whichever occurs first.
5. Maintain a minimum cumulative GPA in the major study of 2.000 beginning with the end of the fifth semester of college-level work. A student with a combined major must maintain a minimum GPA of 2.000 in each subject area of the major.

Transfer students, to be in good standing, must meet the minimum GPA requirements appropriate to their class standing as determined by the number of transfer credits accepted.

Any student who fails to meet the standards listed above, upon vote of the Board of Review, will receive one of the following:

Academic Warning

A student who receives an academic warning from the Board of Review must correct the problem in the next semester. Transfer work may be used to address a credit deficiency Academic Warning, provided that the student completes the Request for Approval of Transfer Credit form prior to registering for coursework at another institution.

The following three actions require concurrence of the Council on Academic Standards.

Academic Probation

A student given academic probation is no longer in good academic standing and may be suspended or dismissed from the college if their performance in the next semester in residence fails to meet the minimum requirements for good standing, or fails to demonstrate sufficient progress toward that goal. Normally, a student will not be continued on probation for more than two consecutive terms.

A student on probation is restored to good standing when they completes the semester of probation with accomplishments that meet the minimum standards listed above.

Academic Suspension

A student who is suspended is not allowed to complete registration for classes until they have the approval of the Board of Review. To obtain such approval, the student is expected to submit a plan of study that demonstrates the feasibility of completing a degree at Whitman College.

Academic Dismissal

A student who had been dismissed from the college for failure to be in good standing may be reinstated on probation upon vote of the Board of Review in response to a written petition. This petition must state clearly what actions the student will take in order to return to good standing.

Challenge of Student Academic Assessment

The evaluation of a student's academic performance is the responsibility of the person appointed to teach or supervise a course. A student who questions the validity of a faculty member's evaluation should first confer with that faculty member. If the matter is not resolved, the student may confer with the Provost and Dean of the Faculty who may, in turn, confer with the faculty member. If the issue is not resolved through this conference, the student may petition the Board of Review to consider the case.

The Board of Review may decide not to hear the case, or, hearing the case, may take one of the following actions: 1) deny the petition; 2) in the case of an instructor no longer at the college, the Board of Review may, upon presentation of appropriate evidence, change the grade to credit or no credit; or 3) in the case of an instructor who is a current member of the faculty, the Board of Review may make recommendations concerning possible solutions to the problem.

Access to Records

Students shall have access to their educational records *except for*:

- Financial records of their parents
- Confidential letters and recommendations placed in the education record prior to January 1, 1975
 - If not being used for the purpose specified
 - In situations where the student has signed a waiver of right to access to confidential recommendations in regard to admission to the college, employment applications, and receipt of an honor or honorary recognition.

Whitman College shall not permit access to, or the release of, educational records or personally identifiable information contained therein, other than directory information of students, without their written consent, to any party *other than* the following:

- other school officials, including teachers, within the educational institution who have been determined to have legitimate educational interests;
- in connection with a student's application for, or receipt of, financial aid;
- organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such manner as will not permit the personal identification of students by persons other than representatives of such organizations (such information will be destroyed when no longer needed for the purpose for which it is conducted);
- accrediting organizations, in order to carry out their accrediting functions;
- in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that the student is notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution; and
- appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of a student or other persons.

Parents of a minor dependent student may have access to the student's record upon demonstration that the student is dependent. Dependency is generally demonstrated by providing a copy of the parents' tax return, reflecting the student as a dependent, to the Registrar.

Whitman College has designated the following categories as directory information: the student's name, home address, college address, telephone listing, email listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, academic honors, the most recent previous educational agency or institution attended by the student, and photographs. The college shall allow a reasonable period of time for a student to inform the college that any or all of the information designated should not be released without the student's prior consent.

Advanced Standing and Transfer Credit

Work satisfactorily completed at a regionally accredited collegiate institution is accepted for transfer provided it is academic in nature and is generally applicable toward a liberal arts program of study. A limited number of credits will be allowed for professional or vocationally-oriented coursework.

A record of all academic work undertaken in other collegiate institutions, including a record of correspondence and distance learning work and registration in summer sessions, must be presented to the Registrar by every student who has undertaken such work. Students who fail to provide such transcripts may be guilty of unethical conduct and may be subject to disciplinary action including suspension or dismissal from the college.

Is it not advisable to enroll in additional coursework, including extension and online courses, at another collegiate institution while the student is enrolled at Whitman College or in a Whitman College Off-Campus Study program. In the event a student wishes to be dual enrolled, they will need to obtain permission, in advance, from their advisor. The student will need to submit the Request for Approval of Transfer Credit (RATC) form to the Registrar's Office prior to starting their non-Whitman course. Nothing in this rule makes the granting of any credit mandatory by Whitman College.

Whitman College grants no academic credit for work experience or internships *per se*. See the *Academic Credit for Internships* section.

A total of 70 credits of advanced standing transferred from other regionally accredited collegiate institutions is the maximum non-Whitman work creditable toward a bachelor's degree. This includes 30 credits allowed on the basis of scores earned and approved by Whitman faculty on the Advanced Placement Test(s) of the College Board, Higher Level courses for the International Baccalaureate, and GCE (Cambridge International) A-Level Exams. Professionally and vocationally oriented course work is allowed up to 10 credits maximum. Running Start courses, or certain military service are also included in the 70 credit maximum. Credit earned exclusively from two-year colleges has a 62 semester credit maximum.

Each quarter system credit is worth two-thirds of a semester credit. Whitman does not transfer partial credit (anything less than 1 whole semester credit) and does not round up. The sole exception occurs when multiple courses from the same college are transferable to Whitman. In these cases, the fractional credits are combined if the sum is at least one or more semester credits. These are then applied toward general degree credit requirements.

No transfer credit is applied toward a Whitman degree unless it is of average (D or 1.0 on a numerical grade scale, in accordance to Whitman's grading scale) or better quality. Credit may be awarded for transfer work graded as Pass/Fail, but only if the original institution's minimum "pass" grade is equivalent to a D or better. However, Off-Campus Studies courses (courses taken outside the United States and on U.S.-based Partner Programs) must be taken for a letter grade or its numeric equivalent. Transfer credit will not be awarded for Off-Campus Studies courses graded as Pass/Fail.

Grades awarded by other institutions are not made a part of the student's Whitman record, except for grades awarded through Off-Campus Studies Partner Programs, which appear on the Whitman transcript, but are not calculated into the grade point average.

Students who have participated in one or more Advanced Placement, International Baccalaureate courses, or GCE (Cambridge International) A-Level Exams must arrange to have their scores or transcripts sent directly to Whitman College by the institution awarding credit. These courses may be applied toward the 124-credit degree requirement and certain majors and minors, but may not be used to satisfy Distribution Requirements.

If there is a credit discrepancy for a similar course, the credit amount from the institution where the course was completed will be the credit total transferred. For example, if a course is completed for 3 semester credits at another institution, it will not be eligible to transfer to Whitman for 4 credits, even in the case where it is considered to be satisfying the course requirements of a Whitman course worth 4 credits.

Conversely, if a transfer course is completed for 5 semester credits, 5 credits will be transferred to Whitman. A transfer course cannot be worth more than a Whitman course, so the additional semester credit(s) are likely to transfer as general degree credits to be used toward the 124 credits necessary to earn a Whitman degree.

The amount of credit allowed from various extramural sources is restricted as follows:

Credit Earned Through Exams

The college's policy for **College Board Advanced Placement (AP) exams** is to award credit for each subject test as indicated on the following AP chart. (Please see AP chart below for individual exam score requirements and Whitman equivalent and credit). AP credit does not cover chemistry laboratory courses. Students must have completed and passed Chemistry 135, or an equivalent college chemistry course, in order to enroll in Chemistry 136. Likewise, students must have completed Biology 101L, or an equivalent college-level biology course with a lab component, in order to enroll in Biology 102L.

The college's policy for **International Baccalaureate (IB) exams** is to award credit for each **Higher-Level** examination as indicated on the following IB chart. Students must have completed and passed Chemistry 135, or an equivalent college-level chemistry course with a lab component, in order to enroll in Chemistry 136. Likewise, students must have completed Biology 101L, or an equivalent college-level biology course with a lab component, in order to enroll in Biology 102L. (Please see IB chart below for individual course exam score requirements and Whitman equivalent and credit).

Credit may be awarded for select **General Certificate of Education (GCE-Cambridge International) Advanced Level examinations**, with a grade of A*, A or B pending review of each exam syllabus. Students interested in pursuing such credit should contact the Registrar's Office.

Whitman College does not accept or award credits for the **College-Level Examination Program (CLEP) general or subject examinations or DANTES Subject Standardized Test (DSST)**. Such credits awarded by other institutions will not be accepted for transfer. The college also does not accept transfer credit awarded on the basis of placement or challenge examinations at other institutions.

Advanced Placement Test (AP)	AP Score	Whitman Equivalent	Whitman Credits
2-D Art and Design	4, 5	General Degree Credit	3
3-D Art and Design	4, 5	General Degree Credit	3
Drawing	4, 5	General Degree Credit	3
Art History	4, 5	General Degree Credit	3
Biology	5	*Biology 101, not 101L (lab)	3
Chemistry	4, 5	*Chemistry 125	3
Chinese Language and Culture	5	General Degree Credit	4
Computer Science A	4, 5	Computer Science 167	4
Economics: Macro	5	Economics 102	4
Economics: Micro	5	Economics 101	4
English Language and Composition	5	RWPD 170	4
English Literature and Composition	5	General Degree Credit	4
Environmental Science	4	General Degree Credit	3
Environmental Science	5	General Degree Credit	4
French Language and Culture	4, 5	French 205	4
German Language and Culture	4, 5	German 205	4
Government & Politics: United States	4, 5	General Degree Credit	4

Government & Politics: Comparative	4, 5	General Degree Credit	4
History: United States	5	History 106	4
History: European	5	General Degree Credit	4
History: World Modern	5	General Degree Credit	4
Italian Language and Culture	4, 5	General Degree Credit	4
Japanese Language and Culture	4, 5	General Degree Credit	4
Latin	4, 5	Latin 106	4
Mathematics: Calculus AB, or subscore of Calculus BC	4, 5	Mathematics 125	3
Mathematics: Calculus BC	4, 5	Mathematics 125 & 126	6
Mathematics: Statistics	4, 5	Mathematics 128	3
Music Theory	5	Music 101	3
Physics C: Mechanics	5	*Physics 155	4
Psychology	4, 5	Psychology 110	3
Spanish Language and Culture	5	Hispanic Studies 205 & 206	8
Spanish Literature and Culture	4, 5	General Degree Credit	4

*AP credit does not cover science laboratory courses.

International Baccalaureate (IB)	IB Higher Level score	Whitman Equivalent	Whitman Credits
Biology	5 or higher	*Biology 101; not 101L (lab)	3
Chemistry	5 or higher	*Chemistry 125	3
Chinese A: literature	5 or higher	General Degree Credit	8
Economics	6 or higher	Economics 101 & 102	8
English A: language and literature	5 or higher	RWPD 170, 4 credits elective	8
English A: literature	5 or higher	General Degree Credit	4
Film	5 or higher	General Degree Credit	8
French B	5 or higher	French 205	4
German B	5 or higher	German 205 & 206	8
Global Politics	5 or higher	General Degree Credit	4
Hindi B	5 or higher	General Degree Credit	4
History of Africa and Middle East	5 or higher	General Degree Credit	4
History of the Americas	5 or higher	History Elective Credit	4
History of Asia and Oceania	5 or higher	General Degree Credit	4
History of Europe	5 or higher	History 183	4
Music	5 or higher	General Degree Credit	8
Philosophy	5 or higher	General Degree Credit	4
Psychology	5 or higher	Psychology 110	3
Spanish A: language and literature	5 or higher	Hispanic Studies 205 & 206	8
Spanish B	5 or higher	Hispanic Studies 205 & 206	8
Theatre	5 or higher	General Degree Credit	8
Visual Arts	5 or higher	General Degree Credit	4

*IB credit does not cover science laboratory courses.

Running Start/College in the High School Courses

Whitman will review credit earned through the Running Start Program and similar dual enrollment programs on a course-by-course basis. Credits awarded will be for classes at a commensurate level and in subject matter relevant to the Whitman College liberal arts curriculum. Students who earn credits from Running Start and/or College in the

High School (CHS) (either Washington's Running Start or a similar program from another state) will transfer no more than a total of 25 credits initially (10 credits of professional and/or vocational coursework may be included in this total). These initial credits may include: Running Start, CHS, AP, IB, and Cambridge A-level exams. These students will be considered first-year students for purposes of financial aid eligibility. Toward the middle of their first semester, and by the end of their first year at Whitman, students may notify the Registrar and Financial Aid that they wish to add the remainder of their eligible Running Start credits to their academic record. Running Start students are expected to enroll and complete GENS 175 in the fall of their first year; if at mid-semester they decide to transfer in their remaining eligible credits, and it totals at least 58 credits, they will not need to complete GENS 176 their second semester.

Two-Year Colleges

Associate in Arts Degree

Students enrolling at Whitman College with an earned Associate of/in Arts- Direct Transfer Agreement (AA-DTA), are generally given junior credit standing (58 to 62 semester credits) and will have fulfilled many of the requirements within the Whitman's General Studies Distribution Requirements.

Whitman's acceptance of the DTA is part of an inter-institutional transfer agreement upheld by the Intercollege Relations Commission (ICRC) for Washington State. (wa-council.org/icrc/).

Acceptance of this DTA does not guarantee admission to Whitman College. Prospective students are encouraged to contact the Office of Admission for advice in advance of an application for admission.

A maximum of 62 semester hours of credit may be transferred from accredited two-year colleges. Whitman will accept credit on a course-by-course basis from any Associate degree programs.

Off-Campus Studies Credit

No more than 38 semester credits (19 for one semester) from study abroad programs, including the Partner Programs of the college, may be applied toward degree requirements. Application of credit toward major requirements is subject to the general college limitation and to any specific departmental policy with respect to off-campus programs and transfer credit. Students who wish to receive Whitman credit for any study abroad course must receive prior approval from Off-Campus Studies at Whitman by submitting the *Whitman Off-Campus Studies Application* by the appropriate deadline. Credit earned during the regular school year on an off-campus program that is not a Partner Program of the college will not be accepted for transfer toward the Whitman degree.

Non-partner Summer study programs, however, may be approved by the Off-Campus Studies Committee for transfer but only if prior approval has been granted by the Off-Campus Studies Committee. To request summer study abroad transfer credit approval, students must submit the *Summer Study Abroad Transfer Credit Application* to Off-Campus Studies at least three weeks prior to their program's application deadline.

Military Service

American Council on Education (ACE) credits will be evaluated on a case-by-case basis according to Whitman's standard transfer credit policy, provided that satisfactory military training and discharge credentials (DD214) are submitted. If credit for basic military training has been granted to satisfy high school requirements, it may not be counted as college credit.

Combined Programs

For students who are admitted to the combined study plan programs in engineering, forestry and environmental management, law, foreign language, oceanography, and international studies, the transfer credit provisions of the college are modified to fit the patterns of the combined plans. When the student completes residence in the combined plan school, Whitman College allows the transfer credit that is necessary in the pattern of the combined plans to meet the degree requirements of 124 credits.

Classification of Students

Regular students

Regular students are those who are admitted to pursue a degree program with the assumption that they complete such a program in approximately eight semesters. Regular students normally take no fewer than 12 and no more than 18 academic credits to ensure adequate progress in their degree programs. An average of 15.5 credits per semester is required to complete the 124-credit degree requirements in eight semesters. Regular students are classified according to the number of credits on record as follows:

First-year: 0-26 Junior: 58-89

Sophomore: 27-57 Senior: 90 or more but not graduated

Graduating seniors, who need four or fewer credits to complete their degree requirements at the beginning of their final semester, should contact the Registrar's Office to request regular student status on a pay-per-credit basis. Students approved for pay-per-credit may then enroll in up to eight credits and pay the per-credit tuition rate (See Charges/Special Tuition). Students may not be concurrently enrolled at another college in order to meet the credit requirements for pay-per-credit status. Full tuition will be charged for students enrolled in more than four credits. *All requests for this status must be submitted to the Registrar's Office by the last day to add classes each semester.*

Students who add additional credits after the last day to add classes must stay within four credits to keep their pay-per-credit status. Graduating seniors who drop classes after the deadline for requesting pay-per-credit status will remain at full tuition even if they drop below four credits.

Special students

Special students are regularly admitted students who wish to pursue a degree program but for certain reasons can do so only at the rate of one or two courses per semester. Applications for special student status must be submitted to the Dean of Students *prior to the last day to add classes of the semester* in which they are requesting this status. Special students may not represent any college organization, participate in intercollegiate athletics, and are not eligible to be pledged to or hold active membership in organized social groups, except by permission of the Dean of Students.

Nondegree-seeking students

Nondegree-seeking students are those who are approved by the Office of Admission to take certain courses at Whitman College but not to pursue a degree or program. Nondegree-seeking students may not represent any college organization, participate in intercollegiate athletics, and are not eligible to be pledged to or hold active membership in organized social groups. If nondegree-seeking students wish at any time to become regular students they may apply to the Committee on Admission and Financial Aid in the usual way. Nondegree-seeking students generally may not maintain residence in college housing.

Postgraduate students

Postgraduate students are those who hold a bachelor's degree and are admitted to pursue further academic work.

Auditors

Auditors may refer to community members admitted to Whitman College for the purpose of enrolling in a class for no grade/credit, or to a current Whitman student who is enrolling in a class for no grade/credit.

- Community members work with the Registrar to enroll in a course and are required to pay the Auditor's Tuition as indicated in the tuition section.
- Whitman students approved by the Registrar's Office to pay- per-credit are required to pay the Auditor's Tuition.
- Whitman student who have paid full-time tuition (12 or more credits) are not required to pay the Auditor's Tuition since Whitman has one charge for full-time student regardless of the number of credits.

Auditors must submit an Auditing Student Application, signed by the instructor of the course, to the Registrar's Office before mid-semester. The college will keep a permanent record of all audited work, assigning an "AU" grade with no credit being awarded for successful completion of an audited course. The Registrar's Office will maintain oversight of completion of audited courses and will remove those students who have not met the requirements agreed upon with the instructor of the course before grades are transcribed.

Correction of Record

Each semester, students receive notification at least twice to verify their course registrations. The first notice appears immediately following final registration, and the second occurs at the end of the 10th week of classes. Both notices provide a link to the appropriate Web page that lists all of the courses, which will appear on the student's grade report, and permanent record; that is, those courses for which the student is currently registered.

Credit cannot be granted for courses in which a student has not been officially registered. It is the student's responsibility to check the registration information reports carefully and consult the Registrar's Office concerning procedures for correction of errors and omissions. It is the Board of Review's policy not to approve requests for registration in any course after the close of the semester in which registration was required.

Credits

Every candidate for a bachelor's degree must complete not fewer than 124 credits in appropriate courses and with acceptable grades. A minimum of 54 credits must be earned in residence in the on-campus programs of the college, and at least 44 of these credits must be earned in regularly graded courses at Whitman College apart from all P-D-F and credit-no credit work. A minimum cumulative grade-point average of 2.000 is required for all work attempted at Whitman College (the number of grade points earned must be equal to or greater than twice the graded credits attempted).

Credit Restrictions

As described in the following paragraphs, the college restricts the amount of credit in certain courses and programs allowed toward degree and major requirements.

Foreign Languages

Students who have previously studied a foreign language in secondary school, college, or elsewhere must take a placement test before enrolling in a course in this same foreign language at Whitman. Each language area places students in the appropriate level of language study after considering the results of the placement examination and the individual circumstances of the student. Students with no previous language experience are not required to take the placement test. Students who have already taken a foreign language course at the college level cannot repeat the same level course and receive both transfer credit and Whitman credit.

Activity Credit

A maximum of 16 credits in activity courses will be allowed toward the minimum of 124 credits required for graduation.

A maximum of eight credits will be allowed in the following categories:

- I. Interdisciplinary Studies 105 Intercollegiate Debate & Forensics
- II. Sport Studies, Recreation and Athletics activity courses (see *Activity Courses* listing under "Sport Studies, Recreation and Athletics" in the *Courses and Programs* section of the catalog)

A maximum of 12 credits will be allowed in any one of the following categories:

- I. Music (Music 161, 162, 211, 212, 231, 232, 241, 242, 245, 246, 251, 252, 253, 254, 261, 262)
- II. Theater and Dance (248, 332)

Applied Music

No more than 16 credits toward the minimum of 124 credits required for graduation are allowed in any one, or combination of, the following courses in applied music: Music 163, 164, 263, 264, 363, 364, 463, and 464.

Academic Credit for Internships

Whitman College grants no academic credit for work experience or internships *per se*, though it may grant credit for academic coursework linked to internships. This policy applies to internships that are part of courses in various Whitman departments, to internships that are part of courses administered by approved Off-Campus Study programs, and to internships that are part of courses for which a student receives transfer credit.

Off-Campus and Transfer Credit for Major Requirements

A maximum of one-third of the specific course and credit requirements for the major may be satisfied by work completed in an off-campus program of the college and/or transfer credit. Generally, this means a maximum of 12 semester credits for a major requiring 36 semester credits. Some departments have imposed greater restrictions, and

such limitations are stated in the departmental information in the *Courses and Programs* section of the catalog. Credit that does not apply toward major requirements may be used to meet degree credit requirements within the general limitation for study abroad and transfer credit.

Evaluation of Students

The evaluation of students' work is the responsibility of the instructor or supervisor of the class. It is expected that the assessment methods will include a final evaluative exercise unless the instructor deems it impractical or unnecessary. These exercises may include written or oral examinations, take-home examinations, papers, and/or oral reports. The instructor should inform the students of the methods of evaluation at the start of each course.

Students are required to take the final examinations according to the schedule distributed by the Registrar's Office. A student who is absent from a final examination and has an authorized incomplete for that absence may take the examination at a later date (see *Incompletes*, as follows).

A student who misses a final examination and has no authorized incomplete may not take such an examination at a later date, and the instructor shall determine the grade for the course without the examination.

Reports and Grading Academic Concern Report

At any point in the semester, instructors should file an academic concern report for each student whose performance indicates a significant risk of failing the course. Examples that might prompt an academic concern report include, but are not limited to: extensive absences, failure to turn in one or more assignments, low exam grades and/or earning a grade of D+, D, D-, or F.

The academic concern report should be filed as soon as the concern arises.

These reports are the basis of advisory action by advisors, and the Academic Resource Center.

Final Grades

Letter grades are assigned grade points as indicated below and are used to denote the quality of a student's work. All work recorded with these grades (graded credits attempted) is used in the calculation of grade-point averages.

Grade	Grade points per credit	Grade	Grade points per credit
A+, A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F (Failure)	0.0

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

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

AU: Denotes completion of an audited course.

Audits. Students must submit an Auditing Student Application to the Registrar before the mid-semester. The student will receive an AU grade with no credit for successful completion of requirements as determined by the instructor

P: The symbol P is used to designate credit earned for those courses completed under the P-D-F grade option in which the student has received the equivalent of a C- or better grade. Certain courses also may be designated as graded on a P-D-F basis only; such courses are identified on the student's permanent record.

CR: Denotes that credit is granted for a course graded on a credit-no credit basis.

NC: Denotes that no credit is granted for a course graded on a credit-no credit basis. The use of the CR and NC grades is limited to activity courses and other courses specifically designated by the faculty.

X: The symbol X, which is used to designate a deferred grade, may be assigned only if prior approval has been granted by the Board of Review.

I: The symbol I, which is used to designate an incomplete grade pending completion, may be assigned only under the conditions listed in the section which follows.

W: This symbol is used to indicate the official withdrawal from a course after the sixth week but prior to the end of the 10th week of classes. Additional information is provided in the section which follows.

NR: An administratively recorded temporary symbol used when a standard grade has not been submitted by the instructor.

Incompletes

A grade of incomplete (I) may be authorized upon request by a student who has completed at least half of the required work of a course with a passing grade, but who is unable to complete the requirements of the course due to reasons of health or emergency, and for no other reason. Any request for an incomplete must be submitted prior to the end of the semester for which the incomplete is requested.

A student who meets these criteria may initiate a request in the Office of the Dean of Students for an incomplete for reasons, which are consistent with the following guidelines:

I. An absence of not more than three weeks due to: a) the death or serious illness of a member of the student's immediate family, or b) military orders.

II. For reasons of health which persist for not more than four consecutive weeks.

The request must include information concerning the duration of the illness or emergency and indicate how the work not completed is related to the period of illness or emergency. The instructor must provide written verification that at least half of the work has been completed with a passing grade, specify what work is required to complete the course requirements, and indicate whether or not they regard the completion of the requirements to be feasible.

The Dean of Students will determine the appropriate action after consulting with the Director of the Health Center or the Counseling Center Director.

Any request for an incomplete not covered by these guidelines will be submitted to the Board of Review for consideration.

When a grade of incomplete has been authorized, the instructor shall record a provisional grade. The provisional grade is the default grade that the student will receive if they fail to do the work required to complete the course. As such, it should be calculated assuming a grade of zero on all outstanding work. The result of this calculation in many cases will be an F, and under no conditions should the provisional grade be an A.

Work to be applied toward the final grade in a course with an incomplete must be turned in by the deadlines listed in the next section. If the deadlines are not met, the grade of I will be converted to the provisional grade and will stand on the student's permanent record. For the period of time between the authorization of an incomplete and its resolution according to the schedule below, the pending incomplete will appear as the grade of I on the student's transcript.

Deadlines associated with incompletes:

I. If the student is on probation, a grade change must be reported to the Registrar within three weeks after the last day of final examinations for the semester in which the grade was incurred.

II. If the student is in good standing, the requirements of the course must be completed by the end of the third week of classes in his or her next semester in residence.

III. Faculty members shall report the completion of such grades to the Registrar's Office by the end of the fourth week of the semester. The absence of a report from the faculty member by this time will result in the conversion of the grade of I to the provisional grade.

IV. Students not in residence must complete the requirements for the course no later than six months after the incomplete has been incurred. (This does not include Off-Campus Studies).

V. Incomplete grades will be converted to provisional grades for students dismissed from the college.

VI. A student may petition the Board of Review to extend these deadlines.

Students with incomplete grades on their academic records will not be permitted to graduate, even if all other degree requirements have been satisfied. Such students may participate in commencement ceremonies. In this context, the deadlines listed above still apply.

The Dean of Students shall provide a memo to students with incompletes that reviews the college's policies on incomplete grades and the applicable deadlines within two weeks of the initial authorization of the incompletes.

Withdrawals

If a student withdraws from a course or from the college after the sixth week but prior to the end of the 10th week of classes, they shall receive a grade of W (withdrawal). If the student withdraws or discontinues studies in any course after that date (unless specifically permitted to do so by the Board of Review for reasonable cause such as a family distress, serious illness, or other emergency), they shall receive a grade of F. Withdrawal from the college requires the filing of the proper form in the Registrar's Office and consultation with the Dean of Students and Financial Aid.

Deferred grades

Grades may be deferred at the request of an instructor in cases where it is impractical to file a grade which is dependent, for example, upon a requirement such as completion of a thesis or special project. Acceptable reasons are normally those which are beyond the control of the student and do not include the inappropriate allocation of time to complete the course or project. The instructor must obtain the consent of the Board of Review prior to submitting deferred grades.

Grade Report

Semester grade reports will be made available to students via the Web, and upon request sent to the student at the home address or other address designated for grades.

Grades for Partner Programs

Off-Campus Study courses on Partner Programs, both study abroad and Whitman's U.S.-based Partner Programs (AU Washington Semester and The Philadelphia Center), will be recorded on the student's Whitman record, including all grades reported by the program, but with the exception that these grades will not be used in the calculation of semester and cumulative grade averages, nor will these credits be considered as part of the Whitman College residency requirement.

Correction of a Grade

A grade reported by an instructor becomes a part of the permanent records of the college and may not be changed by the instructor or any other official of the college without the approval of the Board of Review. A faculty member may request a change in grade by submitting a brief written statement to the Board of Review which states the basis for the change requested.

P-D-F Grade Options

Students who register for a class on a P-D-F basis will be assigned a grade of P if they earn a grade of C- or above. If a D or F grade is earned, those grades will be recorded as for any graded course and will be used in the computation of the grade-point average. Students in good standing are eligible to select courses on a P-D-F basis, under the following conditions: credit in P-D-F courses which may be counted toward the completion of graduation requirements is limited to one-third of all credits earned at the college up to a maximum of 40, and with the exception that all students must complete a minimum of 44 credits in regularly graded courses in the on-campus

programs of the college. Students initially must register for all courses (except those designated as P-D-F or credit-no credit courses by the faculty) on a regularly graded basis. Starting the 10th week of the semester through the last day of classes, students may, after consultations with their advisors, change their registration for selected classes to a P-D-F basis. The P-D-F option may enable some students to enter areas of study comparatively unfamiliar to them without the potential of lowering their overall GPA so long as the earned grade is at least a C-.

A student must complete a special form, have it signed by their advisor, and file it with the Registrar's Office during the 10th week of classes to be eligible to take a course on a P-D-F basis.

The P-D-F option may not be applied to any course designated as a General Studies course. Courses taken with the P-D-F grade option cannot be used to satisfy Distribution Requirements. In addition, each department or program has formulated a policy with regard to limiting or denying the P-D-F option in courses taken within the major subject. Unless otherwise noted for a specific department or program in the *Courses and Programs* section of this catalog, courses taken with the P-D-F grade option after declaration of the major cannot be used to satisfy the course and credit requirements for a major.

Note: Users of the P-D-F option should be aware that certain graduate and professional institutions may discount GPAs in which substantial parts of a student's record include P-D-F grades. They assume that students using this option either choose to be graded in subjects where they will receive higher grades or that they will not make the same effort in P-D-F courses, thus distorting their GPA upward. Students should be conscious of the risks in overuse of this grading option. Program advisors (e.g., medicine, law) should be consulted by students interested in advanced study in the respective areas prior to electing to use the P-D-F grade option.

Honors and Awards

Whitman College gives several awards to recognize academic honor and achievements:

Recognition of Academic Distinction

Recognition of academic distinction is awarded after the completion of each semester. This recognition is given to all regular students who have completed a minimum of 12 credits, passed all credits attempted, and have earned a grade-point average of 3.500 or higher on no fewer than nine graded credits during the semester.

Undergraduate Honors

Undergraduate Honors are awarded to first-year students, sophomores, and juniors who attain during any one academic year a GPA of at least 3.650 in not fewer than 30 credits of which 24 must be graded on a regular basis (A, B, C, D, F).

Honors in Course

Honors in Course are awarded to graduating seniors as follows: *summa cum laude* to students who have achieved a GPA of 3.900 with no course grades of failure; *magna cum laude* to students who have achieved a GPA of at least 3.800 and no course grades of failure; *cum laude* to students who have achieved a GPA of at least 3.650. To be eligible to receive Honors in Course a student shall have been in residence at Whitman College his or her last four semesters or a total of six semesters. The degree candidate shall have earned a total of not fewer than 60 credits at Whitman.

Honors in Major Study

Honors in Major Study are awarded to graduating seniors who show unusual ability in their major fields. To be eligible for candidacy a student must have accumulated at least 87 credits, and have completed two semesters of residence at Whitman College. Admission to candidacy begins with the student's submitting a proposal describing their thesis or project to the appropriate academic department. Once the department (or departments, for combined majors, or major committee for individually planned majors) approves the proposal admitting the student to candidacy for Honors, the department must file an official notification with the Registrar. The application must be submitted to the major department (or departments for combined majors, or major committee for individually planned majors) within the first six weeks of the two-semester period in which the student is eligible. The student has the privilege of doing preliminary planning on the project or thesis during their third year.

A candidate must attain a cumulative GPA of at least 3.300 on all credits earned at Whitman and a GPA of at least 3.500 in the major, complete a written thesis or research project prepared exclusively for the satisfaction of this program, and meet the requirements set forth for filing copies of this thesis or report in the college library not later than Reading Day preceding the beginning of the final examination period in the semester in which the student is registered for the honors thesis course, earn a grade of at least A- on the honors thesis or project and the honors thesis course, and Pass with Distinction on the senior assessment in their major study.

See individual departmental requirements for variations to the standard Honors requirements and deadlines.

National Honor Societies

The following national honor societies have established chapters at Whitman College:

The national German honor society, **Delta Phi Alpha**, seeks to foster and recognize excellence in the field and to provide an incentive for higher scholarship. Whitman College's chapter, Sigma Alpha, was founded in November 2006. The Society aims to promote the study of the German language, literature, and civilization and endeavors to emphasize those aspects of German life and culture which are of universal value and which contribute to man's eternal search for peace and truth. Membership is by invitation. Eligibility is determined by cumulative GPA and GPA in German courses.

Phi Beta Kappa, the oldest national honorary fraternity, established a chapter at Whitman College in 1919. Election is based on evidence of broad cultural interests and scholarly achievement in the liberal arts. Criteria include Whitman grade-point average and the breadth of the program outside the major. Approximately 10 percent of the senior class and one percent of the junior class are elected to membership annually.

Sigma Xi, the Scientific Research Society, established a chapter at Whitman College in 1962. Sigma Xi is an international, multidisciplinary research society whose programs and activities promote the health of the scientific enterprise and honor scientific achievement. Membership is by invitation and is awarded based on demonstrated potential for research.

Leave of Absence

A regularly enrolled student who wishes to be granted a leave of absence from the college for one or two consecutive semesters must file a Leave of Absence form with the Registrar's Office. In preparing the request, the student is expected to consult with their academic advisor. Reasons for a leave of absence may include study at another educational institution, medical or financial reasons, or other need to interrupt formal academic work for a period of time.

A leave of absence for the purpose of study with another institution (academic leave), either as a full-time or part-time student, is subject to certain additional procedures and restrictions. An application for an academic leave to complete work in a domestic program of another school requires submission of a Request for Approval of Transfer Credits form approved by the student's advisor.

An academic leave of up to two semesters may be granted to students whose total academic program has been at Whitman. Transfer students admitted as sophomores or who have completed a full year at another school may be granted no more than one semester of academic leave. Transfer students who have been admitted as juniors are not eligible for academic leaves. Exceptions to this policy must be assessed by the Board of Review.

An application for a leave of absence requires approval from the Dean of Students, Office of Financial Aid, and Registrar's Office. A student on leave may not reside on campus, attend classes, or participate in the regular activities of the college.

A student on leave of absence may re-enter the college in the semester immediately following the expiration of the leave. Preregistration for the following semester will be considered formal notification. A student on administrative leave for medical reasons must obtain the approval of the Dean of Students for the return. While on leave, a student is expected to meet deadlines with respect to room reservations and registration as stipulated for regularly enrolled students.

An extension of the period of the leave may be granted for valid reasons provided that the student submits a request for extension during the last semester of their leave except that an academic leave may not be extended beyond two semesters. If the student extends the period of leave without authorization, they will be withdrawn from the college.

A leave of absence may be canceled if a student registers in another collegiate institution without completing the procedures required for an academic leave.

Registration Regulations

Every student is required to register in a program of study at the beginning of each semester. Registration is for one semester only and carries with it no right for continuance in the college. The extension of the privilege of reenrollment to any other semester is always at the option of the officers of the college.

The 18-credit limit for registration shall be exclusive of sport studies, recreation and athletics activity courses and those other activity courses for which the 16-credit limitation applies (see *Credit Restrictions*). Applied music courses are not considered activity courses. Permission to register for more than 18 academic credits after the preregistration period may be granted by the Board of Review upon written petition by the student provided that:

1. The student has both cumulative and previous semester Whitman grade-point averages of at least 3.500.
2. The student's advisor signs the petition indicating his or her approval of the student's overload.
3. The student submits the petition with attached signatures from all of his or her current semester Whitman professors, confirming, as of week nine or later, that they have met course deadlines consistently (if a student is abroad, on leave, or registering in the semester in which the overload will occur, they shall instead need signatures from all of the professors currently on campus from the student's last completed semester courses at Whitman).

Requests for more than 18 academic credits that do not meet the above criteria will be granted by the Board of Review only in truly exceptional circumstances in which there is exigent need to take an academic overload (such as the need to graduate).

The instructor of a class may have a student without an authorized absence removed from the class roster if the student fails to attend the class in the first calendar week that it meets. It is the student's responsibility to notify the instructor of an authorized absence. The instructor must notify the student and the Registrar of the intent to remove the student from the class roster at least 24 hours before they are removed from the class roster.

Registration procedures and regulations are described in detail by the Registrar's Office prior to each semester's registration.

Repeating Courses

Should a student wish to repeat a course taken at Whitman for which they received a passing grade that has not been approved for multiple enrollments because of changing subject matter, they should request consent from the instructor of record for the term in which the student will re-enroll and their advisor. If they receive consent and sign up for, and complete, the course, the repeat course credits, grade, and GPA will be applied towards the graduation requirements. Meaning the credits, grades, and GPA from the earlier course will be excluded. During their studies at Whitman, a student can repeat up to three separate non-repeatable courses. However, they can repeat a particular non-repeatable course only once. However, if a student successfully repeats a previously failed course, the grade and credit for both the failed and completed courses are included in the calculation of the semester, cumulative, and major grade-point averages.

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

Residence

The 124 credits required for the bachelor's degree must be completed in not more than nine semesters or equivalent, except that additional time may be allowed in unusual cases by vote of the Board of Review.

Residence at Whitman College is required of all degree candidates during the last two semesters immediately prior to completion of degree requirements. A student who has on record no fewer than 116 acceptable credits and who has met the minimum residence and the credit requirements may be allowed to complete the remaining credits for the degree requirement at another institution under the following provisions: 1) such work, within the maximum of eight credits, must be approved in advance by the student's major advisor and a record of the proposed work must be filed with the Registrar; and 2) the work must be completed in the interim between the student's last residence in the college and the date for the awarding of degrees in the following fall.

Degrees are awarded at the commencement ceremony in May and on specified dates in September and December. A degree may not be conferred *in absentia* at commencement except by special action of the Board of Review taken in response to a petition showing satisfactory reasons for the candidate's inability to take the degree in person. A student who has met the residence requirements and who has successfully completed at least 116 credits toward graduation may participate in commencement, though a degree will not be conferred until all the requirements for graduation are met.

Second Baccalaureate Degrees

After a baccalaureate degree conferral, a student may not request a new major or minor to be added. Students may earn a second degree by completing at least 30 additional credits in residence and by completing the requirements for a second major study in a field different from that conferred on the first baccalaureate. If there has been a change in the general degree requirements, the student must satisfy the degree requirements in effect at the time of granting the second degree.

Transcript Policy

A transcript is an official copy of a student's academic record at Whitman College bearing the official seal and the signature of the Registrar. A request for a transcript must include the student's signature to authorize the release of the record. Generally, there is a 24-hour preparation period for a transcript.

Transcripts are not issued during the final examination and grading periods. Release of a transcript may be withheld in a case where the financial obligations to the college have not been satisfied. Whitman does not issue or certify copies of transcripts from other institutions.

Special Programs

Center for Teaching and Learning

Office Contact: 509-527-5187

The Center for Teaching and Learning (CTL) provides resources to faculty for enhancing teaching and learning at Whitman College. Recognizing that excellent teaching focuses on student learning, and further, that there are diverse ways to pursue excellent teaching, the Center organizes programs to promote reflection on teaching practices and foster innovation among the faculty. Programs include sessions facilitated by Whitman faculty devoted to specific topics related to best practices in teaching, informal roundtable discussions, lectures and workshops given by nationally known experts, and a series of programs specific to the needs of faculty new to Whitman. Grants to promote development of approaches to teaching are also offered each year. A special collection of books and journals devoted to teaching and learning is available through Penrose library, and an electronic publication, *The Teaching Professor* is available to all Whitman faculty and staff. Programs are planned and overseen by the CTL Steering Committee, composed of faculty from all of the academic divisions, the Associate Dean for Faculty Development, and several staff members with expertise in student learning.

Off-Campus Studies

We believe that active engagement with a culture or region other than one's own to gain a deeper understanding of world issues and to develop empathy for others is one cornerstone of a liberal arts education. Study off campus not only exposes students to different worldviews and broadens students' knowledge of global interconnections, but it facilitates the development of students' self-reliance and ability to communicate and collaborate with diverse groups. As a result, off-campus studies helps prepare Whitman graduates for the evolving global workplace of the 21st century and to be judicious citizens throughout their lives. The off-campus studies (study abroad) program at Whitman College is designed to provide a range of in-depth opportunities for qualified students to study in Africa, Asia, Europe, Latin America, and Oceania and in the United States. We offer fall semester and spring semester opportunities through our partner universities and national study abroad providers.

Overseas Programs (Semester)

Advisors: Susan Holme and Nadir Ovcina

Information about opportunities for study outside of the United States and on partner programs within the United States, including application procedures, eligibility requirements, deadlines, and fees, is available from the Off-Campus Studies Office, Memorial Building 205. Students should consult with Susan Holme, Director of Off-Campus Studies, Nadir Ovcina, Associate Director of Off-Campus Studies, or the appropriate faculty advisor for the program listed on the OCS website to determine the suitability of participation in a particular academic program overseas. Students who wish to apply any credit from overseas study to their Whitman degree need to complete a *Whitman OCS Application* in myOCS and receive approval for their proposed course of study from Off-Campus Studies prior to studying off campus. Students can gain access to the application after a minimum of at least one advising appointment with a Whitman OCS advisor. Students who wish to study outside the United States during the fall or spring semester may only transfer credit from programs on Whitman's approved OCS Partner Program list (see below). Transfer credit will not be granted retroactively if a student has not received prior approval from Off-Campus Studies. At Whitman, students typically participate in OCS for a single semester in their junior year - either the fall or spring semester - after declaring their major. However, students who wish to be considered for OCS approval for a full academic year in one location abroad may petition for an exception.

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

OCS application deadlines

Semester	Deadline
Spring 2025	April 30, 2024 (highly recommended deadline)
	September 12, 2024 (final deadline)
Fall 2025	February 6, 2025
Spring 2026	April 30, 2025

Students who intend to pursue overseas study are advised that careful planning is often needed in order to include off-campus studies as an integrated part of their four-year career at Whitman. Students are expected to have completed at least four semesters at Whitman or, in the case of transfer students, completed at least 58 credits, prior to participating in semester or academic year off-campus studies. For some destinations, students will need to have completed at least four or five semesters of foreign language work at the college level to qualify. To assist students with planning for off-campus studies, *Off-Campus Studies Advising by Major* pages are available on the Off-Campus Studies homepage at www.whitman.edu/ocs.

The college requires that students who have not yet completed the intermediate level of the local language enroll in language courses during their period abroad. Additionally, Whitman College grants no academic credit for work experience or internships per se, though it may grant credit for academic coursework linked to internships. Academic work undertaken on Partner Programs will be recorded on the student's Whitman transcript including the grades reported by the program. However, grades from courses taken abroad will not be used in the calculation of Whitman semester and cumulative grade-point averages. Students may apply need-based financial aid and merit scholarships that they receive through Whitman College to the fees of Partner Programs, as calculated by the Office of Financial

Aid Services. Listed below are Whitman's affiliated off-campus studies programs, referred to as our Partner Programs. For further details about program options, please refer to the Off-Campus Studies website at www.whitman.edu/ocs.

U.S.-Based Programs (Semester)

Advisors: Susan Holme, Nadir Ovcina, and Helen Kim

Whitman College encourages qualified students interested in pre-professional internships, urban issues, government policy, acting training, and oceanography to consider participation in one of the four U.S.-based Partner Programs described above. Students interested in these programs must complete a *Whitman OCS Application* in myOCS and receive approval for their proposed course of study from the Off-Campus Studies Committee prior to enrollment in the program. Students can gain access to the application after a minimum of at least one advising appointment with a Whitman OCS advisor. Academic work undertaken on U.S.-based Partner Programs will be recorded on the student's Whitman transcript including the grades reported by the program. However, grades from these off-campus programs will not be used in the calculation of semester and cumulative grade-point averages. Whitman College grants no academic credit for work experience or internships per se, though it may grant credit for academic coursework linked to internships.

Students may apply need-based financial aid and merit scholarships that they receive through Whitman College to the fees of these U.S.-based Partner Programs, as calculated by the Office of Financial Aid Services. Applications and additional information about the programs can be obtained from Off-Campus Studies (Memorial 205).

The U.S. Partner Program deadlines are the same as the overseas program deadlines listed above, with the following exception:

American University Washington
Semester Program application
deadlines

Semester	Deadline
Spring 2025	October 9, 2024
Fall 2025	April 10, 2025
Spring 2026	October 16, 2025

List of OCS Partner Programs (Semester and Academic Year)

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

Africa

- **Cameroon**
 - *Middlebury School in Cameroon*
- **Ghana**
 - *CIEE: University of Ghana Arts & Sciences*
- **Morocco**
 - *IES: Rabat – Study in Rabat*
 - *SIT: Morocco Migration and Transnational Identity*
- **South Africa**
 - *CIEE: University of Cape Town Arts & Sciences*
 - *SIT: South Africa International Relations and the Global South*

- **Tanzania**
 - *SFS: Tanzania Wildlife Management Studies*

Asia

- **Cambodia**
 - *SFS: Cambodia Environmental Justice & Mekong Ecologies*
- **China**
 - *CIEE: Shanghai China in a Global Context*
- **Indonesia**
 - *SIT: Indonesia Arts, Religion, and Social Change*
- **Japan**
 - *Associated Kyoto Program (AKP)*
 - *CIEE: Tokyo Arts and Sciences*
- **Korea**
 - *CIEE: Seoul Arts and Sciences*
- **Nepal**
 - *SIT: Nepal Development, Gender and Social Change in the Himalayas*
- **Taiwan**
 - *CET: Taiwan*

Europe

- **Austria**
 - *IES: Vienna European Society and Culture*
 - *IES: Vienna Music*
- **Czech Republic**
 - *CIEE: Prague Central European Studies*
 - *CIEE: Prague Film Studies*
- **Denmark**
 - *DIS Copenhagen*
- **England**
 - *BADA: London Theater Program*
 - *IES: London Health Practice & Policy*
 - *IES: London – Study London*
 - *IES: London Theater Studies*
 - *IES: Queen Mary, University of London*
 - *IES: University College London (UCL)*
 - *IFSA – University of Oxford*
- **France**
 - *IES: Nantes French Language Immersion and Area Studies*
 - *IES: Paris French Studies*
 - *Middlebury: Studies in Paris Program*
- **Germany**
 - *IES: Berlin Language and Area Studies*
 - *IES: Berlin Metropolitan and Urban Studies*
 - *IES: European Union*
 - *IES: Freiburg Environmental Studies & Sustainability*
 - *IES: Freiburg Language and Area Studies*
 - *Year of Study in Munich*
- **Greece**
 - *College Year in Athens (CYA)*
- **Hungary**
 - *AIT Budapest (Aquincum Institute of Technology)*
 - *Budapest Semesters in Mathematics (BSM)*

- **Iceland**
 - *SIT: Iceland: Climate Change and the Arctic*
- **Ireland**
 - *IFSA – University College Dublin*
 - *IFSA – University of Galway*
- **Italy**
 - *Syracuse University Florence*
 - *IES: Milan Italy Today*
 - *IES: Milan-Music: Voice, Composition, & Instrumental*
 - *Intercollegiate Center for Classical Studies (ICCS) in Rome*
 - *IES: Rome – Study Rome Language and Area Studies*
- **Netherlands**
 - *IES: Amsterdam – Conservatorium van Amsterdam*
 - *IES: Amsterdam – Psychology & Sciences*
- **Scotland**
 - *University of St Andrews*
- **Serbia, Austria, & Hungary**
 - *SIT: Comparative European Perspectives on Conflict & Democracy*
- **Spain**
 - *Middlebury: Getafe Universidad Carlos III de Madrid*
 - *IES: Granada – Study in Granada*
 - *Middlebury: Madrid Sede Prim*
- **Sweden**
 - *DIS Stockholm*
- **Switzerland**
 - *SIT: Switzerland Banking, Finance and Social Responsibility*

Latin America & the Caribbean

- **Argentina**
 - *IFSA – Argentine Universities Program*
 - *IFSA – Study in Buenos Aires Plus: Psychology & Neuroscience*
- **Chile**
 - *SFS: Chile Wild Patagonia – Fire & Ice*
 - *SIT: Chile Public Health, Traditional Medicine, and Community Empowerment*
- **Costa Rica**
 - *CIEE: Monteverde Sustainability and the Environment*
 - *CIEE: Monteverde Tropical Ecology and Conservation*
- **Ecuador**
 - *SIT: Ecuador Comparative Ecology and Conservation*
 - *SIT: Ecuador Development, Politics, and Language*
- **Mexico**
 - *IFSA – Mérida Universities Program*
- **Panama**
 - *SFS: Panama Tropical Island Biodiversity Studies*
- **Turks and Caicos**
 - *SFS: Turks and Caicos Marine Resource Studies*

Middle East

- **Israel**
 - *Hebrew University (Rothberg International School)*
- **Jordan**
 - *CIEE: Amman Middle East Studies*

Oceania

- **Australia**
 - *IFSA – University of Melbourne*
 - *SFS: Australia Rainforest to Reef*
- **New Zealand**
 - *Frontiers Abroad: Geology of New Zealand*
 - *University of Otago*

United States

- **Arizona & Mexico**
 - *Border Studies Program (Earlham College)*
- **Massachusetts**
 - *SEA Semester*
- **Washington, D.C.**
 - *AU Washington Semester Program*

Whitman Summer Studies in China

The Whitman Summer Studies in China program is a six-week Whitman faculty-led summer program founded in 2001 and administered in cooperation with Yunnan University in Kunming, China. The program is designed to give students an opportunity to strengthen their conversational Chinese language skills and learn about contemporary Chinese society firsthand. Participants enroll in a four-credit, intensive Chinese language course at the university and a two-credit Seminar in Chinese Studies course taught by the Whitman faculty director of the program (see Asian and Middle Eastern Studies 200 *Special Topics: Summer Seminar in Chinese Studies*). All continuing students (first, second and third-year students) regardless of major are eligible to apply. Course prerequisites include successful completion of Chinese 106 or a higher-level Chinese language course. Need-based scholarships for program fees are available to qualified students from the David Deal China Exchange Endowment. The program is typically offered every other year and will be offered again in Summer 2025 in either Taiwan or China. Program location details and how to apply will be announced in Fall 2024.

Non-Whitman Summer Programs

Students who wish to transfer credit from non-Whitman summer study abroad programs should complete the *Summer Study Abroad Transfer Credit Application* available through the Summer (non-Whitman) program brochure in myOCS accessed through the Off-Campus Studies homepage. It should be submitted online no later than three weeks prior to the summer program's actual application deadline. Students who are seeking summer study abroad options for credit should first review the guidelines on the Off-Campus Studies homepage at www.whitman.edu/off-campus-studies/getting-started and consult with a Whitman advisor in Off-Campus Studies about suitable programs prior to selecting a program. Prior approval from Whitman is required to transfer credit from any summer course taught outside the United States. Transfer credit will not be granted retroactively if a student has not received prior approval from Whitman Off-Campus Studies.

Reciprocal Program

Advisor: Pam Fowler, Transfer Credit Evaluator

The Reciprocal Program is a cooperative program between Whitman College and Walla Walla University permitting students from both institutions to enroll in one course per term at the other institution without paying any of the general fees such as tuition, student association fees, registration fees, or health insurance fees. Charges associated with specific courses (e.g., applied music, physical education, science labs, etc.) must be paid by the guest student at the institution in which such courses are taken.

A Whitman student seeking to enroll in a course not offered at Whitman College, or for which registration has been made impossible through circumstances which could not be prevented, should contact the Registrar's Office to request to participate in this program. The Registrar's Office will communicate with Walla Walla University to request permission for enrollment.

It is the responsibility of the student to follow the appropriate procedure to transfer credit from a Walla Walla University reciprocal course back to Whitman College.

Whitman College Semester in the West

Advisors: Lyman Persico, Stan Thayne

Whitman College Semester in the West is an interdisciplinary field program in environmental studies, focusing on public lands conservation in the interior American West in an era of climate change. Our objective is to come to know the West in its many dimensions, including its diverse ecosystems, its social and political communities, and the many ways these ecosystems and communities find their expression in regional environmental writing and public policy. During the course of the semester, we typically have the opportunity to visit with numerous leading figures in conservation, ecology, environmental writing, and social justice. Our goal is to explore the complexity of environmental issues in the West, while at the same time locating pathways toward meaningful individual and collective action to conserve and enhance the West's natural and human communities. Each session our studies are focused around key themes that circumscribe environmental issues in the West, including water, public lands, climate change, restoration, social justice, energy, the urban/rural divide, and conservation.

Semester in the West is a program for Whitman College students only; sophomore status or higher is required to participate. The program is typically offered in the fall semester and is scheduled to be offered in Fall 2024 and Fall 2025.

Land, Water, Justice

Advisors: Eunice Blavascunas and Stan Thayne

Land, Water, Justice is an intensive, experiential learning program, focusing on gathering and sharing the stories of voices less often heard in the rural, eastern portions of Washington and Oregon on issues relating to land, water, and climate justice. After a spring semester seminar focusing on the legacies of manifest destiny, racism, and cultural exclusion, students and faculty take to the field to meet people who are confronting these legacies and envisioning more just futures for the region. For example, students will listen to the stories of tribal leaders, frontline workers in environmental health, land rights activists, and climate activists. As a final project, students will work in teams to produce and publish an original media production.

The program has two co-requisites. Prior to the summer intensive field experience, students admitted to the program enroll in a four-credit seminar in the spring which meets six times, followed by a three-week field component at the end of May and into June. Admission to the program is limited to 14 students and may be competitive.

This field course examines land, water, and justice in the inland Northwest, with an emphasis on racial and climate justice. Students will read about connections between manifest destiny and decolonization while gaining skills in digital storytelling, oral history, and interviews. Particular emphasis will be placed on imagining just futures and how to examine practical and aspirational solutions for addressing critical problems of climate change and racial inequality. Program is not scheduled to be offered for the next two years.

Courses and Programs of Study

- [Anthropology](#)
- [Art](#)
- [Art History](#)
- [Asian and Middle Eastern Studies](#)
- [Astronomy](#)
- [Biochemistry, Biophysics, and Molecular Biology](#)
- [Biology](#)
- [Brain, Behavior, and Cognition](#)
- [Chemistry](#)
- [Chinese](#)
- [Classics](#)

- Computer Science
- Economics
- Engineering
- English
- Environmental Studies
- Film and Media Studies
- Forestry and Environmental Management
- French and Francophone Studies
- Gender Studies
- General Studies
- Geology
- German Studies
- Global Literatures
- Global Studies
- Greek
- Hispanic Studies
- History
- Human-Centered Design
- Indigeneity, Race, and Ethnicity Studies
- Interdisciplinary Studies
- Japanese
- Latin American Studies
- Library
- Mathematics and Statistics
- Music
- Oceanography
- Philosophy
- Physics
- Politics
- Psychology
- Religion
- Rhetoric, Writing, and Public Discourse
- Science
- Social Justice
- Sociology
- South Asian and Middle Eastern Studies
- Sport Studies, Recreation and Athletics
- Theater and Dance

Combined Programs

Directories

Each department's faculty members are listed on the department's page in the *Courses and Programs of Study* section of the catalog. Administrative officers and staff personnel are listed in the *Administrative Offices* section. This information was effective as of March 2024.

Presidents of the College

Alexander Jay Anderson, Ph.D., 1882-1891

James Francis Eaton, D.D., 1891-1894

Stephen Beasley Linnard Penrose, D.D., Litt. D., LL.D.,
1894-1934

Rudolf Alexander Clemen, Ph.D., 1934-1936

Walter Andrew Bratton, Sc.D., LL.D., 1936-1942

Winslow Samuel Anderson, Sc.D., LL.D., 1942-1948

Chester Collins Maxey, Ph.D., LL.D., L.H.D., 1948-1959

Louis Barnes Perry, Ph.D., LL.D., L.H.D., 1959-1967

Donald Henry Sheehan, Ph.D., Litt.D., 1968-1974

Robert Allen Skotheim, Ph.D., LL.D., 1975-1988

The Board of Trustees

The Whitman College Board of Trustees manages the corporate concerns necessary for the governance of the college as outlined in the Charter, Constitution and

David Evans Maxwell, Ph.D., 1989-1993

Thomas E. Cronin, Ph.D., LL.D., L.H.D., 1993-2005

George S. Bridges, Ph.D., 2005-2015

Kathleen M. Murray, Mus.D., 2015-2022

Sarah R. Bolton, Ph.D., 2022-Present

Bylaws. The board consists of up to 24 members. For a list of members, visit www.whitman.edu/about/leadership-and-organization/board-of-trustees.

Corporate Name

The corporate name of the institution is the Board of Trustees of Whitman College.

Alumni Association

The Whitman College Alumni Association is the organized body of alumni of the college. All graduates of the college are members of the association. All persons who have attended the college one term or more, and whose entering class has graduated, may request to be placed on record as members of the association. The college has more than 18,000 living alumni.

A 15-member Board of Directors, elected regularly from among the alumni, directs the association's activities. Activities are coordinated through the college's Alumni Relations office.

The association coordinates and promotes alumni programs of reunions, regional gatherings, virtual events,

Academic Administration

Provost and Dean of the Faculty: Elisabeth Mermann-Jozwiak

Associate Dean for Faculty Development: Mary L. Raschko

Associate Dean for Academic Affairs: Helen K. Kim

Chair of the Faculty: Susanne Beechey

The Faculty

The general faculty consists of certain officers of the administration and all members of the active teaching staff. The teaching staff is organized as sub-faculties called divisions (see *Overview of Academic Programs*). The function of the divisional faculties is the consideration of divisional policies and the administration of the divisional curricula. The chair of each divisional

and career networking opportunities. In addition, many alumni members are involved in programs that support the efforts of the Admission Office, the Annual Giving Office, the W Club and the Career and Community Engagement Center. Every year, approximately 30% of alumni support the college financially with a gift.

Go to whitman.edu/alumni for more information.

Ex Officio Members

President of the College	Director of Alumni Relations
President of the Associated Students of Whitman College	Immediate Past President of the Alumni Board

Chair, Division of Social Sciences: John David Cotts

Chair, Division of Humanities and Arts: Lydia M. McDermott

Chair, Division of Sciences and Mathematics: Ginger Withers

Secretary of the Faculty: Kirsten Nicolaysen

faculty is the executive officer of that division, and is elected by vote of the respective faculties for a three-year term.

The first date within parentheses is the date of initial appointment to Whitman College; the second is the date of initial appointment to the present rank. Ranks given are those obtained in early September of the current academic year.

Faculty

Jackie Acres (2024, 2024), Visiting Assistant Professor of Physics and Biophysics. B.S., Colorado State University; M.S., University of Nevada, Las Vegas; Ph.D., Portland State University.

M Acuff (2007, 2022), Professor of Art. B.A., Augustana College; M.A., M.F.A., University of Iowa.

Aarón G. Aguilar-Ramírez (2017, 2024), Associate Professor of Hispanic Studies. B.A., Whitman College; Ph.D., Northwestern University.

Sharon A.M. Alker (2004, 2018), Mary A. Denny Professor of English and General Studies. B.A., M.A., Simon Fraser University; Ph.D., University of British Columbia.

Andrés Aragonese Aguado (2023, 2023), Associate Professor of Physics. B.A., Autonomous University of Barcelona, Spain; M.A., Ph.D., Polytechnic University of Catalonia, Spain.

Jakobina K. Arch (2014, 2024), Professor of History. B.A., Wellesley College; M.Sc., Dalhousie University, Halifax, Nova Scotia; A.M., Ph.D., Harvard University.

Renée E. Archibald (2013, 2019), Associate Professor of Dance. B.F.A., University of North Carolina School of Arts; M.F.A., University of Illinois, Urbana-Champaign.

Laney Armstrong (2024,2024) Assistant Professor of Music. B.A., Harvard University; M.M., University of Oregon; D.M.A., University of Washington.

Thomas R. Armstrong (2014, 2020), Associate Professor of Psychology. B.A., Lewis and Clark College; M.A., Ph.D., Vanderbilt University.

Nicholas E. Bader (2006, 2017), Associate Professor of Geology. B.A., Earlham College; M.S., University of Arizona, Tucson; M.A., Ph.D., University of California.

Barry Allen Balof (2003, 2018), Professor of Mathematics. B.A., Colorado College; M.A., Ph.D., Dartmouth College.

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Laura Cummings, Adjunct Instructor of Sport Studies. B.A., B.M., University of Washington.

Greg Harman, Adjunct Assistant Professor of Psychology. B.A., Johns Hopkins University; M.Ed., North Carolina State University; M.A.E.A., Dominican University; Ed.D., Hamline University.

Matthew D. Helm, Lecturer of Sports Studies and Head Women's Volleyball Coach. B.S., M.Ed. University of LaVerne.

Alexis Hickey, Adjunct Assistant Professor of Library Science. B.A., Saint Martin's University; M.L.S., Indiana University.

Allison Keppel, Adjunct Instructor of Sport Studies. B.A., University of Washington.

Brian T. Kitamura, Lecturer of Sport Studies and Head Baseball Coach. B.A., Whitman College; M.S. Ohio University.

John S. Lamanna, Lecturer of Sports Studies and Head Men's Basketball Coach. B.S., Washington State University; M.A., Loyola Marymount University.

Alexa Maine, Adjunct Assistant Professor of Biology. B.S., M.S., Central Washington University; Ph.D., University of Idaho.

Wendy Oleson, Adjunct Assistant Professor of Rhetoric, Writing and Public Discourse and General Studies. B.A., Amherst College; M.F.A., Oregon State University; Ph.D., University of Nebraska-Lincoln.

Emily Pearson, Adjunct Assistant Professor of Library Science., B.A., Northeastern University; M.L.I.S., University of Washington, M.L.I.S.

Kelli C. Pitzer, Adjunct Instructor of Sports Studies. A.A., Northwest University.

Alicia Gutierrez, Adjunct Instructor of Sport Studies. B.A., Bloomsburg University of Pennsylvania.

Bridget Scoles, Adjunct Assistant Professor of Library Science. B.A., University of Idaho; M.L.I.S., University of Maryland, College Park.

Emily Sibley, Adjunct Assistant Professor of Environmental Humanities and Research Associate. B.A., Wellesley College; M.Phil., University of Oxford; M.A., New York University.

Rebecca T. Thorpe, Adjunct Instructor of Sport Studies. B.A., Gonzaga University; M.A., University of Nevada.

Carlos A. Velez, Adjunct Assistant Professor of Music. B.M., Stetson University; M.M., University of Cincinnati College-Conservatory of Music; D.M.A., Cleveland Institute of Music.

Michelle M. Voiland, Instructor of Sport Studies and Head Women's Soccer Coach. B.A., University of Portland.

Studio Music Instructors

Clark Bondy

Laura Curtis

Nathanael Fleming

Erin Foster

Roger Garcia

Diane Gray-Chamberlain

Pablo Izquierdo

Diane Gray-Chamberlain

G. Louis Hemenway

Michael Lefevre

Phil Lynch

Spencer Martin

Anna Okada

Lori Parnicky

Carissa Pitkin Cox

Rebekah Schaub

Kraig Scott

Sally Singer Tuttle

Chelsea Spence-Crane

David H. Carey (1989, 2014), Professor of Philosophy, Emeritus. B.A., St. John's College; S.T.B., M.A., Gregorian University; M.A., Ph.D., University of Pittsburgh.

Robert James Carson (1975, 2015), Grace Farnsworth Phillips Professor of Geology and Environmental Studies, Emeritus. A.B., Cornell University; M.S., Tulane University; Ph.D., University of Washington.

Carolyn L. Chandler (1986, 2016), Senior Lecturer of Foreign Languages and Literatures (Spanish), Emerita. B.A., University of Washington; M.A., New York University.

Julie A. Charlip (1993, 2021), Professor of History, Emerita. B.A., Rider College; M.A., Ph.D., University of California, Los Angeles.

Charles Cleveland (1985, 2017), Dean of Students (1994-2017) and Instructor of Sociology, Emeritus. B.S., M.A., Arizona State University.

Clark Andrews Colahan (1983, 2011), Anderson Professor of Humanities and Professor of Foreign Languages and Literatures, (Spanish), Emeritus. B.A., Pomona College; M.A., California State University at Los Angeles; Ph.D., University of New Mexico.

Lee Coleman (1980, 1997), Professor of Physical Education, Emerita. B.S., Wittenberg University; M.S., University of Kansas.

Dalia Corkrum (2005, 2023) Director of Penrose Library, Emerita. B.A., University of Washington; M.S., Drexel University.

D. Dale Cospser (1970, 2008), Professor of Foreign Languages and Literatures (French), Emeritus. B.A., M.A., Ph.D., University of Washington.

Dennis Crockett (1992, 2023), Associate Professor of Art History, Emeritus. B.A., University of South Florida; M.A., Queens College; Ph.D., City University of New York.

Jan P. Crouter (1985, 2023), Associate Professor of Economics, Emerita. B.S., The Colorado College; M.S., Ph.D., University of Illinois.

Thomas E. Cronin (1993-2005) President Emeritus. A.B., Holy Cross College; Summer Fellowship, University of Michigan; M.A., M.A., Ph.D., Stanford University.

Thomas A. Davis (1987, 2022), Associate Professor of Philosophy, Emeritus. B.A., University of California-Santa Cruz; Ph.D., Vanderbilt University.

Roberta Davidson (1988, 2014), Professor of English, Emerita. B.A., Sarah Lawrence College; Ph.D., Princeton University.

Faculty and Staff Emeriti

Susanne M. Altermann (2013, 2023), Senior Lecturer of Biology, Emerita. B.A., B.A., Ph.D., University of California, Santa Cruz.

Susan Babilon (1995, 2009), Senior Adjunct Assistant Professor of Foreign Languages and Literatures (German Studies), Emerita. B.A., University of South Florida; M.A., Ph.D., City University of New York.

William C. Bogard (1987, 2018), DeBurgh Chair of Social Sciences and Professor of Sociology, Emeritus. B.A., M.A., Ph.D., Colorado State University.

Charly Bloomquist (1995, 2023), Senior Adjunct Assistant Professor of Art, Emeritus. B.A., Alfred University; B.F.A., M.F.A., California Institute of the Arts.

Katherine Bracher (1967, 2003), Professor of Astronomy, Emerita. A.B., Mount Holyoke College; A.M., Ph.D., Indiana University.

George S. Bridges (2005, 2015), President, Emeritus. B.A., University of Washington; M.A., Ph.D., University of Pennsylvania.

Dana L. Burgess (1986, 2021), Charles and Margery B. Anderson Endowed Professor of Humanities, Emeritus. A.B., Bard College; M.A., Ph.D., Bryn Mawr College.

Thomas A. Callister, Jr. (1994, 2005), Associate Dean of the Faculty (2004-2011); Professor of Education, Emeritus. A.B., University of Southern California; M.Ed., Ph.D., University of Utah.

Lawrence L. Dodd (1969, 2004), Archivist, Emeritus. B.A., Washington State College.

Charles Martin Drabek (1975, 2007), Arthur G. Rempel Professor of Biology, Emeritus. B.S., University of Denver; M.S., Ph.D., University of Arizona.

Joseph Drazan (1972, 2005), Librarian, Emeritus. B.A., Eastern Washington University; M.L.S., University of Hawaii.

Jay N. Eacker (1965, 2004), Professor of Psychology, Emeritus. B.A., University of Idaho; M.S., Ph.D., Washington State University.

Keith Farrington (1977, 2020), Laura and Carl Peterson Endowed Chair of Social Sciences and Professor of Sociology, Emeritus. B.A., Bates College; M.A., Ph.D., University of New Hampshire.

J. Kay Fenimore-Smith (1994, 2015), Associate Professor of Education, Emerita. B.A., University of Nebraska; M.A., Washington State University; Ph.D., University of Idaho.

Robert Anthony Fontenot (1975, 2013), Professor of Mathematics, Emeritus. B.S., Ph.D., Louisiana State University.

Gary Lee Gemberling (2012, 2018), Lecturer of Music, Emeritus. B.M., Montana State University, M.M. University of Idaho.

David R. Guichard (1985, 2023), Professor of Mathematics, Emeritus B.A., Pomona College; M.A., M.S., Ph.D., University of Wisconsin.

David B. Glenn (1989, 2016), Professor of Music, Emeritus. B.M., North Texas State University; M.M., University of Northern Colorado.

Craig J. W. Gunsul (1969, 2004), Professor of Physics, Emeritus. B.A., Reed College; M.S., Ph.D., University of Delaware.

Keiko Hara (1985, 2010), Professor of Art, Emerita. B.F.A., Mississippi University for Women; M.A., University of Wisconsin-Milwaukee; M.F.A., Cranbrook Graduate University.

Irvin Y. Hashimoto (1982, 2013), Associate Professor of English, Emeritus. B.A., Stanford University; M.A., University of Wisconsin; Ph.D., University of Michigan.

Patrick Gerard Henry (1969-70, 1976, 2006), Cushing Eells Professor of Philosophy and Literature and Foreign Languages and Literatures (French), Emeritus. B.A., St. John's University; M.A., Ph.D., Rice University.

Thomas G. Hines (1994, 2016), Professor of Theater, Emeritus. B.S., M.A., Northern Illinois University; M.F.A., University of Washington.

Deborah Holmes (1985, 2011), Associate Professor of Theater, Emerita. B.A., M.F.A., University of Wisconsin, Madison.

Roy William Hoover (1967, 1999), Weyerhaeuser Professor of Religion, Emeritus. B.A., Pasadena College; Th.D., Harvard University.

Timothy V. Kaufman-Osborn (1982, 2019), Baker Ferguson Chair of Politics and Leadership, Emeritus. Interim Dean of the Faculty (2006-2007). Provost and Dean of the Faculty (2009-2014). B.A., Oberlin College; M.A., University of Wisconsin-Madison; M.A., Ph.D., Princeton University.

Victor Hugo Keiser, Jr. (1966, 1992), Professor of Mathematics, Emeritus. A.B., Lawrence College; A.M., Ph.D., University of Colorado.

Bruce A. Magnusson (1997, 2020), Associate Professor of Politics, Emeritus. B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Wisconsin.

John Joseph Maier (1967, 2002), Professor of Philosophy, Emeritus. A.B., Boston University; B.D., Tufts University.

Jean Carwile Masteller (1978, 2013), Professor of English, Emerita. B.A., Lynchburg College; M.A., University of Virginia; Ph.D., University of Minnesota.

Richard N. Masteller (1978, 2013), Professor of English, Emeritus. B.A., University of Rochester; M.A., University of Virginia; Ph.D., University of Minnesota.

Charles Fremont McKhann (1990, 2023), Professor of Anthropology, Emeritus. B.A., Whitman College; M.A., Ph.D., University of Chicago.

William John Metzger (1969, 2002), Associate Professor of Psychology, Emeritus. A.B., Wabash; M.S., Ph.D., Colorado State University.

Rogers B. Miles (1990, 2016), Senior Adjunct Assistant Professor of Religion and General Studies, Emeritus. B.A., Bowdoin College; Ph.D., Princeton University.

Mary Anne O'Neil (1977, 2012), Professor of Foreign Languages and Literatures (French), Emeritus. B.A., University of California, Berkeley; M.A., Middlebury College; Ph.D., University of Oregon.

Robert J. Parcels (1982, 2021), Associate Professor of Economics, Emeritus. B.S., B.A., Boise State University; M.A., Ph.D., State University of New York at Binghamton.

James Gordon Pengra (1962, 2000), Nathaniel Shipman Professor of Physics, Emeritus. B.S., M.S., Ph.D., University of Oregon.

Hollibert E. Phillips (1988, 2006), Professor of Philosophy, Emeritus. B.A., Hons., University of London; M.A., Andrews University; D.Ed., Boston University.

Susan E. Pickett (1981, 2018), Catharine Gould Chism Endowed Chair of Music, Emerita. A.B., Occidental College; M.M., Indiana University; Ph.D., Texas Tech University.

Gary O. Rollefson (2005, 2015), Professor of Anthropology, Emeritus. B.A., University of California, Berkeley; M.A., Ph.D., University of Arizona, Tucson.

Stephen Rubin (1971, 2009), Professor of Psychology, Emeritus. B.A., M.S., Brooklyn College; Ph.D., Purdue University.

David F. Schmitz (1985, 2023), Robert Allen Skotheim Chair of History, Emeritus. B.A., SUNY at Plattsburgh; M.A., SUNY at Stony Brook; Ph.D., Rutgers University.

James F. Shepherd (1971, 2006), Hollon Parker Professor of Economics, Emeritus. A.B., Stanford University; M.A., Ph.D., University of Washington.

Deberah M. Simon (1995, 2021), Senior Lecturer of Chemistry, Emerita. B.A., Whitman College.

Nancy Lynn Simon (1967, 2013), Garrett Professor of Dramatic Arts and Professor of Theater, Emeritus. B.A., Whitman College; M.A., Tufts University; Ph.D., University of Washington.

Robert Allen Skotheim (1975-1988) President Emeritus. B.A., M.A., Ph.D., University of Washington.

Donald Snow (2001, 2022), Senior Lecturer of Environmental Humanities and General Studies, Emeritus. B.A., Colorado State University; M.S., University of Montana.

Akira Ronald Takemoto (1983, 2021), Assistant Professor of Asian and Middle Eastern Studies, Japanese, Emeritus. B.B., University of California at Irvine; M.A., Ryukoku University and Stanford University.

J. Charles Templeton (1970, 2010), Professor of Chemistry, Emeritus. B.A., College of Wooster; M.A., Wesleyan University; Ph.D., University of Colorado.

Lee David Thompson (1987, 2016), Professor of Music, Emeritus. B.M., M.M., Baylor University; D.M.A., University of Cincinnati.

James S. Todd (1961, 1997), Professor of Chemistry, Emeritus. B.A., Pomona College; Ph.D., University of Rochester.

Ronald F. Urban (1984, 2013), Registrar, Emeritus. B.A., Beloit College; M.A. Indiana University; Ph.D. University of Colorado.

Elizabeth Vandiver (2004, 2015), Clement Biddle Penrose Professor of Latin and Classics, Emerita. B.A., Shimer College; M.A., Ph.D., University of Texas at Austin.

Leroy Grover Wade, Jr. (1989, 2013), Professor of Chemistry, Emeritus. B.A., Rice University; A.M., Ph.D., Harvard University.

Shu-chu Wei-Peng (1985, 2013), John and Jean Henkels Endowed Chair of Chinese Languages and Literatures, Emerita. B.A., Tunghai University, Taiwan; M.A., University of Hawaii, University of Massachusetts; Ph.D., University of Massachusetts.

Celia Richmond Weller (1969, 2010), Professor of Foreign Languages and Literatures (Spanish), Emerita. B.A., Drury College; A.M., Ph.D., University of Kansas.

Deborah DuNann Winter (1974, 2012), Professor of Psychology, Emerita. B.A., Grinnell College; M.A., Ph.D., University of New Hampshire.

John DuNann Winter (1981, 2012), Professor of Geology, Emeritus. B.S., University of Illinois; M.S., Ph.D., University of Washington.

Robert M. Withycombe (1980, 2015), Professor of Rhetoric Studies, Emeritus. B.S., M.A., Western Oregon State College; Ph.D., University of Oregon.

Jackie Wood (1992, 2022), Senior Lecturer of Music, Emerita. B.A., Whitman College; M.A., Washington State University.

Walter E. Wyman, Jr. (1982, 2018), Weyerhaeuser Professor of Biblical Literature and Professor of Religion, Emeritus. B.A., Oberlin College; M.Th., M.A., Ph.D., University of Chicago.

Paul H. Yancey (1981, 2018), Carl E. Peterson Endowed Chair of Sciences, Emeritus. B.S., California Institute of Technology; Ph.D., Scripps Institution of Oceanography, University of California at San Diego.

Henry Yaple (1987, 2005), Library Director, Emeritus. B.A., Kalamazoo College; M.A., University of Idaho; M.S.L., Western Michigan University.

Endowed Chairs

The following fully endowed chairs have been established by the Board of Trustees. The titles of individuals holding named chairs may vary slightly.

The **Charles E. and Margery B. Anderson Chair of Humanities** was established in 1997 by the Board of Trustees to recognize Mr. and Mrs. Anderson's leadership, dedication, and philanthropy to Whitman College. Major gifts came from the Andersons and the National Endowment for the Humanities. Mr. Anderson served as a trustee from 1990 to 2002.

The **Darrell W. and Katherine Jane Baggs Chair in Economics**, was established by Darrell Baggs '67, economics major, to provide support for faculty in the economics department.

The **George Hudson Ball Chair in the Humanities** was established in 2010 with gifts from hundreds of alumni and friends in honor of Professor of Biblical Literature Emeritus Dr. George Ball on his 95th birthday. This position strengthens teaching and learning in the humanities.

The **Catharine Gould Chism Chair of Music** was established in 1980 by the Board of Trustees from the bequest of Catharine Gould Chism, a patron of the arts.

The **Roger and Davis Clapp Chair of Economic Thought** was founded in 1966 by James H. Clapp of Seattle as a memorial to his brothers. The professorship was given "to further understanding of 1) the development of economic thought through the ages; 2) the development and continuing values in the Western free enterprise system; and 3) how those values, developed in the past, have continuing application in today's complex society."

The **Raymond and Elsie Gipson DeBurgh Chair in the Social Sciences** was funded in 2002 with the remainder of a unitrust established by the DeBurghs. This endowment funds a position to teach courses in the social sciences.

The **William K. and Diana R. Deshler Chair** was established in 2008 by Bill and Diana Sharp Deshler, both Whitman Class of 1964, to provide support for a distinguished tenure-track faculty member. The Deshlers have been Whitman supporters and volunteers for years. Bill was a trustee for 12 years, serving until his death in 2008. This chair is assigned to a teacher-scholar in the department with the most pressing need. Special consideration is to be given to the departments of art, history, and mathematics.

The **William O. Douglas Chair in Constitutional Law and American Jurisprudence** was established in 2013 to support the teaching of constitutional law as an essential component of a liberal arts curriculum.

The **Baker Ferguson Chair of Politics and Leadership** was established in 1996 in honor of Baker Ferguson, a 1939 Whitman alumnus, trustee emeritus, and consistent supporter of Whitman College.

The **Ludwig Gaiser Chair of Art History** was established in 1982 by the Gaiser family to honor this eminent clergyman of the Northwest whose nine children all attended the college.

The **John and Jean Henkels Chair of Chinese Languages and Literatures** was established in 1987. The Henkels are parents of three Whitman alumni, and John Henkels served on the Board of Overseers from 1986 to 2001.

The **Herbert and Pearl Ladley Chair of Cognitive Science** was established in 2004 by Frankie Ladley Wakefield '27 in memory of her parents, who made it possible for her to pursue a liberal arts education at Whitman College. The endowment funds a position in the interdisciplinary field combining psychology and biology.

The **Alma Meisnest Endowed Chair in the Humanities** was established in 1999 with proceeds from the estate of Alma Meisnest, a friend of the college.

The **Microsoft Chair of Computer Science** was established in 2014 to support a faculty position in computer science.

The **Kathleen M. Murray Chair in Computer Science** was established by parents Christina and Peter Dawson to honor Whitman's 14th president, Kathleen M. Murray, to provide funding to support a faculty member in computer science.

Ashton J. and Virginia Graham O'Donnell Chair in Global Studies was established in 2015 to support visiting educators in the field of Global Studies.

The **Judge and Mrs. Timothy A. Paul Chair of Political Science** was established by George N. Paul '35 with a bequest in memory of his parents. Timothy A. Paul was a Superior Court Judge in Walla Walla County during the 1930s and 1940s.

The **Carl E. Peterson Chair of Science** was established in 1997 in memory of Carl E. Peterson '33. Mr. Peterson was an overseer and longtime member and chairman of the Whitman College Farm Committee (1970-1989).

The **Laura and Carl Peterson Chair of Social Sciences** was established in 1997 with a bequest from the Carl

Peterson estate. Laura Crump Peterson, a 1936 alumna and volunteer who devoted many hours to the Delta Gamma active chapter, joined her husband in financial support of the college.

Endowed Professorships

The following professorships have been established by the Board of Trustees and are endowed wholly or in part. The titles of individuals holding named professorships may vary slightly.

The **Alexander Jay Anderson Professorship of Mathematics** was founded in 1914 in memory of Alexander Jay Anderson, Ph.D., first president of the college.

The **Spencer F. Baird Professorship of Biology** was founded in 1898 in memory of Spencer Fullerton Baird, Ph.D., the eminent scientist who was for many years secretary of the Smithsonian Institute.

The **Linda King Brewer Sociology Professorship** was initiated in 2018 by Linda King Brewer '66, a sociology major at Whitman, to support the faculty of the sociology department.

The **Benjamin H. Brown Professorship of Physics** was founded in 1957 by alumni and friends to enhance the teaching of physics at Whitman College in the tradition set by Benjamin H. Brown, eminent member of the Whitman faculty for 32 years.

The **Computer Science Professorships** were established in 2012 to support the growth of the computer sciences program by supporting faculty salaries.

The **Gregory M. Cowan Professorship in English Language and Literature** was created with the proceeds of a trust of local farm property gifted by Pearl Ramsay Cowan. This professorship is named for her son Gregory, Whitman Class of 1957 and associate professor of English at Texas A&M University, who died in 1979.

The **James and Penelope DeMeules Professorship in Chemistry** received initial funding in 2010 from Trustee Emeritus James H. De Meules '67 and spouse Penelope De Meules.

The **Mary A. Denny Professorship of English** was founded in 1909 by Margaretta L. Denny of Seattle in honor of her mother, one of the earliest and most honored pioneers of the Puget Sound region.

The **Cushing Eells Professorship of Philosophy**, established in 1896 in memory of Reverend Cushing Eells, D.D., the founder of the college, was endowed by the gifts of many friends in New England.

The **Robert Allen Skotheim Chair of History** was established in 1994 in honor of Whitman's 10th president by a gift from Dr. Elizabeth Main Welty, long-time college trustee, and a bequest from the estate of Dr. Robert Ford Welty '35.

The **Nancy Bell Evans Professorship of Music** was funded in 2018 by Nancy Bell Evans '54 and her husband, former Washington State Governor and United States Senator Daniel J. Evans, to support distinguished teaching in Nancy's Whitman major.

The **Paul Garrett Professorships of Anthropology, Drama, and Political Science** were established in 1980 by the Board of Trustees with a bequest from the Paul Garrett '13 estate. Mr. Garrett was an overseer of the college and was awarded an honorary Doctor of Laws in 1947.

The **Patricia and William Goetter Professorship of History** was established in 2022 to provide annual funding to support a distinguished history teacher/scholar, with a preference for a background in history of the American West.

The **William Kirkman Professorship of History** was founded in 1919 in memory of William Kirkman of Walla Walla, a trustee and lifelong friend of the college.

The **Miles C. Moore Professorship of Political Science** was founded in 1919 in memory of Miles Conway Moore of Walla Walla, who left a bequest to establish a professorship.

The **Stephen F. Meyer Professorship of Physics** received initial funding in 2016 from Stephen F. Meyer '69.

The **Hollon Parker Professorship of Economics and Business** was founded in 1913 by Hollon Parker of Portland, Ore.

The **Clement Biddle Penrose Professorship of Latin** was founded in 1914 in memory of Judge Penrose of Philadelphia, Penn.

The **Grace Farnsworth Phillips Professorship of Geology** was established in 1983 by the Board of Trustees with a bequest from Mrs. Phillips' estate. Mrs. Phillips was a 1913 alumna and generous supporter of Whitman College.

The **Paul Pigott and William M. Allen Professorship in Ethics** was established in 2015 by Pigott's son and daughter-in-law, Jim and Gaye Pigott, generous philanthropists and grandparents of a Whitman alumna, and William Allen's daughter and son-in-law, Dorothy and N.S. Penrose, Jr. '55. The endowment provides support for a scholar specializing in ethics.

The **Arthur G. Rempel Professorship of Biology** was founded in 1981 by former students in honor of biology Professor Arthur G. Rempel, Ph.D., and his accomplishments as a distinguished teacher, scholar, and professor at Whitman College.

The **Ralph C. Rittenour Jr. Professorship in Economics** was established by friends, family, and fellow trustees in memory of Ralph Rittenour, a longtime member of the Board of Trustees Investment Committee. The endowment supports a teacher/scholar in the economics department.

The **Mina Schwabacher Professorships of Math/Computer Science and English** were established in 1979 by a bequest from Ms. Schwabacher's estate. Ms. Schwabacher was a generous and longtime friend of the college who lived to the age of 104.

Endowed Visiting Professorships and Educators

The **Edward F. Arnold Visiting Professorship** was established in 1968 with a bequest from Mr. Arnold to bring to Whitman College and the Walla Walla Valley a distinguished teacher or authority.

The **John Freimann Visiting Artist in Drama** was established to honor John "Jack" Freimann, professor of Theater at Whitman from 1962 to 1992. This endowment is used to bring visiting directors, guest artists, and guest instructors to Whitman in order to provide Theater students with as broad an experience in the Theater arts as possible by introducing them to veterans of the Theater.

The **Patricia and William Goetter Endowed Visiting Professorship in History** was established to support a distinguished history teacher/scholar having a background in the history of the American West.

The **Johnston Visiting Artist Fund** was established in 1988 by the Johnston-Fix Foundation of Spokane for

Endowed Lectureships

The **William M. Allen - Boeing Lectureship and Student Investment Endowment** was funded by gifts from Grant and Nancy Silvernale, '50 and '56, and Dorothy and N.S. Penrose, Jr. '55. Nancy and Dorothy's father, William Allen, was president of Boeing Company from 1945 to 1968. This endowment provides funding for seminars and presentations with professionals distinguished in the business field, as well as providing support for the student-led Whitman Investment Company.

The **Nathaniel Shipman Professorship of Physics** was founded in 1914 in memory of Judge Shipman of Hartford, Conn.

The **Don Snow Professorship of Environmental Humanities** was established in 2022 by the Board of Trustees in honor of retired chair and senior lecturer in environmental humanities, Don Snow. It provides funding to support a faculty member in environmental humanities.

The **Dr. Robert F. Welty Professorship of Biology** was established in 2002 by the Board of Trustees in honor of the late Dr. Welty '35 with the assistance of his wife, Dr. Elizabeth Main Welty, longtime trustee and friend of the college.

The **Weyerhaeuser Professorship of Biblical Literature** was founded in 1921 by the seven children of Frederick and Elizabeth Sarah Weyerhaeuser as a memorial to their parents.

the purpose of sponsoring visiting art lecturers in a specialty or technique not offered by Whitman's regular studio art faculty.

The **Eric and Ina Johnston Visiting Professorship** was established in 1969 by the Johnston-Fix Foundation of Spokane for the purpose of sponsoring visiting lecturers in the arts and humanities at Whitman College. Both Mr. and Mrs. Johnston served on the Whitman College Board of Overseers.

The **Ashton J. and Virginia Graham O'Donnell Chair in Global Studies** was established by Ashton and Virginia O'Donnell, both Class of 1943. During Ash's domestic and international career as a physicist, the O'Donnells noted the importance of a diverse education in the liberal arts in preparing for careers in an international workplace. They created this chair to bring practitioners who have made significant contributions to global issues to Whitman for the purpose of enhancing exposure to these issues and giving Whitman graduates an advantage in understanding our global society.

The **Elbridge and Mary Stuart Religious Counselor Fund** was established in 1940 by Elbridge A. Stuart as a memorial to his wife, Mary Horner Stuart.

The **Sava and Danica Andjelkovic Endowed Lectureship** was established by Vojislav Andjelkovic '94 in honor of his parents, Sava and Danica Andjelkovic. An international student from Belgrade, Voja earned his baccalaureate degree in economics and went on to a career in investment banking. The Sava and Danica Andjelkovic Endowed Fund annually provides funding to bring to campus alumni, parents of current students or graduates, and others associated with the college to speak to current students about their careers.

The **Virgil Robert and Mary L. Bierman Endowment** was established with a bequest from Mary L. Bierman. Income from this endowment is to be used for lectures and conferences on the history of the American West or related projects on Western history.

The **Walter Houser Brattain Lectureship in Science** was established by his wife, Emma Jane Kirsch Brattain. This fund brings a distinguished lecturer in science to the campus to honor Nobel Laureate Walter H. Brattain '24.

The **Howard S. Brode Memorial Fund** was established by his three sons, each of whom attained eminence in science after their graduation from Whitman. Howard S. Brode served for 36 years as professor of biology at Whitman. The income from this fund is to be used to bring to Whitman College visiting lecturers in the fields of biology, chemistry, and physics.

George Pierre Castile-Anthropology was established through the estate of Dr. George Pierre Castile, the founder of Whitman College's Anthropology Department and a Professor of Anthropology for 35 years from 1971 until his retirement in 2006. The income from this endowment brings to campus dynamic speakers who supplement subjects and perspectives in the field of anthropology.

The **Virginia Penrose Cagley Lectureship in Foreign Languages and Literatures** was established from her estate by her sisters, Mary Penrose Copeland and Frances Penrose Owen. The income from this endowment supports a distinguished visiting lecturer or lecturers in foreign languages and literature.

The **George Pierre Castile Anthropology Endowment** was established through the estate of Dr. George Pierre Castile, the founder of Whitman College's Anthropology Department and a Professor of Anthropology for 35 years from 1971 until his retirement in 2006. The income from this endowment brings to campus dynamic speakers who supplement subjects and perspectives in the field of anthropology.

The **Classical Liberalism Speakers Fund** supports outside speakers who address topics from the classic liberal tradition. It was established by Stephen Soske '82, Bill Montgomery '61, John A. Peterson '54, and an alumna from the Class of 1944, among others.

The **Robert and Mabel Groseclose Endowed Lecture Fund** was established with funds from the estate of Robert and Mabel Groseclose, friends of Whitman College who owned a mortuary in Walla Walla. The lectureship is designed to bring notable and interesting speakers and artists to Whitman College and to provide the people of Walla Walla and Whitman students with a wider perspective of the outside world. In addition to

supporting the **William O. Douglas Lecture**, the lectureship also makes possible the **Visiting Educator Program**.

The **Robert R. Hosokawa Endowment** was established by David and Beverly Hosokawa in honor of David's father, Robert Hosokawa '40, who worked as a newspaper reporter and editor on several papers in Missouri, New York, Iowa, and Minnesota. This endowment provides funds for a distinguished journalist to come to Whitman each year to give lectures and workshops for students interested in journalism careers and also gives cash awards for distinguished student journalism.

The **Henry M. Jackson Endowed Lectureship in International Relations** was established to honor the memory and work of the late senior senator from the state of Washington, Henry M. Jackson. The Jackson Lectureship in International Relations brings speakers to the campus for the purpose of perpetuating discussion in the area of the senator's own great influence.

The **Judd D. Kimball Lectureship Endowment in the Classics** was established by Ruth Baker Kimball, in memory of her husband, Judd Kimball. Mr. Kimball was a member of the Class of 1929 who served as a member of the Board of Overseers and was a civic leader in the Walla Walla community.

The **Vern Kinsinger Memorial Lectureship** was established to honor the memory of Vern Kinsinger. The income from this fund shall support a distinguished student-oriented visiting lecturer each year.

The **Governor Arthur B. Langlie Fund for Northwest History, Politics, and Public Service** provides funds to bring influential lecturers in these areas to campus. The endowment was established in honor of Gov. Langlie by his grandchildren, Whitman graduates Karin Langlie Glass '78 and Arthur K. Langlie '89.

The **Charles R. Lewis Lectureship in Political Science** was established in 1975 with funds from the Estate of Helen Frater Lewis, Class of 1913, to honor her husband Charles R. Lewis, Class of 1911.

The **David and Madeleine Maxwell Lectureship in Multicultural Issues** recognizes the contributions of the 11th president of Whitman and his wife to the college.

The **Genevieve Patterson Perry Endowment for the Study of Economics** was established by Louis B. Perry to honor his wife, Genevieve Patterson Perry, who was educated as an economist at UCLA and who served Whitman College admirably as a leadership partner during the 1959-1967 presidency of her husband. This endowment provides for one or more distinguished

visiting speakers in the general areas of economic policy and business ethics to give public lectures and visit classes during the college year.

The **Arthur G. Rempel Lectureship in Biology** was founded by former students in honor of Arthur G. Rempel, Ph.D., and his accomplishments as a distinguished teacher, scholar, and professor at Whitman College.

The **Sivert O. and Marjorie Allen Skotheim Endowment for Historical Studies** was established by Robert Allen and Nadine Skotheim. Income from this fund is used to bring a distinguished lecturer in historical studies to Whitman College.

Faculty and Staff Awards

The **Janice Abraham Award** recognizes outstanding service to Whitman by a staff member. It honors former Treasurer and Chief Financial Officer Janice Abraham.

The **George Ball Award for Excellence in Advising** was established in 1995 by donations from the Whitman College Parent's Association. The award is given to a continuing Whitman faculty member who has demonstrated excellence in advising Whitman students.

The **G. Thomas Edwards Award for Excellence in the Integration of Teaching and Scholarship** was established in 1998 with gifts from Whitman College alumni, former students, and friends of Tom Edwards and the college. This is an annual award for a Whitman College faculty member who is both an excellent teacher and excellent scholar.

The **Robert Y. Fluno Award for Distinguished Teaching in Social Sciences** was established in 1994 by donations from the Whitman College Parent's Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **Paul Garrett Fellows** at Whitman College receive a stipend provided by the Paul Garrett Whitman College Trust, established by Paul Garrett '13 of New York City.

Administrative Offices

President's Office

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Joanie Lucarelli, Executive Assistant to the President, 300 Memorial Building, 509-527-5132, lucarej@whitman.edu

The **Cecile E. Steele Lectureship** was established by the Sigma Chi fraternity to honor Cecile E. Steele on the occasion of her 20th anniversary as house mother for the Sigma Chi chapter at Whitman College.

The **Frances Penrose Owen/Colleen Willoughby Women's Leadership Endowment** was established by the Board of Trustees in honor of Frances Penrose Owen '19 (the daughter of the third president of Whitman College, Stephen B.L. Penrose), and Trustee Emerita Colleen Willoughby '55. This endowment supports lectures, seminars, events, or other opportunities to highlight women in leadership or to inspire young women to become involved in their communities and effect social change — causes that Frances Penrose Owen and Colleen Willoughby worked for individually and together for many years.

Designation as a Garrett Fellow is made from the assistant professor and associate professor ranks of the Whitman College faculty and recognizes faculty "who combine the best of professional training and scholarly qualifications with a deep interest in teaching."

The **Thomas D. Howells Award for Distinguished Teaching in Humanities and Arts** was established in 1994 by donations from the Whitman College Parent's Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **A.E. Lange Award for Distinguished Science Teaching** was founded in 1981. The award is given to a teacher of natural and physical sciences at Whitman College who has demonstrated skill and excellence in teaching and inspiring students in his or her discipline. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **Suzanne L. Martin Award for Excellence in Mentoring** was established in 2006 in memory of Martin and her exceptional mentoring ability and dedication to the Whitman College community. The award recognizes a staff or faculty member who has helped students get the most out of their time at Whitman.

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Programs

Anthropology

Chair: Jason Pribilsky

Eunice L. Blavascunas (*on sabbatical, 2024-2025*)

Rachel L. George (*on sabbatical, 2024-2025*)

Daniel Schultz

Özge Serin

Xiaobo Yuan

About the Department

Known as the 'holistic science of humankind', anthropology attempts to understand humanity in the broadest of comparative perspectives and in relationship with other animal species and the physical world. Among all the liberal arts disciplines, anthropology is unique in its goal of bridging the humanities, natural and social sciences, and in its long view of human time (from prehistory to the present). Together with their professors, anthropology students seek answers to the age-old question "what does it mean to be human?" through the detailed study and comparison of cultural traditions.

Learning Goals

Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Understand how anthropological theory has developed over time and how this changes perception of human social and cultural diversity.
 - Have a familiarity with the sub-disciplines of anthropology and how each specialization contributes to an understanding of human social and cultural variability.
- **Critical Thinking**
 - Critically assess issues involving human physical and cultural evolution and appreciate how these contributed to the development of contemporary diversity across the globe.
 - Analyze central aspects of cultures such as kinship, gender, ritual and religion, exchange, and language, and how such aspects vary across time and space.
- **Research**
 - Organize in-depth research on anthropological issues based on collected field data or literature searches, and creatively, expressively, clearly, and soundly write reports.
- **After College**
 - Develop a strong foundation for careers or acceptance into graduate schools that capitalize on qualitative methods and data analysis, understanding of cultural diversity, and critical assessment of normative value systems.
- **Citizenship**
 - Bring broad perspectives to discussions outside of Whitman that deal with the state of the human condition, whether within the local community, the nation, or in global affairs.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Anthropology count toward the social sciences distribution area; selected courses count toward the social sciences or cultural pluralism distribution areas.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Anthropology+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for an Anthropology major (36 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a course in Anthropology taught in French (normally only an option through off-campus studies)
 - A course in Anthropology that has been approved as a "double dip," taught in either English or French
 - An internship related to the Anthropology major, conducted in a French-speaking setting
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Anthropology major
- **Notes**
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Anthropology+French candidates have a major advisor in Anthropology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

60

Anthropology-Environmental Studies Major

Program of Study Type

Combined Major

How does culture mediate relationships with land, water, soils, climate, plants, and animals? And how have these more-than-human beings had reciprocal relationships with humans? Using a range of methodologies and theoretical perspectives, including ethnography, Anthropology-Environmental Studies majors will examine the multi-faceted character of the environment and environmentalism at a time widely heralded as the Anthropocene. With humans at the center of this proposed geologic epoch the Anthropology-Environmental Studies equips major students with a working grasp of fundamental natural and scientific concepts central to environmental studies, while also understanding how scientific knowledge is always embedded in specific cultural features and historical contexts. An anthropological approach stresses that, while environmental processes and phenomena have material existence, they work within diverse cultural frames of meaning. While as an environmental anthropologist you will be able to recognize the commonalities, coalitions and alliances that cut across cultures, as well as recognizing the political and economic agendas that guide and inform globalized environmental movements.

Total credit requirements for an Anthropology-Environmental Studies major: 55 (30 credits in Anthropology and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Anthropology-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Anthropology Courses**
 - Anthropology 101, 203, and 490
 - Anthropology 492 or 498
 - Two core Environmental Anthropology courses chosen from Anthropology 228, 313, 333, 345, and 360
 - Two elective courses in Anthropology at the 200- or 300-level, excluding Anthropology 201
- **Senior Requirements**
 - Anthropology 490
 - Anthropology 492 or 498
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No more than eight credits in off-campus programs and transfer credits.
 - No P-D-F courses.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	55

Anthropology Major

Program of Study Type

Major

Total credit requirements for an Anthropology major: A student who enters Whitman without prior college-level preparation in anthropology will have to complete 36 credits to fulfill the requirements for the Anthropology major.

- **Required Courses**
 - Anthropology 101, 201, 301, and 490
 - Anthropology 492 or 498
 - 18 additional credits in Anthropology
- **Senior Requirements**
 - Anthropology 490; and 492 or 498
 - Oral defense and/or presentation of the senior project or honors thesis
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors by the specified deadline.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Total Credits

36

Anthropology Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - Anthropology 101 and 201
 - 12 additional credits in Anthropology

Total Credits

20

Anthropology Course Descriptions

Anthropology 101 : Becoming Human: An Introduction to Anthropology

An introduction to foundational approaches in anthropology with an emphasis on understanding the human condition in broad historical, material, and cross-cultural contexts. Drawing on key ideas such as cultural relativism, human diversity, evolution, language, and "Othering," case studies will explore the interplay between material and biological factors and particular social conditions for producing diverse ways of life. Open to first-year students and sophomores; juniors and seniors by consent only.

Credits 4

Anthropology 153 : Religion and Native America

When Europeans first arrived in the Americas, they did not typically recognize Indigenous rituals, beliefs, and practices as "religion." Over time, however, European Enlightenment categories such as "natural religion" were applied to Indigenous practices, with significant implications. This course will be both an excavation of the category of religion and a history of religion in Native America, including its contemporary setting. We will consider how religious, anthropological, and other Euroamerican categories have influenced and been involved in the production of "Indigenous religion" and Indigeneity in North America, as well as ways these categories have been co-constituted with/as/against race. The course will also focus on Native American engagement with Christianity, missionary work to Indigenous peoples, Native "conversion," and U.S. reform efforts, such as federal boarding schools. We will consider how religion has functioned within the U.S. legal system, particularly in cases where Indigenous peoples have sought to protect their lands and practices under the rubric of religion. Particular attention will be given to religion in this region, with sections on Washat, or the Seven Drums religion of the Plateau peoples, First Salmon ceremonies of Pacific NW peoples, the missionary work of Myron Eells (son of Whitman Seminary founder Cushing Eells), and the missionary efforts of Marcus and Narcissa Whitman—namesakes of Whitman College—among the Cayuse, Walla Walla, and Umatilla people, and the complicated issue of memorializing and remembering the so-called "Whitman Massacre" and legacy. May be taken for credit toward the Indigeneity, Race, And Ethnicity Studies major or minor. May be elected as Religion 153. Open only to first and second year students.

Credits 4

Cross-Listed

Religion 153

Anthropology 201 : The Strange Familiar: Fundamentals of Cultural Anthropology

An advanced introduction to cultural anthropology, the course will focus on ethnography as both the primary research method and the most common written genre of anthropology. Students will read both classic and contemporary ethnographies, engaging with in-depth studies of key concepts in cultural anthropology; topics may include social and political structures, nature/culture, kinship, race, gender and sexuality, medicine, migration, and more. Evaluation methods include exams, short essays, and ethnographic research and writing exercises. Open to sophomores and juniors; seniors by consent only.

Credits 4

Anthropology 203 : Introduction to Environmental Anthropology

This introductory course in environmental anthropology explores how the field of anthropology, since its inception, has used natural and scientific concepts to explain human diversity and ecological relationships, while simultaneously addressing how culture shapes our understandings of landscapes and peoples' connection to them. Among the questions considered include: What are the relationships between culture and ecology? How does culture mediate relationships with land, water, soils, climate, plants, and animals? And how have these more-than-human beings had reciprocal and constraining relationships with humans? This course also addresses ways scientific knowledge always reflects specific cultural features and historical contexts which shape understandings of concepts such as "nature," ecology, and the environment. Formerly Anthropology/Environmental Studies 306-may not be taken if previously completed 306.

Credits 4

Anthropology 206 : Anthropology and Europe

Europe exists as a category under constant negotiation and renegotiation. This course asks what the region of Europe has meant to the field of anthropology and how ethnography has both sustained and contested ideas of Europe as cultured, rational, a group of nations, and democratic. How is European geography lived, constructed and contested by a multitude of actors, institutions, and ideologies? Where has ethnography stood on matters of the far-right and notions of blood, roots, and soil. The course examines recent ethnographic debates within ethnographies that question the status of Europe as a category with an essential meaning. Course draws examples from the politics of memory and forgetting, migration, ethnic conflict and war, and the metamorphosis of post-socialist societies in Eastern Europe, and the cultural politics of European integration within the European Union.

Credits 4

Anthropology 210 : Bring Out Your Dead: Anthropology of Death and Dying

Drawing from philosophy, history, literature, film, and various sub-disciplines of anthropology, this course will develop a robust theoretical framework for an anthropology of dead and dying bodies centered on the political, cultural, and scientific problematizations of the boundary between life and death. The course will introduce students to a substantial corpus of anthropological research on death-that-is-life of chronic disease and end-of-life care; biotechnologies and the ethics of remaking life and death; temporalities of death and dying; the necropolitical critique of the social abandonment and killing of racialized, ethnicized, and gendered Others; the management of human remains and relics; the corpse's centrality to the shifting terrain of evidence and the implications of forensics for witnessing of trauma, violence, and loss; and spaces of death and dying as key sites of political mobilization and imaginaries of emancipation. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Anthropology 217 : Language and Culture

The course examines language as a system, cultural resource, and form of social action. Through an introduction to both linguistics and linguistic anthropology, students explore language's complex relation to cultural practices, ideologies, identities, and local/global hierarchies. Formerly Anthropology 317-may not be taken if previously completed 317.

Credits 4

Anthropology 220 : China Now

Since the end of the Maoist era and the beginning of "Reform and Opening Up" (beginning in 1978), China has experienced staggering social changes, from transitioning to a market economy to re-entering the global political theater as an increasingly influential superpower. This course explores these transformations and their consequences for Chinese society and politics, national and regional cultures, and ordinary life. We will examine topics including the history and politics of "Reform and Opening Up"; urbanization, migration, and the division of labor in cities and countryside; shifts in mass consumption and mediated desire; the social reproduction of traditional concepts like "guanxi" and "face"; religion and ethics; and ecological and environmental imaginations in 21st-century China. The class format will be mixed, lectures + discussion; assignments will include short paper assignments (4-6 pages), weekly forum posts, and a final presentation of a research topic.

Credits 4

Anthropology 223 : Religion and the Spirit of Capitalism

As global capitalism reaches into every corner of human life, what role does religion play in the reproduction of social inequalities, labor practices, and exploitative economies? Did religion sow the seeds of capitalism? How might religious traditions and practices be used to critique capitalism and reimagine the culture it created? In this course, we delve into the entanglements between religion and the dominant economic form of the modern world: capitalism. Areas covered include classical social theories of religion and capitalism (Marx, Weber, Tocqueville, Durkheim); contemporary examples of interactions between religious practice and capitalist processes; and the mobilization of religious traditions in critiquing and resisting capitalism. Topics may include the "Confucian ethic" and economic growth in East Asia; Islamic financial institutions; the effect of Pentecostalism's explosive growth on the economic experiences of African and Latin American communities; the marketization and commodification of religion; and more. May be elected as Religion 223.

Credits 4

Cross-Listed

Religion 223

Anthropology 224 : Anthropology of Religion

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

Credits 4

Cross-Listed

Religion 224

Anthropology 225 : Global Christianity

This course examines Christianity in its multiplicity and diversity, from its origins in a pluralistic ancient Mediterranean world to the spread of Christian practices and cultural forms throughout the globe. Through engagement with anthropology, history, theology, and literary texts, we will explore how various Christian texts, concepts, institutions, practices, and narratives have circulated among different populations in distinct socio-historical contexts. The course centers around two key questions: How has Christianity been formed and reformed through its global encounters? And how have these encounters in turn shaped the world as we know it? May be elected as Religion 225.

Credits 4

Cross-Listed

Religion 225

Anthropology 226 : Religion in America

Religion is deeply woven into the historical fabric of American life. From the pre-Columbian cultures of the Americas (Cahokia) to the pilgrims at Plymouth Colony, from the emergence of new religions like Mormonism to movements for social justice such as abolitionism and civil rights, religion cuts across the American experience—its political, legal, social, and cultural formations. This course offers an archaeological, historical, and ethnographic survey of religion in the United States, examining not only the ways it has been encoded in the nation's founding documents and institutional practices, but also in the diversity of its lived forms. The course will investigate the ways religion becomes a site of contestation and identity formation. It will explore how religion is entangled in the many contradictions of American life, its forms of national storytelling, and the practice and afterlives of slavery and settler colonialism. May be elected as Religion 226.

Credits 4

Cross-Listed

Religion 226

Anthropology 228 : Medical Anthropology

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

Credits 4

Anthropology 240 : Global Indigenities

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

Credits 4

Cross-Listed

Indigeneity, Race, and Ethnicity Studies 240

Anthropology 246-248 : Special Topics in Peoples and Cultures

See course schedule for any current offerings.

Credits 1-4

Anthropology 301 : History and Theory of Anthropology

This course introduces students to the fundamentals of anthropological theory with a special emphasis on movements to "decolonize" the discipline starting in the 1960s. Organizationally, the course explores various "schools" of thought in anthropology and their differing conceptual and analytical tools for making sense of human social life and cultural experience. Emphasis will be placed on asking how key questions and approaches have taken form in anthropology and have changed over time. For instance, we will consider what constitutes "classical" theory and the composition of a canon of key works, asking what themes and thinkers get included and which do not, and how criteria of inclusion change. The seminar format emphasizes close reading and active discussion of key texts and theorists.

Credits 4

Prerequisites

At least one prior course in Anthropology.

Anthropology 303 : Religion and Gender in Global Context

This course examines issues of gender and religion as they intersect with global political discourses about women's rights and competing definitions of agency. The study of global religions have been transformed in important ways by encounters with postcolonial and feminist scholarship; similarly, the persistent interest in religious forms of life have shaped how scholars think about gender, sexuality, and feminism in transnational contexts. In this course, we will explore how these dialogues between feminism, postcolonial studies, and religious studies may inform and transform our understandings of categories like "women" and "religion." Questions explored will include: why have women's bodies and forms of religious dress become charged sites of these negotiations? What assumptions concerning moral agency, freedom, and public/private space invest these sites with meaning in the first place? Why does the sensibility of being modern and politically progressive depend so heavily on particular representations of the appropriate roles and behaviors of women and religion? May be elected as Religion 303. May be taken for credit towards the Gender Studies major or minor.

Credits 4

Cross-Listed

Religion 303

Recommended Prerequisites

One prior course in Anthropology, Gender Studies, or Religion.

Anthropology 310 : Fiction, Non-Fiction, and Anthropology

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

Credits 4

Prerequisites

Anthropology 101 or 201; or consent of instructor.

Anthropology 312 : Ethnographic Film Studies

This survey course on the history and theory of ethnographic film will approach cinematic imagination as an instrument of self-othering. How does ethnographic film expose and disrupt the sensory perceptions, common-sense conceptions, and dominant interpretations of social and cultural practice? What is its political potential as an aesthetic form and medium to construct new meanings, tell alternative (hi)stories, and create different worlds? The course will introduce students to seminal works in the genre from its beginnings at the turn of the 20th century to the present, including more recent, self-reflexive, and experimental productions. Requirements include weekly film screenings, film critiques, and a final exam. May be taken for credit toward the Film and Media Studies major or minor.

Credits 4

Prerequisites

Anthropology 201; or consent of instructor.

Anthropology 313 : Communism, Socialism and the Environment

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

Credits 4

Anthropology 318 : Anthropology of Design

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

Credits 4

Prerequisites

Anthropology 101 or 201; or consent of instructor.

Anthropology 320 : Language and Nationalism

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

Credits 4

Anthropology 321 : Anthropology of the State

What is the state? What's special about state power and state institutions? How do we understand and experience bureaucracy, state violence, policing, state secrecy, and transparency? How do state structures produce and intersect with constructions of race, gender, class, and other social distinctions? How do we live within and without the state? This course challenges notions of "the state" as a monolithic entity and examines the state as an ensemble of institutions and practices. We will interrogate the foundations of the state and its manifestations in contexts of cultural and social difference. And we will think in novel ways about what it means to approach the state anthropologically — by centering systems of meaning and belief, everyday practices, structures of power, and emergent forms of resistance. Closely engaging with theories of the nation-state, colonialism, hegemony, governmentality, and other concepts, this course will incorporate materials from social theory, ethnography, documentary films, and other genres to examine representations of the state across a variety of socio-historical contexts. Topics may include bureaucratic regimes, policing and incarceration, conditions of "statelessness," crisis management, conspiracy theories and paranoia, and the national security state.

Credits 4

Prerequisites

At least four credits of prior coursework in Anthropology.

Anthropology 325 : The Anthropology of Digital Media

In this course we will explore anthropological approaches to the ways in which people use new media to interact, play with language, and construct various identities in a wide range of political and cultural contexts. We will compare popular and scholarly discussions of media to each other and to our own observations of how real people behave online and in other digitally-mediated spaces. May be taken for credit toward the Film and Media Studies major.

Credits 4

Prerequisites

At least four credits of prior coursework in Anthropology or Film Studies; or consent of instructor.

Anthropology 330 : Resistance and Refusal

What does it mean to push back against power? Since the 1970s, resistance has been a dominant framework for cultural anthropologists. Emerging out of interests in social inequality, hegemony, and power, anthropologists have sought to analyze practices of "resistance" at multiple scales, from mass political movements to the "hidden transcripts" of everyday life. This focus on resistance has also met its own resistances, most recently from scholars who have theorized "refusal" as an alternative framework for understanding counter-hegemonic practices. In this seminar, we will engage with texts on a variety of issues -- including civil disobedience, peasant uprisings, postcolonial and indigenous protests, religious "piety" movements, non-sovereign politics, and ethnographic refusal -- to explore the following questions: What is the difference between resisting and refusing -- and why does it matter? How do acts of resistance and refusal generate new structures of power? And what might the future of resistance and refusal look like? Class format is seminar (discussion-based) and assignments include short papers (4-6 pages), oral presentations on readings, and a final exploratory paper on a research topic.

Credits 4

Anthropology 333 : Domestic/Wild: Unruly Homes Wild Biomes

What are the histories of domestication and what forms has the wild taken? Are home and the wild antithetical ideas? Are agriculture and hunting/gathering really all that different culturally? What power is summoned or rejected by the domestic and the wild in anthropological thought and practice? Topics include the archaeology of domestication, rewilding, multi-species relations, social stratification and hierarchy, nature conservation and intimacy.

Credits 4

Anthropology 337 : Regional Ethnographic Fieldwork: Researching and Writing Culture

This course, run as a workshop-seminar, introduces students to the ins and outs of ethnographic research, from research design to ethics and writing. Focused around a different research topic or problem in eastern Washington chosen each year the course is taught (e.g., housing, health care for the poor and uninsured, food security), students will devise an ethnographic research project amendable to the employment of a variety of ethnographic methods. Methods may include mapping, linguistic/discourse analysis, focused observation, ethnographic interviewing, and focus groups. Technical readings on ethnographic methods, ethics, and writing will be supplemented with critical readings from anthropology and related fields germane to the particular year's topic of study. Assignments will include short papers and a final ethnographic report.

Credits 4

Prerequisites

Anthropology 201; or consent of instructor.

Anthropology 339 : Ethnographic Research and Writing

This course is a hands-on workshop in how to conduct ethnographic research and present findings in the genre of ethnographic writing. We will look at how cultural anthropologists and other ethnographers propose research questions and designs and execute ethnographic projects. Readings will combine straightforward discussions of the technical aspects of specific methods with reflections on the ethnographic process drawn from ethnographic writings themselves, fieldwork reflections, and fictionalized accounts of the fieldwork experience.

Credits 4

Prerequisites

At least one prior course in Anthropology; or consent of instructor.

Anthropology 345 : The Cultural Worlds of Mountains

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

Credits 4

Cross-Listed

Environmental Studies 345

Anthropology 347-348 : Special Topics in Anthropology

See course schedule for any current offerings.

Credits 1-4

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

An upper-level introduction to the subfield of urban anthropology using ethnographic examples that explore the form and quality of urban life in the United States, Europe, and selected non-Western cultures. Case studies will be read to assess the varying theories and methods applied in anthropological analyses of cities, their significance in the broader field of urban studies, and the provocative themes that emerge such as social networks, violence, health and disease, and homelessness. The course examines contemporary U.S. "inner city" problems, rapidly urbanizing cities in the developing world, and trends in today's emerging "global cities." May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Anthropology 350 : Missionaries and other Anthropologists

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

Credits 4

Cross-Listed

Religion 350

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

Sex and gender have been framing, analytical categories throughout the history of anthropology. This course explores why sex and gender are invaluable to understanding the human condition. Yet, "sex" and "gender" are not stagnant categories. Instead, they vary across time, place and researcher. Thus, while considering cross-cultural expressions of sex and gender in the ethnographic record, this course is also designed to examine theoretical developments in the field. May be elected as Gender Studies 358.

Credits 4

Cross-Listed

Gender Studies 358

Recommended Prerequisites

Anthropology 201 or Gender Studies 100.

Anthropology 360 : The Cultural Politics of Science

An upper-level introduction to the widening field known as science and technology studies (STS). Interdisciplinary in scope, this course primarily draws on ethnographic attempts to understand how science and technology shape human lives and livelihoods and how society and culture, in turn, shape the development of science and technology. Throughout the course we will be particularly concerned with ways that scientific visions and projects, broad in scope, articulate, mirror, distort, and shape hierarchies based on such categories as gender, race, class, development, definitions of citizenship, understandings of nature, the production of knowledge, and global capitalism. Topics may include race-based pharmaceuticals, climate debates and "natural" disasters, genomics, politicized archaeology, science in postcolonial contexts, DNA fingerprinting, clinical trials, cyborgs, nuclear weapons production, and human/nonhuman relationships. May be elected as Indigeneity, Race, and Ethnicity Studies 360.

Credits 4

Cross-Listed

Indigeneity, Race, and Ethnicity Studies 360

Anthropology 365 : Queer Religion

What kinds of queer possibilities, spaces, and practices do we find internal to religious traditions? How do religious imaginations, narratives, bodily disciplines, and ritual practices open onto what Ashon Crawley has termed "otherwise possibilities"? How might queer religion offer visions of social and political transformation? Paying close attention to the boundaries that structure sexual, gender, and religious discourse — for instance, boundaries between nature and culture, immanence and transcendence, and modernity and tradition — this course takes up the question and status of "queerness" in relation to religion. Topics to be discussed include (but are not limited to) queer ecology, queer theologies, queer ethnographies across different cultural and historical settings, and queer methodologies/reading strategies. May be elected as Religion 365.

Credits 4

Cross-Listed

Religion 365

Anthropology 366 : Religion, Language, and Power

How do people talk with god(s)? What marks language as "religious"? What elements of power, identity, and agency are enacted through linguistic interactions between humans and the sacred? In this course, we explore these questions by looking at the role of language in diverse forms of religious life. Readings will examine how different genres of speech, text, and communicative practice mediate relationships between humans and the divine or otherworldly, with topics including ritual and sacramental language, prayer and confession, conversion narratives, shamanism and spirit possession, speaking in tongues, translation, and other linguistic phenomena. We will also consider how religion shapes popular language ideologies — that is, how religious beliefs structure the way we understand the authority, intentionality, or function of language itself. In addition to reading texts drawing from anthropological theory, religious studies, and ethnographic analyses of religious language in action, students will engage with films and primary source materials to contribute their own analyses of "religious language." Classes will be discussion-centered, with assignments a mixture of short written responses, analytical essays, and a culminating research-driven assignment. May be elected as Religion 366.

Credits 4

Cross-Listed

Religion 366

Anthropology 367 : Affect and Emotion

Affect is notoriously difficult to define. Often associated with bodily intensities, potentials, sensations, and capacities, the concept of affect contrasts with cognition and rationality, and challenges formal structures of meaning and representation. Emotions, on the other hand, are culturally meaningful feelings, with regularized patterns and normative expressions. In this course, we bring these two concepts together by exploring how both affect and emotion shape our social world. How are political commitments viscerally felt? What sensations attach people to religious beliefs? How are emotions (like anger or grief) strategically mobilized in social movements? More broadly, we ask: how do experiences of affect, emotion, passion, and sensation inform how people navigate the world? Focusing on scholars of the "affective turn" in anthropology and religious studies, this course introduces students to theoretical and ethnographic scholarship that bring attention to how feelings, sensations, and embodied energies reside in and transform the world, as well as how feelings become meaningful in different cultural and religious contexts. Topics include the role of affect in political and religious movements; the cultural significance of emotions (and the limits of representation); collective effervescence and spiritual ecstasy; eco-anxiety and the embodied atmospherics of climate catastrophe; the circulation of "bad feelings" in mass media; and other examples of the affective dimensions of social life. Classes will be discussion-centered, with assignments a mixture of short written responses, analytical essays, and a culminating research-driven assignment. May be elected as Religion 367.

Credits 4

Cross-Listed

Religion 367

Anthropology 417 : Independent Study in Anthropology

For advanced students only. The student will undertake readings in depth in an area of theory or content of his or her own choice.

Credits 1-4

Prerequisites

Consent of instructor.

Anthropology 490 : Senior Seminar

The goal of this course is to help students further explore the role of social theory and its relevance to the development of anthropological research. In a seminar setting, students will read and critically discuss a number of contemporary anthropological monographs possessing exemplary theoretical, methodological, and empirical sophistication. Short written assignments will supplement in-class discussion. As a secondary goal, students will craft and workshop a proposal for their own capstone research project. Required of, and only open to, senior anthropology majors.

Credits 4

Anthropology 492 : Senior Project

Senior major students create a substantial original capstone project based on the previous semester plan.

Credits 2

Anthropology 498 : Honors Thesis/Project

Designed to further independent research leading to the preparation of an undergraduate honors thesis/project in anthropology. Required of and limited to senior honors candidates in anthropology.

Credits 2

Prerequisites

Admission to honors candidacy.

Art

Chair: Maria Lux

M Acuff

Justin Lincoln

Kyle Peets

Deshun Peoples

Emily Somoskey

About the Department

The focus of the studio arts program is the enrichment of the intellect through the creation, expression, and interpretation of ideas within a wide range of visual and conceptual art forms. We serve the needs of students preparing for careers in the arts as well as the needs of students who want to develop their creative abilities in the service of other fields of inquiry.

Learning Goals

Upon graduation, a student will have:

- **Major-Specific Areas of Knowledge**
 - Demonstrated technical skills and processes associated with a wide variety of visual media. Generated images/objects. Interpreted the visual language and meanings of art works. Pursued courses of study in both traditional materials/visually based art practices, and conceptually and technologically driven modes of art production.
- **Accessing Academic Community/Resources**
 - Been informed by the critical and formal discourses of the discipline(s). Learned to research in libraries, archives, galleries, and museums.
- **Communication**
 - Interpreted and expressed ideas in a wide range of sensorial, visual and verbal forms.
- **Critical Thinking**
 - Acquired creative problem-solving skills, and non-linear and abstract-thinking skills. Understood and positioned their endeavors within a cultural and historic framework.
- **Research Experience**
 - Traveled to New York City for a research trip and attended exhibitions in the numerous venues on campus.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Art count toward the fine arts distribution area.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Art-Environmental Studies Major

Program of Study Type

Combined Major

The Art-Environmental Studies major is designed to serve students whose deep interest in environmental issues dovetails with a developing capacity for creative thinking and production in the visual arts.

Total credit requirements for an Art-Environmental Studies major: 40 credits in Art and additional supporting coursework, plus 25 credits in required coursework for all Environmental Studies majors

Common Requirements for all Environmental Studies Majors

Total credit requirements for an Environmental Studies major: A student who enters Whitman College with no advanced placement or transferrable credits will need to take a minimum of 25 credits of introductory and foundational coursework in Environmental Studies, plus additional credits in coursework specific to their area of concentration.

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207

- *Foundation Coursework*: Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
- *Interdisciplinary Coursework*: Take one interdisciplinary elective from the list below.
- *Senior Coursework*: Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Art-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Courses**
 - Studio Art (6 courses):
 - Two beginning-level or Foundations courses in any area, chosen from Art 102-116, 123, 125, 130, 160, 167, 170, 180, and any 100-level special projects courses labeled "Foundations"
 - One beginning-level 3D course, chosen from Art 130 or 160
 - One intermediate, 200-level course in any chosen area
 - One advanced, 300-level course in any chosen area
 - Art/Environmental Studies 314
 - Art History (3 courses):
 - Art History 203 and 352 (note 203 this is a prerequisite for all Art History courses above 203)
 - On additional Art History course, chosen from Art History 130, 150, 211, 227, 228, 229, or 355
 - One additional elective chosen from the Arts and Humanities foundational courses for Environmental Studies.
 - Senior Coursework (2 courses):
 - Art 480 and 490
- **Senior Requirements**
 - Art 480 and 490
 - Senior assessment will take place within Art 490 and consists of:
 - Original body of work for the Senior Thesis Exhibit. This work should clearly reflect an environmental focus and synthesis of ideas gleaned from Art, Environmental Studies, and Art History coursework.
 - Written artist statement
 - Oral defense of work before a committee of 3-4 advisors from Arts, Art History, and Environmental Studies.
- **Honors**
 - Students do not apply to admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500

- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Art/Environmental Studies 314 cannot be used to fulfill the interdisciplinary elective requirement for Environmental Studies majors.
 - Because the same learning goals are accomplished in both courses, students may take either Art 115 or 116 for credit and to fulfill requirements for their major, but not both.
 - Art History 226 or 352 can be used to fulfill either the Art History course requirement or the foundational Arts and Humanities elective requirement, but not both.
 - No courses may be taken P-D-F.

Item #	Title	Credits
	Environmental Natural and Physical Sciences Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Environmental Arts and Humanities Electives	
	Total Credits	65

Art Major

Program of Study Type

Major

Total credit requirements for an Art major: A student who enters Whitman without prior college-level preparation in art will have to complete 35 credits to fulfill the requirements for the Art major.

- **Required Studio Courses**
 - Two courses in Foundations, chosen from Art 103-116 and any 100-level Special Projects courses labeled "Foundations"
 - One beginning-level 2D course, chosen from Art 115, 116, 123, 125, 167, 170, or 180
 - One beginning-level 3D course, chosen from Art 130 or 160
 - One intermediate 200-level course in any chosen area
 - One advanced 300-level course in any chosen area
- **Required Art History Courses**
 - Art History 203 (note this is a prerequisite for all Art History courses above 203)
 - Art History 228 or 229
 - One additional course in Art History at any level
- **Senior Requirements**
 - Art 480 and 490
 - Senior assessment takes place within Art 490 and is composed of three elements:
 - Cohesive body of original work for the Senior Thesis exhibition
 - Written artist statement
 - Oral defense of the work
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.

- Pass the senior assessment with distinction.
- Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - For students majoring in Art and majoring or minoring in Art History, no course may be used to satisfy the requirements for both programs of study.
 - Art 115 and 116 can count for *either* Foundations or a beginning-level course, but not both.
 - Students may earn credit for either Art 115 or 116, but not both.
 - If interested in graduate school, students should consult with their advisor about additional recommended courses.

Total Credits

35

Art Minor

Program of Study Type

Minor

- **Required Courses (19 Credits)**
 - Studio Courses:
 - One course in Foundations, chosen from Art 102-116 or any 100-level Special Projects course labeled "Foundations"
 - One beginning-level 2D course, chosen from Art 115, 123, 125, 167, 170, or 180
 - One beginning-level 3D course, chosen from Art 130 or 160
 - One additional beginning-level course in any area, chosen from Art 115, 123, 125, 130, 160, 167, 170, or 180
 - One intermediate-level studio art course
 - Any one course in Art History
- **Notes**
 - Art 115 and 116 can count for *either* Foundations or a beginning-level course, but not both.
 - Students may earn credit for either Art 115 or 116, but not both.
 - No P-D-F courses.

Total Credits

19

Art Course Descriptions

Art 101, 102 : Special Projects

Projects selected by studio art faculty for the beginning student to work in a group in a specific field or topic. See course schedule for any current offerings.

Credits 2-4

Prerequisites

Consent of instructor.

Art 103 : Foundations: Art and Public Engagement

Art and Public Engagement will introduce students to art making processes and strategies that develop a dialogue with the greater public. This course will ask students to plan and execute public projects in a variety of media including: producing and disseminating printed materials; constructing performative sculptural objects; and live performance. Social Practice, activism, forms of resistance, community building, information gathering and sharing, and participatory art will be explored through lectures, demonstrations, and assignments.

Credits 3

Art 104 : Foundations: Digital Processes and Production

This course explores the use of digital processes in the service of making 2-D images and 3-D objects. Topics include digital image manipulation, vector graphics, 3-D printing, 3-D scanning, 3-D modeling and CNC milling. Students will be encouraged to build connections between these virtual tools and conventional media in an engaging and interdisciplinary studio practice. May be taken for credit toward the Film and Media Studies major.

Credits 3

Art 105 : Foundations: Material Translations: Line, Space, Mass, and Motion

This course provides students with the opportunity to explore specific images or ideas in multiple media, employing both the material and intellectual processes of construction, deconstruction, fragmentation, synthesis, analysis, interpretation, and contextualization, while gaining an understanding of primary studio art concepts, including the principles of design, the visual elements, and creative problem solving strategies. Material Translations will offer students the opportunity to explore themes they may be already exploring in other academic classes through the lens of the visual arts, utilizing basic 2, 3, and 4-dimensional tools for image/idea articulation. Students will also gain an introduction to significant artists' creative productions in their investigation of similar themes.

Credits 3

Art 106 : Foundations: The Transformed Object

This course covers general concepts of 3-D making and leads students to create objects through hands-on experience with material processes. A variety of experimental methods will empower students to think fundamentally about creativity, design, material and space. Instruction will integrate the formal with the conceptual, and the technical with the experimental. This course seeks to make visible a variety of approaches to object making, especially those that reflect a contemporary sensitivity to and experience of materials.

Credits 3

Art 107 : Foundations: The Contemporary Print and Artists' Book

This course introduces students to both traditional and digital methods of designing, printing, and disseminating prints and artists'92 books. With an emphasis on foundational design concepts and visual communication, students explore the relationship between text and image through broadsides, posters, and a variety of book structures. Students will create and analyze prints and books through hands-on studio work, group and individual critiques, and the study of the cultural and historical significance of prints and books.

Credits 3

Art 108 : Foundations: Approaches in Abstract Painting

This studio course will focus on providing students a strong foundation in various approaches to making abstract paintings and considering meaning in them. Students will become familiar with numerous techniques and variations of oil painting media, from gestural abstraction, hard edge painting, abstraction from the figure and landscape, and pure non-objective abstraction. A strong emphasis will also be placed on discovering how abstract painting functions in culture, both historically and in contemporary times. Students will work with painting concepts, skills, and materials with the use of oil paint and oil mediums. The course will explore color, spatial issues, form, paint handling, and idea development as it relates to abstraction. Group critiques involve articulation of terms and ideas.

Credits 3

Art 109 : Foundations: Optical Imaging

Using cameras and scanners to gather images, students will explore composition and color. Assignments will emphasize framing and editing within traditional camera formats, with attention to the rule of thirds and the golden ratio. The gray scale and hue, saturation, and luminance will be addressed using image manipulation software. Weekly readings will address cultural consumption of photographic images. Images produced by students will be critiqued to consider how they are constructed and how they might be read. This class will be open to all Whitman students. May be taken for credit toward the Film and Media Studies major.

Credits 3

Art 110 : Foundations: Animals & Art

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

Credits 3

Art 112 : Foundations: Collage in Contemporary Art

This course takes a look at the role of collage as an artistic medium, and its ability to enact conceptual transformation through fragmentation and juxtaposition. Students will engage with collage as a stand-alone medium, as well as carry collage methods across disciplines to explore: painting and mixed-media, digital collage, photomontage, collagraph printmaking and sculptural assemblage. Emphasis will be placed on collage being a powerful tool in connecting art and life, generating critical dialogue, and its relationship to our contemporary, capitalist society.

Credits 3

Art 114 : Foundations: Maker Spaces and Culture

A critical mass of professional and amateur artists, engineers, crafters, programmers, and entrepreneurs is redefining how things are "made" in contemporary culture. The community of "Makers" thrives on democratic educational practices and hands on, socially oriented experiences that have a measurable cultural impact. This interdisciplinary arts studio/laboratory provides a gentle introduction to contemporary tools, techniques, and philosophies used by the "Maker" community to realize ambitious creative projects. 3-D printing, laser cutting and tangible computing with Arduino micro controllers will provide a base of knowledge and skills upon which students will expand in several group projects. Students at all levels of experience are encouraged to register. May be taken for credit toward the Film and Media Studies major.

Credits 3

Art 115 : Beginning Drawing

This course introduces students to basic techniques of drawing and equips them with a foundation of mechanical, perceptual, and conceptual skills. Students will engage in classroom studio work, out of class projects, and critique. This course covers a variety of traditional and non-traditional materials and multiple approaches in drawing through the use of the figure, landscape, and/or still life as a point of departure. Students with little or no background in visual art are encouraged to participate along with those who may have significant experience. Two two-hour studio sessions per week.

Credits 3

Art 116 : Beginning Drawing Through Comics

This course equips students with a technical and conceptual foundation in drawing through the lens of comics. Students will engage in hands-on studio work, out-of-class projects, and critique, while studying examples of comics and engaging in comics-based drawing practices. As with traditional beginning drawing, this course emphasizes observational approaches in order to develop perception and mechanical skills. Students will employ a variety of materials and use still life, landscape, and the figure as starting points for their work. Students with little or no background in visual art are encouraged, along with those who may have significant knowledge and experience. Knowledge of comics is not necessary. This course follows the same learning goals as traditional beginning drawing, so students cannot take both Art 115 and 116 for credit. May be taken as credit toward the Film and Media Studies major or minor. Two two-hour studio sessions per week.

Credits 3

Art 123 : Beginning Darkroom Photography

Traditional Wet Lab. Provides a working knowledge of the mechanics of the camera and the basic skills necessary to develop black and white film and print fine art photographs. Assignments and classroom critiques also will consider various issues in photography such as composition, point of view, documentation, and the relationship of the subject and viewer. In addition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week.

Credits 3

Art 125 : Beginning Digital Photography

Fine Art Digital Printing. Images will be gathered using cameras and scanners. Aspects of Lightroom and Photoshop will be used to produce fine art digital prints. Assignments and classroom critiques will consider various issues in photography such as composition, point of view, documentation, and the relationship of the subject and viewer. In addition, students will participate in a group show of their works. Two two-hour studio sessions per week.

Credits 3

Art 130 : Beginning Ceramics

This course is an introduction to contemporary ceramic studio art practices. The course will concentrate on how to communicate concepts within widely varied ceramic processes. Emphasis will be on analysis and interpretation of these concepts within broad global, historical and current cultural contexts as well as a focus on creative problem solving skills, visual literacy, and abstract thinking abilities. We will explore a wide variety of approaches to complex spatial constructs with an emphasis on experimentation, cross-curricular and interdisciplinary thinking. Two two-hour sessions per week.

Credits 3

Art 160 : Beginning Sculpture

This course acquaints students with a set of materials, texts, and critical discourses that articulate the historical and contemporary concerns of sculpture. Guided by formal and conceptual considerations, students generate sculptural objects and installations in a variety of media. Lectures, readings, discussions and critiques surround and foster the hands-on making process.

Credits 3

Art 167 : Beginning Painting

Beginning Painting focuses on providing students a strong foundation of painting concepts, skills, and materials with the use of oil paint and oil mediums. These courses explore color, form, paint handling and emphasize image content, visual language, and idea development. A diverse range of approaches to creating paintings is offered. Group critiques involve articulation of terms and ideas.

Credits 3

Art 170 : Beginning Printmaking

Beginning Printmaking provides students with a basic understanding of the processes, concepts, and issues that inform contemporary printmaking. Students develop a broad range of both traditional and digital printmaking skills alongside an awareness of print media's historical and cultural significance. Students create and analyze prints through hands-on studio work, group and individual critiques, and examination of prints from a variety of cultural, conceptual, and historical standpoints. As the semester progresses, students will gain experience in the creative and expressive possibilities of the printed image in contemporary artistic practice.

Credits 3

Art 180 : Beginning New Media

This course serves as an introduction to new artistic possibilities in today's networked digital environment. Through exploratory practice students will gain familiarity with a range of topics such as internet culture, basic programming, and visual and audio re-mix. Other topics may include data visualization, performance art, and interactivity. Emphasis is placed on personally and socially meaningful experimentation. Instruction includes theme-based discussions and readings, video screenings, demonstration of software and hardware, and a series of assigned arts-based problems. May be taken for credit toward the Film and Media Studies major.

Credits 3

Art 201, 202 : Special Projects

Projects selected by studio art faculty for the intermediate student to work in a group in a specific field or topic. See course schedule for any current offerings.

Credits 2-4

Art 215 : Intermediate Drawing

In this course, students build on their drawing skills from the beginning level to engage with broader conceptual concerns in drawing and situate drawing within contemporary art practice. This course encourages the development of personal expressive voice and idea generation through experimentation and process, studying other artists, technical refinement, and critique. Students will utilize a range of drawing approaches (including expanded definitions of drawing), and a variety of traditional and non-traditional materials. Two two-hour studio sessions per week.

Credits 3

Prerequisites

Art 115; or consent of instructor.

Art 221, 222 : Intermediate Independent Study

Intermediate-level self-directed independent study under guidance and supervision from a participating faculty member within the areas of printmaking, ceramics, drawing, painting, new media, photography, sculpture, or other studio art practices. Course may be arranged on a case-by-case basis, and interested students should contact the faculty member directly to discuss availability. Prerequisites: the beginning course in the area that the independent study is proposed, and consent of supervising instructor.

Credits 1-3

Prerequisites

The beginning course in the area of study; and consent of instructor.

Art 223 : Intermediate Darkroom Photography

Traditional Wet Lab Photography will be further explored. Using a variety of film types, we will explore 35mm, medium format, and 4x5 photography. Film will be processed by hand and prints will be made on traditional silver gelatin paper. Assignments and classroom critiques will consider and experiment with various issues in photography. In addition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week. Offered every other year. May be taken for credit toward the Film and Media Studies major.

Credits 3

Prerequisites

Art 123; or consent of instructor.

Art 225 : Intermediate Digital Photography

Fine Art Digital Printing will be further explored. Images will be gathered using cameras and scanners. Darkroom aspects of Photoshop will be used to creatively manipulate images so that fine art digital prints can be produced. In addition to weekly assignments and critiques, students will participate in a group show of their works. Two two-hour sessions per week. May be taken for credit toward the Film and Media Studies major.

Credits 3

Prerequisites

Art 125; or consent of instructor.

Art 230 : Intermediate Ceramics

Art 230 is a continuation of Art 130. A series of concept driven challenges are presented intended to explore the relationship between ceramic studio art processes and current cultural contexts. The course will build on the visual, spatial and interpretive skills gained in Art 130. A wider range of ceramic processes and practices will be explored which will include mold making and digital approaches to creating forms. The goal of the course is to create current, culturally and personally relevant communication while incorporating interdisciplinary materials and practices. Two two-hour sessions per week.

Credits 3

Prerequisites

Art 130; or consent of instructor.

Art 260 : Intermediate Sculpture

This course builds upon previous foundational experience with sculptural materials and design, placing greater emphasis on the ideas that shape the way objects and spaces are made, interpreted and valued. Exploration into the non-traditional formats of installation, performance, video, collaboration and social practice further situates student work within the landscape of contemporary sculptural practice.

Credits 3

Prerequisites

Art 160; or consent of instructor.

Art 267 : Intermediate Painting

Designed to follow Beginning Painting for students to develop further experience in painting. Painting techniques in oil paint, and oil mediums. The course continues to develop skills from beginning painting, and introduces students to development of personal style and imagery. Students are encouraged to engage with an awareness of historical and contemporary approaches to painting. Group critiques and discussions involve articulation of terms and ideas.

Credits 3

Prerequisites

Art 167; or consent of instructor.

Art 270 : Intermediate Printmaking

Intermediate Printmaking provides students with a deeper understanding of the processes, concepts, and issues that inform contemporary printmaking. Working with a variety of print methods, we consider how the print can be incorporated into a diverse studio practice. As the semester progresses, the class focuses on both technical and conceptual issues in print. Students will gain experience in the creative and expressive possibilities of printmaking and develop a personal vocabulary with the media.

Credits 3

Prerequisites

Art 170; or consent of instructor.

Art 280 : Intermediate New Media

This course builds and expands on themes and skills developed in the Beginning New Media course. Topics covered may include online identity, web design, 3-D printing, game design, and installation art. In this interdisciplinary class, emphasis is placed on personally and socially meaningful experimentation. Instruction includes theme-based discussions and readings in contemporary art, video screenings, demonstration of software and hardware, and a series of assigned arts-based problems. May be taken for credit toward the Film and Media Studies major.

Credits 3

Prerequisites

Art 180; or consent of instructor.

Art 301, 302 : Special Projects

Projects selected by studio art faculty for the advanced student to work in a group in a specific field or topic. See course schedule for any current offerings.

Credits 2-4

Prerequisites

Consent of instructor.

Art 314 : Art and the Anthropocene

This course takes as its subject the tangled web of relations--aesthetic, ecologic, and political--at the center of the concept of the Anthropocene. An idea first pronounced by geologists but now embraced more broadly, the Anthropocene articulates the ways in which human activity (economic, material and behavioral), has achieved planetary scale and effect, resulting in changes to the earth and its climate. This course examines the methods, practices and discourses employed by artists to address this broad theme, and within it the following subjects: how climate change takes shape visually; how landscapes are culturally produced and ideologically situated; how representation of the natural world is situated vis-a-vis power relations. This is an advanced, studio art, practice-based seminar; all projects will be realized in various visual media, aligned with faculty areas of specialization and interest. This course is, at its heart, an interdisciplinary inquiry, using scientific understanding and cultural criticism to fuel artistic production. May be elected as Environmental Studies 314, but must be elected as Environmental Studies 314 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 3

Cross-Listed

Environmental Studies 314

Prerequisites

Environmental Studies 120 and one 100-level Art course; or consent of instructor.

Art 315 : Advanced Drawing

This course further develops drawing skills with a stronger focus on individualized direction, concept-driven projects, and material exploration. May be repeated for credit.

Credits 3

Prerequisites

Art 215; or consent of instructor.

Art 321, 322 : Advanced Independent Study

Advanced-level self-directed independent study under guidance and supervision from a participating faculty member within the areas of printmaking, ceramics, drawing, painting, new media, photography, sculpture, or other studio art practices. Course may be arranged on a case-by-case basis, and interested students should contact the faculty member directly to discuss availability.

Credits 1-3

Prerequisites

The beginning course in the area of study; and consent of instructor.

Art 323 : Advanced Darkroom Photography -- Alternative Processes

Traditional Wet Lab Photography — Alternative Processes. Images will be gathered using film, scanner, or digital camera. Large format negatives will be produced on acetate, and contact prints will be made on paper treated with light-sensitive materials. In addition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week. May be taken for credit toward the Film and Media Studies major.

Credits 3

Prerequisites

Art 223; or consent of instructor.

Art 325 : Advanced Digital Photography

Fine Art Digital Printing will be further explored. Images will be gathered using cameras and scanners. Darkroom aspects of Photoshop will be used to manipulate the images so that fine art digital prints can be produced. Each student will create a portfolio of prints from a subject of their choice. Two two-hour sessions per week. May be taken for credit toward the Film and Media Studies major.

Credits 3

Prerequisites

Art 225; or consent of instructor.

Art 330 : Advanced Ceramics

Art 330 is a continuation of Art 230. A series of concept driven challenges are presented intended to explore the relationship of ceramic studio art processes to current cultural context, building on the visual, spatial and interpretive skills gained in Art 230. The emphasis of this course will be the development of a body of original work tailored to the student's individual needs and directions. Two two-hour studio sessions per week.

Credits 3

Prerequisites

Art 230; or consent of instructor.

Art 360 : Advanced Sculpture

This course demands greater focus and personal initiative in the generation of work that resonates with contemporary sculptural materials, themes and ideas. Students should be prepared to tackle bigger technical and conceptual challenges, in service of the development of a maturing artistic vision and voice.

Credits 3

Prerequisites

Art 260; or consent of instructor.

Art 367 : Advanced Painting

Advanced Painting concentrates on the development of a personal direction and creating a cohesive series of work. Students are challenged to create work that maintains a broad awareness of historical, contemporary, and cultural issues. Cross-disciplinary directions are encouraged if appropriate to the student's ideas, both in material use and/or content of work. Regular readings and group discussions are part of the course. May be repeated for credit.

Credits 3

Prerequisite Courses

[Art 267: Intermediate Painting](#)

Art 370 : Advanced Printmaking

This course builds upon the foundation developed in the Beginning and Intermediate courses and emphasizes an advanced technical and conceptual engagement with printmaking. Emphasis is placed on finding an individual studio direction through research, exploration of content, and ongoing critique. As the semester progress, students develop a personal vocabulary with the media and are encouraged to consider how the print can be incorporated into a diverse studio practice. May be repeated for credit.

Credits 3

Prerequisites

Art 270; or consent of instructor.

Art 380 : Advanced New Media

This course continues the critical exploration of recent and emerging new media in the practice of fine art. Through lecture, discussion, demonstration, and practice, students advance their familiarity with a range of contemporary formats including video art, installation, digital sound, the Internet, conceptual, and/or performance actions. Emphasis is placed on creating meaning in art through the use of one or more new genre formats. Instruction includes the demonstration of sound, image, and archiving software, theme-based discussions in contemporary art, and film screenings. Students independently complete and present at least one larger-scale artwork in a new media format. May be taken for credit toward the Film and Media Studies major.

Credits 3

Prerequisites

Art 280; or consent of instructor.

Art 480 : Senior Studio Seminar

Contemporary issues in visual art will be explored through readings, discussion, and critique of written and visual assignments. This course will emphasize preparation for the thesis exhibition and oral defense. It also will address strategies for furthering the creative process after the student leaves college. Two two-hour studio sessions per week.

Credits 3

Prerequisites

An advanced-level course in the student's area of concentration.

Art 490 : Thesis in Art Studio

Open only to senior studio art majors except those registered for Art 498. This course will meet twice a week during the spring semester (or final semester) of the senior year. Devoted to the preparation of a cohesive body of original work for the Senior Thesis Exhibition, a written artist statement, and an oral defense of the work will be required. Two two-hour studio sessions per week.

Credits 3

Prerequisites

Art 480; and an advanced-level course in the student's area of concentration.

Art 498 : Honors Thesis

Designed to further independent investigation leading to the preparation of a project in the studio arts. Required of and limited to senior honors candidates in studio art.

Credits 3

Prerequisites

Admission to honors candidacy.

Art History

Chair: Matthew Reynolds

Krista Gulbransen

Elizabeth Miller

Lisa Uddin

Affiliated Faculty:

Sarah Davies, History

Kathleen J. Shea, Classics and Environmental Humanities

About the Program

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

Learning Goals

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

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Art History count toward the fine arts or humanities distribution areas; selected courses count toward fine arts, humanities, or cultural pluralism.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Art History Major

Program of Study Type

Major

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

- **Required Courses**
 - Art History 203 and 490
 - At least 4 and no more than 8 credits in Art History at the 100-level
 - 8 credits chosen from Art History 210, 211, 228, and 229
 - 8 credits in Art History at the 300-level
- **Elective Courses**
 - 8 credits in Art History courses, transfer credits, or approved off-campus study or Whitman courses that focus on the functions and/or production of visual cultures, including studio art courses.
 - No more than 4 credits taken at the 100-level may be applied as electives.

- No more than 6 credits of independent study and thesis courses (Art History 291, 292, 421, 422, 493, and 498) may be applied as electives.
- **Senior Requirements**
 - Art History 490
 - A written critical review of a piece of art historical scholarship
 - An oral object analysis of a visual text or artifact
- **Honors**
 - Students do not apply to admission to candidacy for honors.
 - Receive an A- or higher in senior thesis.
 - Pass the senior assessment with distinction.
 - Major GPA of at least 3.500
 - The department will notify the Registrar's Office of students attaining honors by the third week in April for spring honors thesis candidates, and students' registration will then be changed from Senior Thesis (Art History 493) to Honors Thesis (Art History 498).
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Students interested in writing a thesis enroll in Art History 421 (2 credits) in their final fall semester to develop an independent study proposal and annotated bibliography. If approved by Art History faculty, the proposal moves to the thesis writing stage as Art History 493 (4 credits) for the student's spring semester.
 - If an Art History major is also an Art major or minor, no course may be used to satisfy the requirements for both programs of study.

Total Credits

36

Art History Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - 4 credits from Art History 100-level courses
 - Art History 203
 - Art History 210, 211, 228, or 229
 - 4 credits from Art History 300-level courses or 490
 - 4 credits in any 200- or 300-level Art History course or an approved OCS or Whitman course that focuses on the functions and/or production of visual culture, including studio art courses.

Total Credits

20

Art History Course Descriptions

Art History 130 : Politics of Photography

This course will explore the politics of photography from the nineteenth-century to the present. Through careful analysis of lens-based images and image collections, paired with readings in photo history and criticism, we will ask how "light writing" shapes and is shaped by intersecting systems of class, gender, sexuality and race. We will also interrogate core principles of photography itself, from objectivity to democracy. Students will be introduced to a broad range of photographic forms, including (but not limited to): scientific, art, ethnographic, commercial, war and protest. They will also develop visual literacy skills and a critical toolkit for analyzing histories of technology and image making. Lecture-based with discussion posts, papers and presentations. May be taken for credit toward the Film and Media Studies major or minor.

Credits 4

Art History 135 : Architectures of Race

The built environment plays a major role in how we understand and experience race. Racial difference also shapes the buildings and landscapes we occupy and imagine. In this course, we will approach these phenomena by studying 1. how modern and contemporary architecture has enclosed, divided, circulated, and framed bodies in particular ways, and 2. how specific architectural structures have emerged as racial formations, from the eighteenth century to present day. Topics may include: plantations, parks, skyscrapers, slums, suburbia, freeways, prisons, camps, shantytowns, and zoos. Students will acquire historical contexts and develop analytical skills for engaging both race and the built environment. Lecture-based with discussion posts, papers, and presentations. May be elected as Indigeneity, Race, and Ethnicity Studies 135.

Credits 4

Cross-Listed

Indigeneity, Race, and Ethnicity Studies 135

Art History 143 : Buddhist Art in Asia

This course presents an overview of Buddhist art and architecture, beginning with its origins in South Asia and tracing its dissemination into East and Southeast Asia. A variety of media will be examined and interpreted within the context of Buddhist religious practice, regional artistic traditions, and shifting religious doctrine. Topics including the origin of the Buddha image, pilgrimage and modes of worship, Buddhist iconography, and the intersection of Buddhist religion and politics will be discussed. Several short papers, presentations, exams, and class participation are required. May be taken for credit toward the Chinese or Japanese major or minor or the South Asian and Middle Eastern Studies major.

Credits 4

Art History 144 : Divine Faces, Ritual Spaces, Sacred Places: Hindu Art and Architecture in South and Southeast Asia

This course explores the relationship between Hindu theology, epics, religious practice, aesthetics, and ritual spaces. While much of the course focuses on Hindu visual culture within India from the 2nd century BCE to today, we will also discuss Hindu monuments and artistic traditions in Southeast Asia as a means of exploring networks of exchange in the Indian Ocean world. Temples, sculptural icons, painted manuscripts, popular prints, theatrical and dance performances, and film will be examined within their historical and cultural contexts. Topics include ways of representing and interacting with the divine, gender and the body in goddess imagery, Hindu art in political contexts, pilgrimage and festivals, monument conservation, Hindu icons in museum spaces, and artistic exchange with different religious groups (including Buddhism, Islam, and Christianity). Short papers, presentations, exams, and class participation are required. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Art History 146 : Art of India

This course presents an overview of the art and architecture of the Indian subcontinent spanning roughly 5,000 years of history, from the Indus Valley Civilization to the 21st century. Particular emphasis will be placed on the study of objects and sites in their religious, cultural, political, and historical contexts. Topics addressed in the class include (but are not limited to) the origin of the Buddha image, the function of erotic sculpture in religious contexts, ritual practice and sacred space, trends in patronage, cultural exchange between Muslim and Hindu courts in the medieval and early modern era, methods of art collecting and display, the impact of British imperialism on artistic production in India, the importance of visual culture in the Indian nationalist movement, and the tension between tradition and globalization in the contemporary art of South Asia. Several short papers, presentations, exams, and class participation are required. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Art History 150 : Architectural History of Walla Walla and Whitman College

This course will focus on the physical development and transformation of the city of Walla Walla, including the Whitman campus, since the 1850s. Students will conduct primary research on individual buildings and plans, and present their findings to the class throughout the semester. Two project reports and presentations. May be taken for credit toward the Art-Environmental Studies major.

Credits 4

Art History 153 : Transnational Interplanetary Film & Video Consciousness

This course takes its title from underground director George Kuchar's irreverent approach to making low-budget, low brow movies that helped situate film and video as a legitimate artistic media. Topics will explore experimentations with technologies of the moving image that exist outside of mainstream commercial moviemaking practices, histories of individual artists, groups and collectives experimenting with film and video, "expanded cinemas," and how new forms of image production and distribution in the digital era challenge traditional hierarchies of taste and value. A weekly screening, typically no more than 1 hour, is required. The class will agree on a set screening time during our initial class meeting. Requirements include short papers and presentations and one longer research project chosen in consultation with instructor. May be taken for credit toward the Film and Media Studies major or minor.

Credits 4

Art History 203 : Critical Art History

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

Credits 4

Recommended Prerequisites

Any 100-level course in Art History.

Art History 210 : Museums and The Politics of Display

This course is designed to introduce students to the museum as a social institution that produces value, organizes material culture, and structures knowledge. An exploration of the ways in which museum display can augment and/or alter the meanings and functions of objects will be central to the class. Students will examine the birth of the museum in 18th century Europe as a product of Enlightenment values and imperial ambitions. Using historical and contemporary examples from Britain, France, and the United States, students will research and critique shifting collecting and exhibition philosophies. The class will explore the following topics (and more) as they relate to the rhetoric of display: identity formation, race and gender politics, memory and history, ethnography and social taxonomy, "non-Western" art in Western museums, repatriation of objects, sacred art in secular spaces, narrative constructions and claims of historical veracity, and the modern encyclopedic museum. The course is based on student presentations and discussion, with various written assignments and/or exams. Multiple field trips are required to complete the course. These will take place outside of class time, and may be scheduled either during the week or on Fridays and/or Saturdays.

Credits 4

Prerequisites

Art History 203; or consent of instructor.

Art History 211 : Monuments and Memorials

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

Credits 4

Prerequisites

Art History 203; or consent of instructor.

Art History 224 : Powerful Art/fifacts: Greece/Rome

This course explores the art, architecture, and archaeology of the ancient Greek and Roman worlds. Beginning with the Bronze Age and ending with the Roman Imperial period, we will examine the material evidence for key areas in Greek and Roman society and history, from class and socio-political change, to cultural identity, religious practice, and daily life. We will consider the nature of the surviving archaeological record, from public monuments to works of sculpture and pottery, to coins and other remains. All the while, we will highlight the ways in which the visual heritage of a "classical" and "Greco-Roman" past have been and continue to be exploited in the construction of subsequent self-images and claims to supremacy. In this light, we will not only encounter the histories of "classical" archaeology and art history, but we will also emphasize the ways in which the material cultures of ancient Greece and Rome have been manipulated – both in antiquity and modernity – for a wide array of cultural and ideological aims. May be elected as Classics 224 or History 224.

Credits 4

Cross-Listed

Classics 224,
History 224

Art History 226 : Landscape and Cityscape in Ancient Rome

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this intensive 4-week course in Italy, we will study the ancient city of Rome and its supporting landscape, both through the lens of ancient literary accounts and directly through field trips to major archeological sites and museums. We will explore how the realms of urban, rural, and wild were articulated in Roman culture, conceptually and materially. We will investigate both how the Romans conceived of the relationship between the built environment of urban space and the natural environment that supported and surrounded it and how they dealt with the real ecological problems of urban life. Students will also actively participate in archeological excavation at a Roman coastal settlement. May be elected as Classics 319 or Environmental Studies 319.

Credits 4

Cross-Listed

Classics 319,
Environmental Studies 319

Art History 228 : Mayhem, Machines, Manifestos: Modernism in Art and Architecture

Modernism in the visual arts and the built environment is more than "my kid could paint that" and clean lines on HGTV. In this course, we will study key makers, movements, works, exhibitions and institutions in the canon of modern art and architecture before 1945, as well as scholarship that has called this canon into question. Emphasis will go toward the social, political and material conditions under which modernism emerged and flourished as an aesthetic category, and how modernism articulated different senses of an avant-garde marked by nation, class, gender, sexuality and race. Our ultimate goal is to learn how artistic and architectural modernism was invented, mobilized and modified in the late 19th and early 20th Centuries. Students will sharpen their visual and spatial literacy skills and deepen their historical knowledge of art and architecture. Lecture-based with presentations, short papers and exams.. May be taken for credit toward the Art-Environmental Studies major.

Credits 4

Prerequisites

Art History 203; or consent of instructor.

Art History 229 : Art Since 1945

This course examines some of the issues raised by artists and critics since the end of World War II, including the changing nature of the art object, how Modernism differs from Postmodernism, the influence of technological developments on aesthetic practices and the role of popular culture, mass media and new methods of scholarship in challenging the distinctions between high and low art, the universality of meaning, the genius European male artist, the precious museum work. While the majority of the material is devoted to movements and figures from the United States and Europe, the course also will investigate "the margins" – those artistic practices that may have been overlooked by the mainstream, but which nevertheless have a broad cultural base in their respective communities. May be taken for credit toward the Art-Environmental Studies major.

Credits 4

Prerequisites

Art History 203; or consent of instructor.

Art History 237 : Theory and Performance

What theories have inspired contemporary avant-garde Theater, installation and performance art, Tanz-Theater, experimental video/film, and new media? In this interdisciplinary course we will chart the evolution of performance theory from the writings of Bertolt Brecht to the present day. We will explore how artists have embraced and challenged these emerging forms, and examine seminal works from each genre in their historical, political, and social contexts. Designed to bring students from a variety of disciplines (art, art history, theater, dance, film, and video, etc.) into a collaborative forum; coursework will include outside readings, in-class screenings, class discussions, and short essays, as well as group and individual projects. May be elected as Theater and Dance 357.

Credits 4

Cross-Listed

Theater and Dance 357

Art History 257-260 : Topics in Art History

See course schedule for any current offerings.

Credits 2-4

Art History 291, 292 : Individual Projects

Projects designed by the student and under supervision of a professor that expand upon a completed 200- or 300-level course.

Credits 1-2

Prerequisites

An Art History course at the 200- or 300-level in the area of the project; and consent of instructor.

Art History 325 : Inventing Egypt

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

Credits 4

Cross-Listed

Classics 325

Prerequisites

Art History 203; or consent of instructor.

Art History 351 : Los Angeles: Art, Architecture, Cultural Geography

This seminar will study the emergence of Los Angeles as a center for cultural production since 1945. It will assess the relationship between urban space and the visual arts — including painting, photography, architecture, film, and video. And it will investigate the role of representation in shaping the social topography of the city. This course will ultimately seek to answer a series of questions: How has Los Angeles established itself as one of the most important global art centers? How do the city's history and landscape create the conditions for certain artistic movements and styles? And how do Los Angeles' ethnically and economically diverse communities use the arts to address issues of social justice and marginality?

Credits 4

Prerequisites

Art History 203; or consent of instructor.

Art History 352 : Art/Environment

This class will explore contemporary artistic responses to climate change. Whether we call this period "Anthropocene," "Capitalocene," "The Sixth Extinction," or "The Dithering" we are now forced to confront a new era of human-generated global warming and rapidly vanishing biodiversity. How are artists and other cultural producers helping us to rethink and reimagine our relationship to the planet? From the Land Art movement of the 1960s and 70s to more recent experiments in so-called "Third Nature" digital domains, this course will explore how creative individuals and collective actions are helping to envision human adaptability, cross-species justice, and new modes of collaboration to halt—or at least slow—ecological disaster. Likewise, the class will explore how art is often implicated in the same cycle of overconsumption that threatens our shared habitats. Lectures, in-class screenings, guest speakers and fieldtrips will be used to supplement course readings. This is a writing intensive course open to students from all disciplines but rooted in the capacity for the Arts and Humanities to generate creative responses to complex problems. May be taken for credit toward the Art-Environmental Studies major.

Credits 4

Prerequisites

Art History 203 or Environmental Studies 120; or consent of instructor.

Art History 353 : Blackness and the Arts

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

Credits 4

Prerequisites

Art History 203; or consent of instructor.

Art History 355 : Indigenous Aesthetics: Native North American Art and Visual Culture

This course examines art and visual culture as an expression of Indigenous people in North America. Working directly with campus collections and regional arts and culture centers, we will study the material, formal, and iconographic dimensions of specific artworks and visual objects, while considering the historical, social, and environmental conditions that have shaped and are shaped by them. The course will expose students to traditions, cosmologies, and frameworks for understanding Native North American art and visual culture, and develop research and writing skills for interpreting all forms of cultural expression. Topics may include: sovereignty, settler colonialism, "Indian-ness," gendered and queer indigeneities, and human/nonhuman relations. Discussion-based classes with field trips, presentations, short papers, and projects. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major, Gender Studies major, or the Art-Environmental Studies major.

Credits 4

Prerequisites

Art History 203; or consent of instructor.

Art History 356 : The Taj Mahal and Beyond: The Art and Architecture of Mughal India

This class explores the art and architecture of the Mughal dynasty in South Asia, from the origins of the empire in the sixteenth century to the mid-nineteenth century, when British forces exiled the last Mughal ruler. Manuscript and album paintings, palace and tomb architecture, jewelry, enameled weaponry, and elaborate textiles will all be interpreted within the context of Mughal politics, Islamic doctrine, art workshop structures, and pre-existing aesthetic traditions in South Asia and the broader Islamic world. Topics examined include (but are not limited to) public space and imperial propaganda, art objects in networks of gift exchange, artistic and cultural exchange between Mughal and contemporary Rajput courts in Rajasthan and the Himalayan foothills, and the impact of the British presence on Indian visual culture. Various written assignments, presentations, and class discussion are required. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Prerequisites

Art History 146 or 203; or consent of instructor.

Art History 357 : Art of Colonial India

This seminar examines the impact of European colonial expansion on the art and architecture of South Asia between 1750 and 1947, when India and Pakistan gained independence from British control. Although multiple colonial powers were present in India beginning in the early sixteenth century, a study of the British Empire in South Asia will be the primary focus of this course. Paintings, photographs, buildings, monuments, and other objects produced by both indigenous and European artists will be considered. This course explores the ways in which visual forms engaged with imperial ideologies, either promoting or resisting Western presence in India. Issues including race, gender, religion, class/caste, and the politics of display will be addressed as they relate to artistic production in this period. Various written assignments, presentations, and class discussion are required. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Prerequisites

Art History 146 or 203; or consent of instructor.

Art History 358-360 : Seminar in Visual Culture Studies

Special studies not generally considered in other courses offered by the department. The specific material will vary from semester to semester and may cover various subjects from early times to contemporary developments in art. See course schedule for any current offerings.

Credits 4

Art History 421, 422 : Individual Projects

Projects designed by senior Art History majors under the supervision of a professor.

Credits 2-4

Prerequisites

Consent of instructor.

Art History 490 : Senior Seminar In Art History

Weekly discussions and critical papers based on: 1) selected primary and secondary readings in the history of western art theory (ancient, medieval, renaissance, the academy); 2) primary and secondary readings in the methodology of modern art history; and 3) primary readings in contemporary approaches to art. Emphasis will be placed on the role of the art theorist/historian in the history of art. Required for the major.

Credits 4

Art History 493 : Thesis

Open only to senior Art History studies majors except those registered for Art History 498. Taken during the spring (or final) semester of the senior year. Devoted to the completion of a substantial written project under the supervision of at least one faculty member.

Credits 4

Prerequisites

Approval of a proposal submitted to the Art History department.

Art History 498 : Honors Thesis

Designed to further independent investigation leading to the preparation of a written thesis or research project in Art History. Taken during the spring (or final) semester of the senior year. Required of and limited to senior honors candidates in Art History.

Credits 4

Prerequisites

Admission to honors candidacy.

Asian and Middle Eastern Studies

Director: Tarik Ahmed Elseewi, Film and Media Studies

Jakobina Arch, History

Brian Dott, History

Kathryn Frank, Film and Media Studies

Krista Gulbransen, Art History

Donghui He, Chinese

Libby Miller, Art History

Lauren E. Osborne, Religion

Yukiko Shigeto, Japanese

Wakako Suzuki, Japanese

Jonathan S. Walters, Religion

Xiaobo Yuan, Anthropology and Religion

Wencui Zhao, Chinese

Affiliated Faculty:

Shampa Biswas, Politics

Gaurav Majumdar, English

About the Program

The Asian and Middle Eastern Studies Program (AMES) aspires to create a better understanding of Asian and Middle Eastern cultures and their place in the world through interdisciplinary course offerings. The program offers three majors: Chinese, Japanese, and South Asian and Middle Eastern Studies (SAME).

Chinese Major

Program of Study Type

Major

Total credit requirements for a Chinese major: 36

- **Required Courses**

- 24 credits in Chinese language courses numbered between 105 and 450
 - At least 8 credits at the 300-level or above
- 8 credits in Chinese literature and culture, chosen from Global Literatures 301, 305, or other approved courses
- 4 credits from elective courses in Chinese or Asian Culture
- **Senior Requirements**
 - Expanding a paper written for a seminar
 - A self-statement on the student's studies in Chinese language and literature
 - Oral presentation
- **Honors**
 - Students submit an "Honors in Major Study Application" to the department.
 - Students must submit a thesis proposal to their department by the beginning of the 7th week in the first semester of their senior year.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis for the satisfaction of this program.
 - Receive a grade of A- or above on the honors thesis.
 - Pass the senior assessment and oral thesis exam with distinction.
 - Submit an acceptable copy of the honors thesis to Penrose Library no later than Reading Day.
- **Notes**
 - Students who start Chinese language studies at Whitman at the 400-level can take up to twelve credits in approved courses from other departments.
 - 12 credits may be taken off-campus.
 - Students pursuing a double-major in Chinese and another discipline are allowed to use a four-credit course selected from the approved list to be counted towards the other major.
 - Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after declaration.
 - With approval of the Chinese faculty, up to four credits of independent study projects in Chinese literature or culture can be counted toward the Chinese major or minor.

Item #	Title	Credits
	Chinese or Asian Culture Electives	
	Total Credits	36

Japanese Major

Program of Study Type

Major

Total credit requirements for a Japanese major: 36

- **Required Courses**
 - 20 credits in Japanese language courses chosen from the following, of which at least 4 credits must be at the 300-level or above:
 - Japanese 105, 106, 205, 206, 305, and 306
 - Japanese 405 and 406 (may be repeated for credit)
 - Japanese 400/Global Literatures 222
 - Japanese 438/Global Literatures 338
 - 8 credits in Japanese literature, chosen from:
 - Global Literatures 226, 312, and 325
 - Japanese 400/Global Literatures 222
 - Japanese 423/Global Literatures 223
 - Japanese 425/Global Literatures 225
 - Japanese 438/Global Literatures 338
 - 8 credits in Japanese culture electives
- **Senior Requirements**

- Expand one course paper and complete a senior project.
- Oral examination
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Students who place into third-year Japanese can substitute up to four credits in language courses with literature or elective courses.
 - No more than 12 credits from off-campus study and transfer credit may be applied to the major.
 - Students pursuing a double-major in Japanese and another discipline are allowed to use a four-credit course selected from the approved list to be counted from another major program.
 - With the approval of the Japanese faculty, no more than four credits in independent study may be applied toward the major.
 - No courses taken P-D-F after declaration can be counted.

Item #	Title	Credits
	Japanese Culture Electives	
	Total Credits	36

South Asian and Middle Eastern Studies Major

Program of Study Type

Major

Total credit requirements for a South Asian and Middle Eastern Studies major: 36-50, depending on use of single courses to fulfill multiple requirements.

- **Required courses**
 - South Asian and Middle Eastern Studies 492 or 498
- **Electives**
 - At least four credits in Integrative Theory
 - At least eight credits in South Asia
 - At least eight credits in the Middle East
 - At least eight credits at the 300-level or above, not including SAME 492/498
 - At least 12 credits in one of the following categories, plus four credits in each of the other two categories:
 - Literary & Artistic Analysis
 - Humanistic Inquiry
 - Social Inquiry
- **Notes**
 - No courses may be taken P-D-F.
 - No more than 12 credits may be earned in off-campus programs or transfer courses as electives.
 - If a student is double majoring, a maximum of 12 credits toward the South Asian and Middle Eastern Studies major may also be counted from another major program.

Item #	Title	Credits
	South Asian and Middle Eastern Studies Electives	
	Total Credits	36-50

Chinese Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**

- At least 4 credits in Chinese language courses at the 300-level
- 16 additional credits, chosen from:
 - Chinese language courses numbered between 105 and 450
 - Global Literatures 301 and/or 305
 - With approval of the Chinese faculty, up to four credits of independent study projects in Chinese literature or culture

- **Notes**

- No P-D-F courses after declaration of minor.

Total Credits

20

Japanese Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**

- 2 years of Japanese language, from Japanese 105, 106, 205, and 206
- One additional course in Japanese language or culture electives

- **Notes**

- Students who start with second-year Japanese will need to take 12 additional credits of Japanese language and culture.
- No courses taken P-D-F after declaration can be counted.

Item #	Title	Credits
	Japanese Culture Electives	
	Total Credits	20

Asian and Middle Eastern Studies Course Descriptions

Asian and Middle Eastern Studies 105-106 : Special Topics: Beginning Level

The course explores selected topics in Asian and Middle Eastern studies at the beginning level. See course schedule for any current offerings.

Credits 4

Asian and Middle Eastern Studies 200 : Special Topics: Summer Seminar in Chinese Studies

This course will explore religious publics and sacred spaces in contemporary China and Taiwan. Combining lectures with student-focused discussions, the course will examine the trajectories of diverse religious traditions in China and Taiwan, including Taoism, Buddhism, Confucianism, Christianity, and popular or folk religion. Students will learn about the histories of these traditions and their contemporary iterations, as well as explore themes such as globalization and localization, spiritual revival, and the relationship between the state and religious institutions. We will pair these academic engagements with field trips to urban religious spaces, as well as an extended road trip to sites of sacred assemblage and pilgrimage in either Taiwan or China.

Credits 2

Prerequisites

One academic year of Chinese language coursework; and admission to the Whitman Summer Chinese Studies program.

Asian and Middle Eastern Studies 201-204 : Special Topics: Intermediate Level

The course explores selected topics in Asian and Middle Eastern studies at the intermediate level. See course schedule for any current offerings.

Credits 4

Asian and Middle Eastern Studies 221 : Silk Roads Field Course

This course looks in depth at selected sites along the silk roads of Asia, both in the classroom and during a field trip. One hour per week throughout the semester, and a field trip to Asia over the spring break. Students will explore the past and current situations of specific sites to be visited during the field trip through pre-trip readings and research presentations, keep a detailed journal during the field trip, and give a multimedia or poster-style presentation of a researched aspect of the trip to the college community near the end of the semester. Students must apply for the course, and pay a course fee to be announced.

Credits 2

Prerequisites

Admission to the program.

Corequisites

Biology 121 and History 121

Asian and Middle Eastern Studies 226 : Race, Class, and Gender through Japanese Film and Literature

This course examines the social construction of minority groups and the intersections with race, class, gender, and sexuality through the prism of films, literature, and other visual media. By examining the legacy of Japanese colonialism in Asia, the US occupation, the creation of the regional Cold War order, and the consumer society, the course will engage students with discussions of current literary and cultural systems, minority literature, Ainu and Okinawan cultures, non-fictional works on the Brazilian community and Filipino workers, residential Korean literature, Chinese literary culture, and African American culture. This course is based on the premise that films and literature are never merely diversion or entertainment. Instead, they provide us with stories, images, and scripts that enable us to understand different social identities, cultural ideologies, community formations, and institutional arrangements. By looking at literary and cinematic works, we aim to gain insights into how these representations consequently shape and influence our understanding of "people" in the real world. We will read literary works by Oe Kenzaburo, Kirino Natsuo, Ri Kaisei, Hirabayashi Taiko, Hayashi Fumiko, Murakami Haruki, and Yoshimoto Banana and examine films by Imamura Shohei, Ichikawa Kon, Kurosawa Akira, Kawase Naomi, Miyazaki Hayao and Mizoguchi Kenji. May be taken for credit toward the Film & Media Studies major or minor or the Gender Studies major or minor. May be elected as Global Literatures 226.

Credits 4

Asian and Middle Eastern Studies 301 : Special Topics: Advanced Level

The course explores selected topics in Asian and Middle Eastern studies at the advanced level. See course schedule for any current offerings.

Credits 4

Asian and Middle Eastern Studies 365 : Confucius' Analects

This course is a close reading of the Analects, a seminal text in the Confucian tradition. As a class, we will explore the philosophy of the Analects and ways of reading the Analects as philosophy. We will also practice writing one's own philosophical commentary for the Analects following examples of historic Chinese philosophers. May be elected as Philosophy 365.

Credits 4

Cross-Listed

Philosophy 365

Asian and Middle Eastern Studies 411, 412 : Individual Projects

Directed individual study and research.

Credits 1-4

Prerequisites

Appropriate prior coursework in Asian and Middle Eastern Studies; and consent of instructor.

Global Literatures 226 : Race, Class, and Gender through Japanese Film and Literature

This course examines the social construction of minority groups and the intersections with race, class, gender, and sexuality through the prism of films, literature, and other visual media. By examining the legacy of Japanese colonialism in Asia, the US occupation, the creation of the regional Cold War order, and the consumer society, the course will engage students with discussions of current literary and cultural systems, minority literature, Ainu and Okinawan cultures, non-fictional works on the Brazilian community and Filipino workers, residential Korean literature, Chinese literary culture, and African American culture. This course is based on the premise that films and literature are never merely diversion or entertainment. Instead, they provide us with stories, images, and scripts that enable us to understand different social identities, cultural ideologies, community formations, and institutional arrangements. By looking at literary and cinematic works, we aim to gain insights into how these representations consequently shape and influence our understanding of "people" in the real world. We will read literary works by Oe Kenzaburo, Kirino Natsuo, Ri Kaisei, Hirabayashi Taiko, Hayashi Fumiko, Murakami Haruki, and Yoshimoto Banana and examine films by Imamura Shohei, Ichikawa Kon, Kurosawa Akira, Kawase Naomi, Miyazaki Hayao and Mizoguchi Kenji. May be taken for credit toward the Film & Media Studies major or minor or the Gender Studies major or minor. May be elected as Asian and Middle Eastern Studies 226.

Credits 4

Cross-Listed

Asian and Middle Eastern Studies 226

Astronomy

Chair: Andrea K. Dobson

Jessica Sutter

About the Department

Courses are concerned with the planets, stars, and galaxies which compose the physical universe, and with the techniques for investigating the nature of these objects. The introductory courses contribute to a general understanding of our place in the universe. The advanced courses have frequent relevance for students in physics, chemistry, and other sciences.

Students interested in graduate work in astronomy are encouraged to major in Physics-Astronomy or in Physics with an Astronomy minor, since most graduate schools look for the equivalent of an undergraduate degree in Physics. Some students with other interests also have designed individual combined majors such as Astrobiology.

Learning Goals

Upon graduation, a student will be able to:

- Clearly and accurately articulate in qualitative terms, both orally and in writing, our current understanding of various components of the Universe and describe the observations on which that understanding is based.

- Read and comprehend moderately technical astronomical literature.
- Solve problems using discipline-specific knowledge and techniques.

Distribution

For students who started at Whitman College prior to Fall 2024, selected courses in Astronomy count toward the sciences and/or quantitative analysis distribution areas.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Astronomy-Geology Major

Program of Study Type

Combined Major

Total credit requirements for an Astronomy-Geology major: 61-63 (20 in Astronomy, 27-28 in Geology, and 14-15 in supporting Science courses)

- **Required Astronomy Courses**
 - Astronomy 177, 178, and 179
 - One course chosen from Astronomy 310, 320, 330, 350, 360, or 380
 - At least two additional credits in Astronomy courses numbered 310-392
 - Two credits of Astronomy 490
- **Required Geology Courses**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, 358, and 470
 - Geology 470 must be taken during the senior year.
 - Two courses chosen from Geology 310, 405, and 420
 - Two credits of Geology 490
- **Required Supporting Science Courses**
 - Chemistry 125 and 135; or 140
 - Mathematics 124 or 125; and 126
 - Physics 145 or 155
- **Senior Requirements**
 - Astronomy 490
 - Geology 470 and 490
 - Senior assessment:
 - Comprehensive written exams in both Astronomy and Geology
 - One-hour oral exam by Astronomy and Geology faculty
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Major GPA of at least 3.500
 - Earn a grade of at least A- on the written thesis
 - Pass the senior assessment with distinction
 - Department chairs will notify the Registrar of students attaining honors no later than the third week of April.
 - An acceptable copy of the honors thesis must be submitted to Penrose Library by no later than Reading Day.
- **Notes**
 - No courses for the major may be taken P-D-F.
 - Students are strongly recommended to also take:
 - Computer Science 167
 - Chemistry 126 and 136
 - Mathematics 225 and 244
 - Physics 156, 245, and 255

Physics-Astronomy Major

Program of Study Type

Combined Major

- **Required Astronomy Courses (22 Credits)**
 - Astronomy 177, 178, and 179
 - Two courses chosen from Astronomy 310, 320, and 330
 - At least two credits from Astronomy 310, 320, 330, 350, 360, 380, 391, 392, or 490
- **Required Physics Courses (24 Credits)**
 - Physics 145, 155, or 247
 - Physics 156, 245, 255, and 267
 - Two courses chosen from Physics 325, 339, 347, 357, and 385
 - One additional course in Physics numbered between 300 and 480, or the lecture/lab combination of BBMB 324 and 334
- **Required Mathematics Courses (13 Credits)**
 - Mathematics 125, 126, 225, and 244
- **Senior Requirements**
 - Two-part comprehensive written exam
 - One-hour oral exam conducted jointly
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Total Credits

59

Astronomy Major

Program of Study Type

Major

Total credit requirements for an Astronomy major: A student who enters Whitman College with no prior experience in Astronomy will need to complete 35 credits in Astronomy, 8 credits in Physics, and 10 credits in Mathematics and Statistics.

- **Required Astronomy Courses**
 - Astronomy 177, 178, 179, 310, 320, and 330
 - At least seven credits from Astronomy courses numbered 200-392; one course from a related area may be approved by the department to count toward this requirement.
 - At least four credits in Astronomy 490 and/or 498
- **Required Supporting Science Courses**

- Physics 145 or 155
- Physics 156, 245, and 255
- Mathematics 124 or 125
- Mathematics 126 and 225
- **Senior Requirements**
 - Astronomy 490 and/or 498
 - Students must submit a proposal and be approved for Astronomy 490 in the spring of their junior year.
 - Comprehensive written exam
 - One-hour oral exam
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Courses in Geology and Computer Science are strongly recommended.
 - No courses may be taken P-D-F after the major is declared.

Total Credits

53

Astronomy Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**
 - Astronomy 177, 178, and 179
 - Six additional credits in Astronomy courses at the 200-level or above
- **Notes**
 - No P-D-F courses after minor has been declared

Total Credits

18

Astronomy Course Descriptions

Astronomy 110 : Principles of Astronomy

This course offers an introduction to our present knowledge of the universe and the historical development of humanity's changing understanding of the cosmos. Emphasis not only on the nature of planets, stars, and galaxies, but also on the evolutionary processes which occur in the universe, including cosmology and the origin of the elements, the formation and life cycles of stars, and the development of planetary systems. Three lecture/lab sessions per week. Not open to physical science majors. Astronomy 110 does not count toward Astronomy or Astronomy-combined majors.

Credits 4

Corequisites

Includes a required corequisite lab, Astronomy 110L.

Astronomy 177 : Sky and Planets

A survey of planets and their motions, planetary satellites, comets, meteorites, and interplanetary material. Several problem sets and exams, short research paper, and one evening lab session each week. Offered in rotation with Astronomy 178, 179.

Credits 4

Prerequisites

Required: Three years of high school mathematics and one year of high school physics; or consent of instructor.

Recommended: Mathematics 124 or 125; and 126.

Corequisites

Includes a required corequisite lab, Astronomy 177L.

Astronomy 178 : Sun and Stars

An introduction to the properties of stars, their motions, and their distributions in space. Several problem sets and exams, short research paper, and one evening lab session each week. Offered in rotation with Astronomy 177, 179.

Credits 4

Prerequisites

Required: Three years of high school mathematics and one year of high school physics; or consent of instructor.

Recommended: Mathematics 124 or 125; and 126.

Corequisites

Includes a required corequisite lab, Astronomy 178L.

Astronomy 179 : Galaxies and Cosmology

An introduction to the structure of galaxies and to the large-scale structure and evolution of the universe. Several problem sets and exams, short research paper, and one evening lab session each week. Offered in rotation with Astronomy 177, 178.

Credits 4

Prerequisites

Required: Three years of high school mathematics and one year of high school physics; or consent of instructor.

Recommended: Mathematics 124 or 125; and 126.

Corequisites

Includes a required corequisite lab, Astronomy 179L.

Astronomy 227 : Finding Our Place in the Universe

A survey of cosmological discoveries and their impact on our understanding of our location in space and time. Several problem sets and exams, short research paper and oral presentation, and occasional outdoor labs. This course applies to the science distribution area, but not science with a laboratory.

Credits 3

Recommended Prerequisites

one previous college course in astronomy

Prerequisites

Required: Three years of high school mathematics and one year of high school physics.

Recommended: One previous college-level course in Astronomy.

Astronomy 228 : Exoplanets and the Search for Life in the Universe

A survey of planetary systems around other stars and current research into the possibilities for life elsewhere in the universe. Several problem sets and exams, short research paper and oral presentation, and occasional outdoor labs. This course applies to the science distribution area, but not science with a laboratory.

Credits 3

Recommended Prerequisites

one previous college course in astronomy

Prerequisites

Required: Three years of high school mathematics and one year of high school physics.

Recommended: One previous college-level course in Astronomy.

Astronomy 270 : Astronomical Computing

Astronomical study and research is heavily dependent on the use of computers for analyzing data as well as communicating that data to collaborators, other scientists, and the public. We regularly carry powerful computers in our pockets, ostensibly to make telephone calls, but the normal course of education does not teach how to undertake technical tasks on the computer. In this class, students will gain proficiency in many areas required for professional proficiency in astronomy. Namely, this will include Linux use and file management using a variety of desktop managers, typesetting documents in LaTeX, construction of scientific figures, and an introduction to astronomical programming in FORTRAN and python.

Credits 1

Prerequisites

Astronomy 177, 178, or 179.

Astronomy 310 : Stellar Astrophysics

Of interest to majors in physics or physics-astronomy, this course considers the application of the principles of atomic structure and the radiation laws to the interpretation of the spectra of stars and nebulae; the physical principles underlying the study of the structure of stars, energy generation by thermonuclear reactions, and nucleosynthesis; and theoretical and observational aspects of stellar evolution. Several problem assignments and a midterm examination. Offered in alternate years with Astronomy 320.

Credits 4

Prerequisites

Required: Astronomy 178 and Physics 156; or consent of instructor.

Recommended: Physics 245.

Astronomy 320 : Galactic Astronomy

Intended for physics-astronomy majors but also open to majors in related sciences. The constituents and structure of our own and other galaxies, the nature of quasars and active galaxies, and the large-scale structure of the universe itself. Reading assignments will be made in various books and scientific journals. Several problem assignments and a mid-term test. Offered in alternate years with Astronomy 310.

Credits 4

Prerequisites

Required: Astronomy 179 and Physics 156; or consent of instructor.

Recommended: Physics 245.

Astronomy 330 : Cosmology

Intended for majors in physics-astronomy and related sciences. The study of the universe: how it originated, the formation and evolution of structures, the curvature of space and time. Several problem sets, exams, research paper. Offered in alternate years.

Credits 4

Prerequisites

Required: Astronomy 179 and Physics 156; or consent of instructor.

Recommended: Physics 245.

Astronomy 350 : Planetary Science

Intended for majors in astronomy, astronomy-geology, and related sciences. The study of solar system objects: interiors, surfaces, atmospheres, and orbital mechanics. Several problem sets, exams, research paper.

Credits 4

Prerequisites

Astronomy 177, Geology 110 or 120, and Physics 155; or consent of instructor.

Astronomy 360 : Observational Astronomy

Intended for majors in astronomy, physics-astronomy, and related sciences. The study of observational astronomy across the full electromagnetic spectrum as well as gravitational waves. Specifically looking at detector technologies, telescope design, data reduction, the current state of the art in both ground-based and space-based observational astronomy missions, and the physics governing emission across the spectrum. Several problem sets, exams, project.

Credits 4

Prerequisites

Astronomy 177, 178, and 179; or consent of instructor.

Astronomy 380 : Special Topics in Astronomy

Selected topics in contemporary astronomy and astrophysics; the precise area of study will be designated prior to registration for the semester in which the course is offered. See course schedule for any current offerings.

Credits 4

Prerequisites

Consent of instructor.

Astronomy 391, 392 : Directed Project

Discussion and directed reading and/or observational work on a topic of interest to the individual student.

Credits 1-4

Prerequisites

Consent of instructor.

Astronomy 482 : Astronomy Seminar

Oral reports by students on reading and research projects. Faculty and visiting scientist guest lectures. Discussion of recent works of importance to the field and problem-solving exercises. No examinations. One meeting per week. May be repeated for a maximum of two credits.

Credits 1

Prerequisites

Consent of instructor.

Astronomy 490 : Senior Research

An advanced interdisciplinary independent study project for astronomy or astronomy-combined majors; students wishing to do a senior research project should choose project advisors and propose an interdisciplinary topic during the second semester of their junior year.

Credits 1-4

Prerequisites

Consent of instructor.

Astronomy 498 : Honors Thesis

Preparation of an honors thesis. Required of and limited to senior honors candidates in astronomy.

Credits 2-4

Prerequisites

Admission to honors candidacy.

Biochemistry, Biophysics, and Molecular Biology

Director: Daniel M. Vernon

Jacqueline Acres

Michele Constantino

Douglas H. Juers (*on sabbatical, 2024-2025*)

Britney L. Moss (*on sabbatical, Fall 2024*)

James E. Russo (*on sabbatical, Spring 2025*)

About the Program

The program in Biochemistry, Biophysics, and Molecular Biology (BBMB) offers a major at the interface of the physical and biological sciences. The curriculum focuses on biological processes at the molecular level and prepares students to enter the rapidly developing fields of genomics, biotechnology, biochemistry, and structural biology.

Learning Goals

Upon graduation, a student will be able to:

- Integrate concepts from biology, chemistry, and physics to understand the structure and function of biological molecules and the interactions of these molecules in cells and organisms.
- Read and critique the molecular life science literature.
- Effectively communicate science orally and in writing.
- Perform experiments to address research questions in the molecular life sciences.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Biochemistry, Biophysics, and Molecular Biology do not count toward distribution requirements, with the following exception:

Cultural pluralism: 430

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

BBMB/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as bioengineering and biomedical engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

- **Required Courses**
 - Computer Science 167
 - Mathematics 225 and 244
 - Physics 145 or 155; and 156
 - Chemistry 125 and 135; or 140
- **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**
- **Notes**

- Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for BBMB/Pre-Engineering majors

- **Required Courses**
 - Complete the common Pre-Engineering course requirements.
 - Biology 101, 101L, 102, and 102L; or 111 and 205
 - Chemistry 126 and 136; or 140
 - Chemistry 245, 246, 251, and 252
 - Choose one pair of courses from the following options:
 - BBMB 324 and 334
 - BBMB 325 and 335
 - BBMB 326 and 336

Total Credits

45-52

Biochemistry, Biophysics, and Molecular Biology Major

Program of Study Type

Combined Major

Total credits required for a BBMB major: 63 credits, including supporting Chemistry and Mathematics courses, for students who started the major before Fall 2024; 66 credits for students starting in Fall 2024 or later.

- **Required Biology Courses**
 - For students who started before Fall 2024: Biology 111 and 205
 - For students starting in Fall 2024 and later: Biology 101, 101L, 102, 102L, and 205
- **Required Chemistry Courses**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245, 246, 251, and 252
- **Required Physics Courses**
 - Physics 145 or 155; and 156
- **Required Mathematics Courses**
 - Mathematics 225 (*prerequisites:* Mathematics 124 or 125; and 126)
- **Required BBMB Courses**
 - BBMB 324, 325, 326, 334, 335, 336, and 400
- **Additional Required Courses**
 - BBMB, Biology, Chemistry, or Physics 490 or 498
 - At least 7 additional credits from courses at the 200-level or above in BBMB, Biology (excluding Biology 206), Chemistry, Computer Science, Mathematics and Statistics, or Physics
- **Senior Requirements**
 - BBMB 400 and BBMB, Biology, Chemistry, or Physics 490 or 498
 - Senior assessment
 - Oral examination administered by two faculty members
 - Research-based thesis
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis.
 - Pass both the oral and written components of the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students who are candidates for honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

- **Notes**

- Only 1 credit of Chemistry 401, 402, or Mathematics 299 may be applied toward the major.
- Up to 2 credits of independent projects (Biology 481, and 482, Chemistry 390, 451, and 452, Computer Science 481 and 482, or Physics 483 and 484) can count for elective credit.
- No P-D-F courses.

Total Credits

63-66

Biochemistry, Biophysics, and Molecular Biology

Course Descriptions

Biochemistry, Biophysics, and Molecular Biology 324 : Biophysics

The application of concepts and approaches from physics and mathematics (e.g. mechanics, thermodynamics, electromagnetism, quantum physics, probability) to deepen understanding of molecular and cell biology. We will focus on simplified models that capture the salient features of biological systems. Example topics include diffusion, hydrodynamics and cellular locomotion, free energy transduction, ligand binding, entropic forces, molecular motors, macromolecular conformation, signal propagation in neurons, gene expression, and vision. Includes exercises in computation; no prior coding experience assumed. Three one-hour lectures per week; weekly problem sets; exams. May be elected as Physics 324.

Credits 3

Cross-Listed

Physics 324

Prerequisite Courses

[Physics 156: General Physics II](#)

[Mathematics and Statistics 225: Calculus III](#)

Biochemistry, Biophysics, and Molecular Biology 325 : Biochemistry

This course provides students with a detailed examination of protein structure and function, focusing on the role of proteins in molecular recognition and catalysis. Topics include: techniques used to characterize proteins; enzyme kinetics and mechanisms; signal transduction across membranes; bioenergetics; catabolism of proteins, fats, and carbohydrates; and integration of metabolism and disease. Students will actively participate in group problem-solving, and gain experience reading and critiquing scientific journal articles. Applies to the Molecular/Cell requirement for the Biology major.

Credits 3

Prerequisites

Biology 111 (or 102 and 102L); and Chemistry 246.

Biochemistry, Biophysics, and Molecular Biology 326 : Molecular Biology

Examination of nucleic acid structure and function, focusing on gene expression and mechanisms of gene regulation. Other topics include molecular biology of viruses, mobile genetic elements, the genetic basis of cancer, and aspects of genomics. Required for BBMB majors. Applies to the Molecular/Cell requirement for Biology majors. Open to non-BBMB majors only with consent of instructor.

Credits 3

Prerequisite Courses

[Biology 205: Genetics](#)

Biochemistry, Biophysics, and Molecular Biology 334 : Biophysics Laboratory

Laboratory exercises on a range of biophysical topics. Experimental testing of models developed in BBMB 324. Study of macromolecules using techniques that may include absorption spectroscopy, fluorescence spectroscopy, circular dichroism, NMR, crystallization and structure determination via X-ray diffraction. One three- to four- hour laboratory per week. May be elected as Physics 334. Open to non-BBMB majors only with consent of instructor.

Credits 1

Cross-Listed

Physics 334

Corequisite Courses

[Biochemistry, Biophysics, and Molecular Biology 324: Biophysics](#)

Biochemistry, Biophysics, and Molecular Biology 335 : Biochemistry Laboratory

A semester-long team project introducing students to the core laboratory techniques and methods in protein biochemistry for characterizing a catalytic protein. Students will engage in biochemical reagent preparation, enzyme isolation and purification, enzyme and protein assays, gel electrophoresis, and immunodetection methods. Applies to the Molecular/Cell requirement for the Biology major. Open to non-BBMB majors only with consent of instructor.

Credits 1

Biochemistry, Biophysics, and Molecular Biology 336 : Molecular Biology Laboratory

Laboratory exercises in nucleic acid biochemistry, including molecular cloning, PCR, and DNA and RNA isolation and analysis techniques. One three-hour laboratory per week. Applies to the Molecular/Cell requirement for the Biology major. Open to non-BBMB majors only with consent of instructor.

Credits 1

Corequisite Courses

[Biochemistry, Biophysics, and Molecular Biology 326: Molecular Biology](#)

Biochemistry, Biophysics, and Molecular Biology 340 : Immunobiology

The human immune system possesses a remarkable ability to distinguish among a wide array of molecular structures. This evolutionary adaptation enables the recognition and response to microbial pathogens as well as host cancer cells, while tolerating normal host cells, commensal microbes, and harmless environmental exposures. This course will explore the molecular and cellular basis of immune system function (hematopoiesis, innate immunity, molecular diversity of antigen recognition and presentation, and T- and B-cell adaptive immunity), perturbations of the immune response (allergies, autoimmunity, and tissue transplantation) and the use of immunotherapies to manipulate the immune system (vaccines, monoclonal antibodies, T-cell therapies). Coursework will involve instructor- and student-led presentations, the reading and discussion of peer-reviewed research articles, and case-studies that highlight host-pathogen interactions, evolutionary pressures, immune modulation, and the development of diagnostics and therapeutics. Applies to the Molecular/Cell requirement for the Biology major.

Credits 3

Prerequisite Courses

[Biology 205: Genetics](#)

[Chemistry 245: Organic Chemistry I](#)

Biochemistry, Biophysics, and Molecular Biology 360-363 : Special Topics in BBMB

See course schedule for any current offerings.

Credits 1-4

Biochemistry, Biophysics, and Molecular Biology 400 : Senior Seminar

The senior seminar will serve as the capstone of the major by providing a forum for all seniors to make a full-length oral presentation. Each student will describe the background, methodologies, and experimental results of the senior research project and respond to questions and critiques from his or her peers. Open to non-BBMB majors only with consent of instructors.

Credits 1

Biochemistry, Biophysics, and Molecular Biology 430 : Infectious Disease

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

Credits 3

Prerequisites

Consent of instructor.

Biochemistry, Biophysics, and Molecular Biology 481, 482 : Special Projects

Research projects or independent studies arranged with individual students. The students must consult with a faculty member prior to the semester of the anticipated project to determine if the project is suitable, and the project must be done with the supervision of a Whitman faculty member.

Credits 1-2

Prerequisites

Consent of instructor.

Biochemistry, Biophysics, and Molecular Biology 490 : Senior Thesis

Each student will take part in a research project involving the collection and analysis of data, and write a thesis on that research in accepted scientific style. One or more drafts of the thesis will be required before the final version is due in the last week of classes. Each student also will publicly present his/her research results in the BBMB 400 Senior Seminar or a similar presentation venue. A total of three credits are required in the senior year; credits may be taken in the Fall and/or Spring.

Credits 1-3

Prerequisites

Consent of thesis advisor.

Biochemistry, Biophysics, and Molecular Biology 498 : Honors Thesis

Research and writing of the senior honors thesis. Students register for BBMB 490, not for BBMB 498. The registration will be changed from BBMB 490 to 498 for those students who attain honors in BBMB. Open only to senior BBMB majors.

Credits 3

Biology

Chair: Heidi E.M. Dobson

Arielle M. Cooley

Delbert W. Hutchinson (*on sabbatical, Fall 2024*)

Kate Jackson

Thomas A. Knight

Britney L. Moss

Timothy H. Parker

Matthew Tien (*on sabbatical, 2024-2025*)

Daniel M. Vernon

Christopher S. Wallace

Ginger S. Withers

About the Department

Biology courses address the properties and mechanisms of life. The curriculum emphasizes the integration of all levels from molecular to ecological, with evolution as a unifying theme, and requires all seniors to complete a research thesis. The department serves students who expect to work in a biological field or related profession such as medicine, as well as those who elect biology as part of a general education (see www.whitman.edu/biology).

A student who enters Whitman without any prior college-level preparation in biology will have to complete 50 credits, including courses in chemistry; mathematics, statistics, physics, and/or computer science; and biology, to fulfill the requirements for the Biology major.

Learning Goals

Upon graduation,

- **Students will understand core biological concepts including:**
 - Evolution (the process creating the diversity of life-forms and the phylogenetic relationships among major groups).
 - Structure and function (the basic units of biological structures that control the functions of living things).
 - Information flow, exchange, and storage (the influence of genetics on the control of the development of phenotypes).
 - Pathways and transformations of energy and matter (the ways in which chemical transformation pathways and the laws of thermodynamics govern biological systems).
 - The nature of complex systems.
- **Students will be capable of understanding, interpreting, and critically evaluating scientific information presented in multiple forms (e.g., numeric, graphical, written).**
- **Students will be capable of conducting a structured scientific inquiry and thoroughly communicating scientific biological knowledge.**

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Biology count toward the Science distribution area, with the following exceptions:

Science or quantitative analysis: selected courses (see course descriptions).

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Biochemistry, Biophysics, and Molecular Biology Major

Program of Study Type

Combined Major

Total credits required for a BBMB major: 63 credits, including supporting Chemistry and Mathematics courses, for students who started the major before Fall 2024; 66 credits for students starting in Fall 2024 or later.

- **Required Biology Courses**
 - For students who started before Fall 2024: Biology 111 and 205
 - For students starting in Fall 2024 and later: Biology 101, 101L, 102, 102L, and 205
- **Required Chemistry Courses**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245, 246, 251, and 252
- **Required Physics Courses**
 - Physics 145 or 155; and 156
- **Required Mathematics Courses**
 - Mathematics 225 (*prerequisites:* Mathematics 124 or 125; and 126)
- **Required BBMB Courses**
 - BBMB 324, 325, 326, 334, 335, 336, and 400
- **Additional Required Courses**
 - BBMB, Biology, Chemistry, or Physics 490 or 498
 - At least 7 additional credits from courses at the 200-level or above in BBMB, Biology (excluding Biology 206), Chemistry, Computer Science, Mathematics and Statistics, or Physics
- **Senior Requirements**
 - BBMB 400 and BBMB, Biology, Chemistry, or Physics 490 or 498
 - Senior assessment

- Oral examination administered by two faculty members
- Research-based thesis
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis.
 - Pass both the oral and written components of the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students who are candidates for honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Only 1 credit of Chemistry 401, 402, or Mathematics 299 may be applied toward the major.
 - Up to 2 credits of independent projects (Biology 481, and 482, Chemistry 390, 451, and 452, Computer Science 481 and 482, or Physics 483 and 484) can count for elective credit.
 - No P-D-F courses.

Total Credits

63-66

Biology+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for a Biology major (50 credits).**
- **A total of 20 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 8 credits may be comprised of any combination of the following:
 - Up to 4 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood. The thesis project is also expected to be sufficiently biological to satisfy the requirements for Biology 490.
 - An independent study in Biology conducted substantially in French. If done during the academic year, this option may also earn 1 or 2 credits for Biology 481 or 482, which can be applied toward the Biology general elective requirements.
 - A grade of B or higher in a Biology course taught in French (normally only an option through off-campus studies)
 - A research experience or internship related to Biology, conducted in French
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Biology major
- **Notes**
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.

- Biology+French candidates have a major advisor in Biology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

70

Biology-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Biology-Environmental Studies major: 66 (including 27 credits in Biology, 14 credits in supporting Science, and 25 credits in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Biology-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Biology Courses**
 - Biology 101, 101L, 102, and 102L
 - 3 credits of Biology 490 or 498
 - Biology 499
 - Upper-level electives (at least 3 credits must be taken at the 200-level before proceeding to coursework at the 300-level):
 - Three credits in Molecular/Cell Biology
 - Four credits in Organismal Biology
 - Eight credits in Ecology/Evolution
- **Required Supporting Science Courses**

- Chemistry 125, 126, 135, and 136; or 140
- Chemistry 245
- Mathematics 124 or 125; or a course in statistics (Mathematics 128 or 247, Economics 227, Psychology 210, or Sociology 208)
- **Senior Requirements**
 - 3 credits of Biology 490 or 498
 - Biology 499
 - One-hour oral exam and a passing score on the senior written exam
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Courses in Physics are recommended.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Molecular/Cell Biology Electives	
	Organismal Biology Electives	
	Ecology/Evolution Electives	
	Total Credits	66

Biology-Geology Major

Program of Study Type

Combined Major

- **Required Biology Courses (20-23 Credits)**
 - Biology 101, 101L, 102, and 102L
 - Four credits from each of the following categories of upper-level electives:
 - Organismal Biology
 - Ecology/Evolution
 - At least four additional credits in Biology and/or BBMB at the 200-level or above
 - Three credits of Biology 490 or 498 (or three credits of Geology 480, 490, or 498)
- **Required Geology Courses (26-29 Credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, and 358
 - Geology 312 or 368
 - Geology 301, 321, or 405
 - Three credits of Geology 480, 490, or 498 (or three credits of Biology 490 or 498)
 - During senior year: Geology 470
- **Required Supporting Science Courses (14-18 Credits)**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245
 - Mathematics 124 or 125

- Mathematics 126 or a statistics course (Mathematics 128 or 247, Economics 227, Psychology 210, or Sociology 208)
- **Senior Requirements**
 - Geology 470
 - Three credits of Biology 490 or 498 or Geology 480, 490, or 498
 - Senior assessment:
 - Comprehensive written exams in both Biology and Geology
 - One-hour oral exam by Biology and Geology faculty
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - If thesis is in Geology, students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program (either Biology or Geology).
 - Earn a grade of at least A- on the honors thesis.
 - Pass the senior assessment with distinction.
 - Chairs of the departments will notify the Registrar of students attaining honors no later than the beginning of the 12th week of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.

Upper-Level Electives

Item #	Title	Credits
	Organismal Biology Electives	
	Ecology/Evolution Electives	
	Total Credits	63-67

Biology Major

Program of Study Type

Major

- **Required Biology Courses (33 credits)**
 - Biology 101, 101L, 102, and 102L
 - Three credits of Biology, BBMB, or Chemistry 490 or 498
 - One credit of Biology 499
 - Four credits from each of the following categories of upper-level electives (at least 3 credits must be taken at the 200-level before proceeding to coursework at the 300-level):
 - Molecular/Cell Biology
 - Organismal Biology
 - Ecology/Evolution
 - Additional courses in Biology and/or BBMB numbered 200 or above to reach minimum 33 credits
- **Required Supporting Science Courses (17 Credits)**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245
 - One course chosen from any two of the following categories:
 - Introductory Statistics (Economics 227, Mathematics 128, or Psychology 210)
 - Applied Statistics (Economics 327, Mathematics 248, or Psychology 410)
 - Introductory Mathematics (Mathematics 124 or 125)
 - Applied Mathematics (Mathematics 126 or 247; or Physics 145 or 155)
 - Introductory Computation (Biology 250 or Computer Science 167). Students may apply Biology 250 to the Mathematics and Modeling requirement or the Biology elective requirement, but not both.
- **Senior Requirements**

- Biology, BBMB, or Chemistry 490 or 498
- One credit of Biology 499
- One-hour oral exam
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of the 12th week of the semester.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No P-D-F of Biology or BBMB courses, or other courses that count toward the major after the major is declared.
 - Students with AP Biology or IB Biology score of 5 or higher can receive credit for Biology 101 (3 credits), but not for 101L.

Upper-Level Electives

Item #	Title	Credits
	Molecular/Cell Biology Electives	
	Organismal Biology Electives	
	Ecology/Evolution Electives	
	Total Credits	50

Biology Minor

Program of Study Type

Minor

- **Required Courses:**
 - Biology 101, 101L, 102, and 102L
 - Eight credits at the 200-level or above in Biology or BBMB (except Biology 256)
- **Notes**
 - No courses may be taken P-D-F.

Total Credits

16

Biology Course Descriptions

Biology 101: Evolution, Ecology, and Diversity

Life on Earth is breathtakingly diverse, yet shares a common evolutionary origin and a common dependence on a global web of interactions. In this course for prospective Biology majors, students will explore how evolution generates the biological diversity that exists today and how these evolutionary processes shape and are shaped by features of individuals, populations, and the environment. We will also explore features of ecosystems vital to sustaining this diversity, including the flow of life-sustaining energy and the cycling of chemical building blocks of life.

Credits 3

Corequisite Courses

[Biology 101L: Evolution, Ecology, and Diversity Lab](#)

Biology 101L : Evolution, Ecology, and Diversity Lab

In this lab, students will develop essential scientific skills, including careful observation, data collection, and analysis, scientific communication, and the structure-function relationships in a variety of organisms.

Credits 1

Corequisite Courses

[Biology 101: Evolution, Ecology, and Diversity](#)

Biology 102 : Cells, Molecules, and Mechanisms

Life operates at the level of the cell. In this course, students will examine the cellular and molecular mechanisms common to all life. Topics will include the structure and function of cells in the context of the inheritance, regulation, and evolution of genes and genomes. Students will also consider the connections between molecular and cellular mechanisms and organismal functions, such as acquiring energy, coordinating cell activities, and maintaining homeostasis.

Credits 3

Prerequisite Courses

[Biology 101: Evolution, Ecology, and Diversity](#)

[Biology 101L: Evolution, Ecology, and Diversity Lab](#)

Biology 102L : Cells, Molecules, and Mechanisms Lab

In this lab, students will employ a variety of molecular and cellular research techniques and develop their abilities to analyze and present quantitative and observational scientific data.

Credits 1

Corequisite Courses

[Biology 102: Cells, Molecules, and Mechanisms](#)

Biology 110 : Evolution for Everyone

Evolution is a word that seems to attract curiosity and controversy wherever it goes. In this non-majors biology class we will talk about what evolution is and isn't, and how evolutionary theory can be used or misused in a variety of social and scientific contexts. Topics may include the evolutionary responses of organisms to climate change; the evolution of our food; how principles of evolution inform medicine; and how misapplication of evolutionary concepts has been used to support racist and sexist ideas in the United States. Work will include readings, class discussion, individual and group projects, lecture, and homework assignments.

Credits 3

Biology 111 : Biological Principles

The general principles common to all life. Topics are: chemical basis of life and cellular metabolism, cell and tissue structure and function, mitosis and meiosis, information storage and retrieval, and life support mechanisms. Although designed as an introduction to the major, nonmajor students are welcome. Laboratories will consist of exercises illustrating the principles covered in lecture. Three hours of lecture and one three-hour laboratory per week.

Credits 4

Prerequisites

Chemistry 125 and 135; or Chemistry 140.

Corequisites

Chemistry 126 and 136 (unless Chemistry 140 was previously completed). Includes a required corequisite lab, Biology 111L.

Biology 115 : Natural History and Ecology

This course emphasizes applying basic ecological and evolutionary principles to inferring processes responsible for biological patterns students observe in the field. The core of the class is weekly trips in the region between the Columbia River and the Blue Mountains. On these trips students gain familiarity with common plants and animals of the region as part of the process of developing and applying skills observing biological patterns. Students learn to interpret these patterns in light of biological concepts learned in class. Two one-hour lectures and one five-hour field trip per week. Designed for nonscience majors with special applicability for environmental studies majors. Field trips begin at 11 a.m. and extend through the lunch hour and into the afternoon. Offered in alternate years.

Credits 4

Corequisites

Includes a required corequisite lab, Biology 115L.

Biology 122 : Plant Biology

This course provides a basic introduction to the biology of plants, and is designed for non-biology majors. It examines plant structure, physiology, reproduction, and ecology, including evolutionary adaptations to different environments. Two lectures per week.

Credits 2

Corequisites

Biology 129 (optional).

Biology 125 : Genes and Genetic Engineering

Designed for non-science majors. An introduction to principles of genetics related to medicine, agriculture and biotechnology. The class will focus on selected genetics-related topics of current social, environmental or economic importance, and will include student-led investigations into benefits and controversies of those topics and related applications.

Credits 2

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

Behavior and mental life are framed by genetics, profoundly shaped by the circumstances of our development, and implemented by chemical signaling. This course is intended as a compact introduction to biological principles that complement exploration of topics like gender, nature vs. nurture, and sociality from cognitive or cultural perspectives. Topics will include genes and genomes, what it means--in operational terms-- for a cell to be alive, how information is encoded into molecular signals, how a complex animal develops from a single cell (i.e., fertilized egg), and the interactions between DNA and environment in producing complex behavior. The course offers a way for students without a previous background in biology to 1) encounter the analytical tools of current biology; 2) analyze and interpret biological data; 3) apply these basic biological principles to problems in the social and behavioral sciences. This course is not intended for students planning to major, minor, or attend graduate school in the life sciences, and does not substitute for Biology 111.

Credits 4

Biology 127 : Nutrition

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

Credits 3

Biology 129 : Plant Identification Lab

In this field-oriented laboratory, students will explore aspects of body form and growth that characterize different plant groups, acquire basic skills for plant identification, and learn to recognize on sight the most common plant families in the western United States. At least one lab will be substituted by a field trip, and all students will be required to make a plant collection. This lab course is designed for non-majors, and meets concurrently with Biology 229. One three-hour laboratory per week.

Credits 1

Corequisite Courses

[Biology 122: Plant Biology](#)

Biology 130 : Conservation Biology

An introduction to the dynamic and interdisciplinary world of biological conservation. Fundamental principles from genetics, evolution, and ecology will be discussed and then applied to problems including extinction, species preservation, habitat restoration, refuge design and management, and human population growth and its myriad impacts on our environment. Three one-hour lectures and one three-hour laboratory per week. Designed for non-science majors with special applicability for Environmental Studies majors.

Credits 4

Corequisites

Includes a required corequisite lab, Biology 130L.

Biology 140 : The Human Genome

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

Credits 2

Biology 171, 172 : Special Topics in Biology for Nonscience Majors

Lectures (possibly with laboratories) on topics in biology not generally covered by other nonmajor courses in the department. Examples of topics include field biology and evolution. The topic and course credit will be designated prior to registration for the semester in which a special topic for nonscience majors is offered. See the course schedule for any current offerings.

Credits 1-4

Biology 205 : Genetics

The principles which underlie the hereditary processes observed in microbes, plants, and animals. Selected topics include structure, organization, function, regulation, and duplication of the genetic material; protein synthesis and its control; mechanisms and patterns of inheritance; population genetics.

Credits 3

Prerequisites

Biology 111; and Chemistry 125 and 126 (or Chemistry 140). Not open to first-years.

Biology 206 : Genetics Laboratory

Laboratory exercises in molecular and Mendelian genetics. Labs will include DNA isolation, amplification, and characterization, introductions to computer DNA analysis and genomics, and an extended project in Mendelian genetics, involving phenotypic observation and segregation analysis. One three-hour laboratory per week. Prior completion of Biology 205 is recommended, but not required; this lab can be taken after completion of Biology 205 or along with it. Biology 206 cannot count as elective credit for the BBMB major.

Credits 1

Biology 209 : Physiology

An examination of the biological fundamentals of animal physiology that spans cellular mechanisms to whole animal performance. We will focus on the principles of traditional organ-systems physiology while including an integrative perspective. Topics include homeostasis, membrane transport, osmotic balance, gas exchange and respiration, circulation, and neuroendocrine regulation. Includes lectures plus one three-hour laboratory per week. Applies to the Organismal requirement for Biology majors. Formerly Biology 310; may not be taken if previously completed 310.

Credits 4

Prerequisites

Biology 111; or Biology 102 and 102L.

Corequisites

Includes a required corequisite lab, Biology 209L.

Biology 210 : When is science reliable?

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

Credits 2

Recommended Prerequisites

Any statistics course.

Biology 212 : Natural History of the Inland Northwest

This course will engage biology majors with the plants, animals, and topography of a specific biotic province of our region (e.g., Blue Mountains or Walla Walla Valley) within the larger context of its geology and palaeoecological history. The class will emphasize field experiences and interpretation of ecological and evolutionary processes shaping our surroundings with discussion of current environmental issues facing the area. One three-hour class per week, eight six-hour labs, some overnight. Applies to the Ecology/Evolution major requirement.

Credits 4

Prerequisites

Biology 112 (required); Biology 215 or 277 (recommended, previous or concurrent).

Biology 215 : Plant Ecology

This course covers the diverse adaptations of plants to their abiotic and biotic environments from ecological and evolutionary perspectives. Lectures will address effects of climatic factors (water, light, temperature) and soils on plant morphology, physiology, growth, and reproduction, and the complex relationships of plants with other forms of life, especially insects. Three hours of lecture per week, plus one field trip during the semester. Includes an optional lab, Biology 215L. Applies to the Ecology/Evolution major requirement. Offered in alternate years.

Credits 3

Prerequisites

Biology 111 and 112.

Biology 218 : Symbiosis

Symbiosis, which encompasses the interactions and relationships that organisms have with each other, is a major source of evolutionary and ecological novelty. These interactions can be described as antagonistic, defensive, harmful, communal, opportunistic, beneficial, cooperative, or neutral. Symbiotic interactions often fall into one of three categories: commensalism, mutualism, and parasitism. This course explores these categories and interactions from ecological, physiological, and evolutionary lenses. Methods of instruction include lectures, primary literature seminars (in class and discussion board), and problem-based learning (quizzes, exams, presentations and assignments). Applies to the Ecology/Evolution major requirement.

Credits 3

Prerequisites

Biology 111; or Biology 102 and 102L; or consent of instructor.

Biology 220 : Grassland Ecology Lab

Exploration of grassland and shrubland ecosystems based on field trips and research. Research designed to give students experience in the process of ecological science, including observing patterns to develop questions, searching primary literature, evaluating hypotheses and predictions, initiating experiments and gathering data in the field, processing data, statistical analysis, and presenting results in written and graphical form. Fieldwork will involve various physical demands such as hiking and working off-trail on steep slopes. One three or four hour lab per week. Approximately six times during the semester we will depart at noon rather than 1 pm. One required full-day or overnight field trip. Applies to the Ecology/Evolution major requirement.

Credits 1

Biology 221 : Human Anatomy and Physiology I

A survey of the structure and function of the human body that will examine cells, tissues, and the skeletal, muscular, endocrine, and the nervous systems. This course will emphasize both structure and function by integrating anatomical knowledge with principles of physiology from the cellular to the organismal level, including clinical relevance. Lab sessions will include animal dissection, participation of students as subjects (e.g., electromyography), and may incorporate lectures or demonstrations by clinicians/patients. Three lectures and one three-hour laboratory per week. Applies to the Organismal major requirement.

Credits 4

Prerequisites

Biology 111 or consent of instructor.

Corequisites

Includes a required corequisite lab, Biology 221L.

Biology 222 : Human Anatomy and Physiology II

A survey of the structure and function of the human body that will examine cardiovascular, respiratory, digestive, urinary, immune, endocrine, and reproductive systems. This course will emphasize both structure and function by integrating anatomical knowledge with principles of physiology from the cellular to the organismal level, including clinical relevance. Lab sessions will include animal dissection, participation of students as subjects (e.g., respirometry), and may incorporate lectures or demonstrations by clinicians/patients. Three lectures and one three-hour laboratory per week. Applies to the Organismal major requirement.

Credits 4

Prerequisites

Biology 111 or consent of instructor. Biology 221 is *not* a prerequisite.

Corequisites

Includes a required corequisite lab, Biology 222L.

Biology 224 : Animal Development: Determination vs. Plasticity

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

Credits 3

Prerequisites

Biology 111 or consent of instructor.

Biology 225 : Ornithology Lab

An introduction to the study of birds based on field trips, lab activities, and research. Research designed to give students experience in the processes of doing science, including searching primary literature, evaluating hypotheses and predictions, gathering and processing data, statistical analysis, and presenting results in written and graphical form. One three or four hour lab per week. Approximately six times during the semester we will depart at noon rather than 1 pm. One required full-day or overnight field trip. Applies to the Ecology/Evolution major requirement.

Credits 1

Prerequisites

Biology 112; or Biology 102 and 102L.

Biology 227 : Introduction to Nutrition Science & Metabolism

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

Credits 3

Prerequisites

Biology 111 (or Biology 102 and 102L); and Chemistry 126 (or Chemistry 140).

Biology 229 : Plant Identification Lab

In this field-oriented laboratory, students will explore aspects of body form and growth that characterize different plant groups, acquire basic skills for plant identification, and learn to recognize on sight the most common plant families in the western United States. At least one lab will be substituted by a field trip, and all students will be required to make a plant collection. This lab course is designed for biology majors, and meets concurrently with Biology 129. One three-hour laboratory per week. Applies to the Ecology/Evolution major requirement.

Credits 2

Biology 250 : Introduction to Computational Biology

In biological research and study, there is growing demand for scientists capable of integrating computational and mathematical skills to solve complex problems. In this course, students will learn to think abstractly in their approach to solve historic biological problems through the implementation of algorithms and data structures in an object-oriented programming language (Python). To focus these skills in a biological context, students will utilize software and packages developed for biological research, such as those used to analyze large and/or complex data sets (Biopython). Students will gain the necessary syntactical skills used in computer programming that will translate into any future programming language (e.g. R-programming language). Students' programming assignments will develop their skills through paired-programming. Students will be tested on design, documentation, implementation, test-creation, and debugging. They will demonstrate mastery of the fundamentals of computer science through the completion of a final project. Applies to the Molecular/Cell requirement for the Biology major. *Prerequisite:* Biology 205.

Credits 4

Prerequisite Courses

[Biology 205: Genetics](#)

Biology 253 : Plant Physiology

Plant physiology is the study of how plants function, internally as well as in relation to their environment. We will investigate how plants use light, water, and minerals to grow and reproduce, at scales ranging from the molecular to the ecological. The course includes both lecture and laboratory components. Applies to the Organismal major requirement.

Credits 4

Prerequisite Courses

[Biology 111: Biological Principles](#)

Corequisites

Includes a required corequisite lab, Biology 253L.

Biology 256 : Regional Biology

Field biology of a region with emphasis on ecology and evolution in a natural history context. Students will keep field notebooks, and their notebook entries must meet minimum standards. Trips will usually be taken over one long weekend (typically Thursday to Sunday). May be repeated for credit for different destinations. This course does not count toward the major requirements in biology or biology combined majors or minor. Graded credit/no credit. See course schedule for any current offerings.

Credits 1

Prerequisites

Biology 111 and 112; and declared Biology major or minor or Biology-Environmental Studies major.

Biology 260 : Microbiology

Organisms at the micron scale (single-cell organisms) are ubiquitous, fascinating, and mysterious entities that orchestrate biogeochemical cycling, impact the well-being of multicellular organisms, and potentiate transformative biotechnologies. Entire microbial ecosystems thrive within a single droplet of water, persist in the barest landscapes, and survive the harshest environments. This course will explore the physiological mechanisms that microbes have evolved to inhabit almost every habitat on Earth. It will also provide a survey of biology at the microbial level and will outline specific techniques commonly used to identify, study, and harness the power of microbial entities. We will integrate concepts from cell physiology, chemistry, evolution, epidemiology, and biotechnology. Lab work will utilize microscopy, spectrophotometry, and bioinformatic tools to study and manipulate bacteria, fungi, and viruses. Students will learn how to work in a sterile controlled environment, identify bacterial strains, isolate microbes from several environments, and test the metabolic capabilities of isolated microbes. Applies to the Molecular/Cell requirement for the Biology major.

Credits 4

Prerequisite Courses

[Biology 111: Biological Principles](#)

Corequisites

Includes a required corequisite lab, Biology 260L.

Biology 271, 272 : Special Topics in Biology

See course schedule for any current offerings.

Credits 1-4

Biology 277 : Ecology

The relationships of organisms to one another and to the abiotic environment. We will learn ecological concepts and principles important to populations, evolution, inter-specific interactions, communities, landscapes, energy flow, nutrient cycles, and conservation. Three lectures per week. Applies to the Ecology/Evolution major requirement.

Credits 3

Prerequisite Courses

[Biology 111: Biological Principles](#)

Corequisites

Includes an optional corequisite lab, Biology 287.

Biology 287 : Ecology Lab

Field research designed to give students experience in the process of ecological science, including observing patterns to develop questions, searching primary literature, evaluating hypotheses and predictions, initiating experiments and gathering data in the field, processing data, statistical analysis, and presenting results in written and graphical form. Fieldwork will involve various physical demands such as hiking and working off-trail on steep slopes. One three or four hour lab per week. Approximately six times during the semester we will depart at noon rather than 1 pm. Applies to the Ecology/Evolution major requirement.

Credits 1

Corequisites

Includes an optional corequisite lecture, Biology 277.

Biology 288 : Plants and Peoples

The relationship between plants and human societies, drawing examples from different geographical regions and placing emphasis on plants used for food, medicine, clothing, and shelter. Topics will explore the various uses of plants, implications of altering natural habitats and cultural traditions, origins and histories of cultivated plants, development of agriculture and ecological aspects of its practices, including soil management, pest control, plant breeding, and preservation of genetic diversity. Three lectures per week, plus one optional weekend field trip. Applies to the Ecology/Evolution major requirement. Offered in alternate years.

Credits 3

Prerequisites

Biology 111 and 112; or consent of instructor.

Biology 303 : Cell Biology

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

Credits 3

Recommended Prerequisites

Biology 112

Prerequisites

Biology 205 and Chemistry 245; Biology 112 is recommended.

Corequisites

Includes an optional corequisite lab, Biology 304.

Biology 304 : Cell Biology Laboratory

The laboratory extension of Biology 303, the exercises will illustrate principles of eukaryotic cellular biology, with emphasis on modern instrumentation techniques, particularly protein isolation and cell culture techniques. One three-hour laboratory session per week. Applies to the Molecular/Cell major requirement.

Credits 1

Recommended Prerequisites

Biology 112.

Biology 305 : Cellular Physiology and Signaling

This class will cover the essentials of cell biology and can be used in place of Biology 303 to fulfill the cell biology requirement for biology majors (when taken concurrently with Biology 306) and is suitable as an elective for BBMB majors. In particular, this class will emphasize the role of cellular membranes and signaling machinery in regulating proper cell function. Diversity in cellular signaling will be illustrated through investigation of various strategies used to mediate changes in the physiology of single cells and potentially, the organism. Cell communication is critical to cell survival and adaptation. It is an area of biological study that incorporates biochemistry, cell biology/physiology and membrane biophysics — all of which will be specifically highlighted through literature review and discussion sessions. Three lectures per week. Applies to the Molecular/Cell major requirement.

Credits 3

Prerequisites

Biology 111 and Chemistry 245; or consent of instructor. Chemistry 246 is recommended.

Corequisites

Biology 306 (required to fulfill Biology major requirements).

Biology 306 : Cellular Physiology and Signaling Lab

Laboratory exercises in cellular biology will incorporate cell labeling, microscopy, biochemical analysis, and pharmacological manipulation to assess cell physiology (e.g., motility, metabolism, development, and signaling). One three-hour laboratory per week. Applies to the Molecular/Cell major requirement.

Credits 1

Biology 315 : Comparative Vertebrate Anatomy

The structure and function of vertebrates within an evolutionary context. By the end of the course students should have gained a familiarity with the structural diversity of the 60,000 or so living vertebrates and some of their extinct ancestors, a detailed knowledge of the anatomy of a few "representative" vertebrates studied in lab, and an understanding of the major structural trends and innovations in the history of vertebrates. Three lectures and one three-hour laboratory per week. This course is especially recommended for students planning careers in medicine or veterinary medicine or with an interest in evolutionary biology. Applies to the Organismal major requirement.

Credits 4

Prerequisites

Biology 111 and 112; or Biology 102 and 102L.

Corequisites

Includes a required corequisite lab, Biology 315L.

Biology 316 : Transformations in Vertebrate Evolution

This course explores major transformations that vertebrates have undergone in the course of their 500 million year history. For example, how and why did fishes first make the transition to land? How and why did whales (and ichthyosaurs, plesiosaurs, sea turtles and others) make the transition back to water from land? How did flying birds evolve from running dinosaurs? Drawing on the primary literature, from multiple levels of biological organization and integrating research from a range of disciplines (e.g. palaeontology, developmental biology, phylogenetic systematics, ecology), students will explore these and other important transformations in the evolutionary history of vertebrates.

Applies to the Ecology/Evolution major requirement.

Credits 2

Prerequisites

Biology 112 and 205 (required). At least one other 300-level Biology course (recommended).

Biology 317 : Genetic Engineering in the 21st Century

Recent scientific advances such as genome sequencing and CRISPR gene editing have enabled us to "hack" the very building blocks of life in microbes, plants, and animals. Will genetic engineering come to revolutionize the 21st century in the same way that computer engineering did in the 20th century? This advanced seminar course will explore the biological principles underlying genetic engineering technologies and the impact they are having on medicine, agriculture, and the environment. Most readings will come from the primary research literature, and the class will be a mix of presentation and discussion, with overviews and background material given by the instructor. Applies to the Molecular/Cell major requirement and as an elective for BBMB majors.

Credits 2

Prerequisite Courses

[Biology 205: Genetics](#)

Biology 319 : Developmental Biology Seminar

Only 30-50% of all human conceptions survive to birth, due to faults in cellular and molecular regulation of development, but even after birth, developing tissues continue to be vulnerable to insult. This upper level seminar course will focus on embryonic and early postnatal development and developmental disorders due to genetic mutations or environmental conditions. Most readings will come from the primary literature, and the class will be a mix of presentations and discussion, with overviews and background material given by the instructor. Applies to the Molecular/Cell major requirement.

Credits 2

Prerequisite Courses

[Biology 111: Biological Principles](#)

[Biology 205: Genetics](#)

Biology 320 : Neurobiology

This course emphasizes the cellular and molecular biology of neurons as a basis for understanding how the nervous system controls behavior. Topics include the structure and function of neurons and glia, synaptic transmission, brain development and regeneration, sensory and motor systems, brain mechanisms of learning and memory, clinical issues, and becoming a neuroscientist. The laboratories will emphasize hands-on experience with techniques used to study the brain in current research including neuroanatomy, neurocytology, neurophysiology, analysis of neuronal gene expression, and observation of living neurons in culture. Three hours of lecture and one three-hour laboratory per week. Applies to the Molecular/Cell major requirement.

Credits 4

Recommended Prerequisites

Biology 112; and Biology 303 and 304 (or Biology 305 and 306).

Prerequisites

Biology 111 (or Biology 102 and 102L); and Biology 205.

Corequisites

Includes a required corequisite lab, Biology 320L.

Biology 323 : Neurophysiology

This course will introduce students to the multidisciplinary field of neurophysiology from cellular processes to integrated central and peripheral nervous systems functions. The course will examine core principles of neuroanatomy, membrane excitability, neuronal signaling, sensory and motor function, neuroendocrine regulation of integrated organismal physiology (e.g., cardiovascular), and abnormalities that give rise to neurological disorders. Laboratory exercises will emphasize core concepts and methodology, and may incorporate lectures/demonstrations by clinicians/patients and integrative case studies. Three lectures and one three-hour laboratory per week. Applies to the Organismal Biology major requirement and as an elective for BBMB majors.

Credits 4

Prerequisite Courses

[Biology 111: Biological Principles](#)

Prerequisites

Biology 303 or 305 or BBMB 325 (highly recommended).

Corequisites

Includes a required corequisite lab, Biology 323L.

Biology 327 : Biology of Amphibians and Reptiles

Herpetology is the study of amphibians and reptiles. In this course, taxonomy, life history, behavior, physiology, ecology, etc., of frogs, salamander, turtles, lizards, snakes, crocodiles, and others will be presented in the context of the evolutionary history of this diverse assemblage of vertebrates. In the course of the semester, students will prepare an essay on a herpetological topic of their choice. Three lectures per week. Applies to the Ecology/Evolution major requirement.

Credits 3

Corequisites

Includes an optional corequisite lab, Biology 337.

Biology 328 : Evolutionary Developmental Biology

Evolution and development are inexorably linked and genetics is the tie that binds them. This interdisciplinary class explores how genetic and developmental mechanisms have evolved to produce biological diversity. Through lectures, class discussions, and activities, and analysis of both classic and cutting-edge scientific papers, we will examine the contributions of all three research areas to the emerging field of "evo-devo". Three lectures per week. Applies to the Organismal major requirement.

Credits 3

Prerequisite Courses

[Biology 111: Biological Principles](#)

[Biology 205: Genetics](#)

Corequisites

Includes an optional corequisite lab, Biology 338.

Biology 329 : Developmental Biology

This upper-level course addresses how a complex multicellular organism arises from a single cell, the fertilized egg. The course is framed by questions formulated using classic experiments in experimental embryology and current molecular and cellular approaches that yield new answers to these questions. Emphasis is on how specialized form and pattern develop in animals; ethical and social issues relevant to developmental biology also are discussed. Labs emphasize independent experimentation and current techniques including time-lapse and digital microscopy of living cells and organisms. Three lectures and one three-hour laboratory per week. Applies to the Molecular/Cell major requirement.

Credits 4

Prerequisites

Biology 111 (or Biology 102 and 102L); and Biology 205; and Chemistry 245.

Corequisites

Includes a required corequisite lab, Biology 329L.

Biology 330 : Human Physiology

A survey of the functions of the human body using disease states to illustrate key physiological processes. This course will cover in detail the endocrine, nervous, muscular, cardiovascular, respiratory, digestive, renal, and immune systems and will offer an overview of integrative functions such as electrolyte and metabolic regulation. This course will examine a sample of pathological states as a springboard for understanding principles of physiology and use case studies to synthesize and apply knowledge from cellular/tissue processes to integrated organ-systems functions. Foundational principles of physiology will be investigated and emphasized through experimental laboratory work. Lab sessions will also incorporate lectures or demonstrations by clinicians/patients and/or tours of hospital clinics. Applies to the Organismal Biology major requirement and is suitable as an elective for BBMB majors. Given extensive overlap with Biology 310, students may not take both courses for credit. Three lectures and one three-hour laboratory session per week

Credits 4

Prerequisites

Biology 111 and Chemistry 245; or consent of instructor.

Corequisites

Includes a required corequisite lab, Biology 330L.

Biology 331 : Synthetic Cell Biology

Synthetic biologists take apart, rebuild, and repurpose parts of a cell in order to program and probe cell behavior. To do this, synthetic biologists utilize approaches from cell biology, engineering, molecular genetics, and biochemistry. This advanced course will survey the questions addressed by synthetic biology research, the molecular approaches utilized, and the implications of this work in the realms of biomedicine and agriculture. A key component of this survey will be the lab, wherein students will engage in a synthetic biology research project. Course-work will include reading and discussion of primary research literature, lectures to provide background information, student-led presentations, scientific writing, and hands-on lab work. The course will consist of 2.5 hours of lecture/discussion and one 3-hour lab per week. Applies to the Molecular/Cell major requirement and as an elective for BBMB majors. Students who received credit for BIOL 374 ST: *Molecular and Synthetic Biology* cannot receive credit for this course.

Credits 4

Prerequisite Courses

[Biology 205: Genetics](#)

[Chemistry 245: Organic Chemistry I](#)

Biology 337 : Biology of Amphibians and Reptiles Lab

Labs will focus on study of preserved specimens, and identification of amphibian and reptile species from all over the world. Students also will learn to identify all local species. One three-hour lab per week. Applies to the Ecology/Evolution major requirement.

Credits 1

Corequisite Courses

[Biology 327: Biology of Amphibians and Reptiles](#)

Biology 338 : Evolutionary Developmental Biology Lab

The Evolutionary Developmental Biology Lab is designed to accompany the associated lecture course (Biology 328). Students will gain hands-on experience in acquiring and analyzing data using a variety of techniques common in the field of "evo devo", and will then work in small groups to apply these skills to develop and test hypotheses regarding a "mystery" developmental mutant of either the mustard plant *Arabidopsis* or the fruit fly *Drosophila*. Applies to the Organismal major requirement.

Credits 1

Prerequisite Courses

[Biology 111: Biological Principles](#)

[Biology 205: Genetics](#)

Corequisites

Biology 328 (optional).

Biology 342 : Gene Discovery and Functional Genomics

An advanced course providing an introduction to how biologists discover genes and determine their roles in diverse biological processes in both plants and animals. Research literature will provide examples of gene identification by forward genetics, molecular methods, transcriptomics, and genomics. We will discuss genome annotation and functional analysis by reverse genetics and other genome-based methods. Class will include reading and discussion of primary research literature, some lecture to provide background information, student presentations, and some hands-on work with genome or gene expression databases. Conceptual familiarity with recombinant DNA techniques, molecular methods, and sequence databases covered in Genetics and Genetics Lab is expected. Applies to the Molecular/Cell major requirement.

Credits 2

Prerequisites

Biology 205 and 206; or consent of instructor.

Biology 350 : Evolutionary Biology

Designed for the upper-level biology major, this course emphasizes the importance of evolutionary theory to biology. Using modern examples in population biology, molecular evolution and phylogenetics, students will gain a firm foundation in the mechanisms of evolution, speciation, and extinction, and an appreciation of the applicability of evolutionary principles to current issues in areas such as conservation, medicine, and social behavior. Three lectures and one three-hour lab per week. Applies to the Ecology/Evolution major requirement.

Credits 4

Prerequisites

Required: Biology 111 (or Biology 102 and 102L); and Biology 205. Recommended: Biology 112; and 215 or 277.

Corequisites

Includes a required corequisite lab, Biology 350L.

Biology 371-374 : Special Topics in Biology

See the course schedule for any current offerings.

Credits 1-4

Biology 401, 402 : Seminar

Selected advanced topics in biology. Examples of recently offered topics include bioethics, evolution, and nutrition. Course topic and credit to be designated by instructor. Students will be expected to complete readings, make presentations, and participate in discussions about the selected topics. The topic and course credit will be designated prior to registration for the semester in which a seminar is offered; consult the chair of the department for information. See course schedule for any current offerings.

Credits 1-3

Biology 471, 472 : Special Topics

Lectures (possibly with laboratories) on advanced topics in biology not generally covered in other courses in the department. Examples of topics offered include plant systematics, invertebrate biology, biology of amphibians and reptiles, entomology, and immunology. The topic and course credit will be designated prior to registration for the semester in which a special topic is offered. See course schedule for any current offerings.

Credits 1-5

Biology 481, 482 : Special Projects

Selected topics of an experimental or descriptive nature, arranged with individual students who are prepared to undertake semi-independent work. The students will consult with the faculty member most closely associated with the area of interest to determine if the topic is suitable and can be successfully accomplished with the available material and library facilities. This consultation should take place in the semester preceding the anticipated research project.

Credits 1-4

Prerequisites

Consent of instructor.

Biology 490 : Senior Thesis

After carrying out a supervised research project involving laboratory experiments, fieldwork, and/or data analysis, senior Biology and Bio- combined majors will write a thesis on the research in accepted scientific style, with guidance from a faculty thesis instructor. Research can take place between sophomore and senior years. Seniors should register for the thesis section supervised by their thesis instructor. Each student is required to give a short seminar presentation of his/her results to the faculty and other students in the major. A total of 3 credits, spread over two semesters, are required for the Biology major.

Credits 1-3

Prerequisites

Consent of instructor. Open only to senior Biology, BBMB, or Biology-combined majors.

Biology 498 : Honors Thesis

Honors students will finish data collection and write a thesis on the research in accepted scientific style. One or more initial drafts of the thesis will be required before the final version is due in the library. Presentation of results to the staff and other biology majors is required. Students register for Biology 490, but are awarded credits in Biology 498 if honors are earned. Credit cannot be earned simultaneously for Biology 498 and 490.

Credits 1-3

Prerequisites

Consent of instructor; and admission to honors candidacy.

Biology 499 : Senior Seminar

Each student will attend a weekly, one-hour seminar where students present the results of their senior theses. Course is graded credit/no credit. Open only to senior Biology majors.

Credits 1

Prerequisites

Senior standing.

Brain, Behavior, and Cognition

Co-Director: Nancy Day, Psychology

Co-Director: Ginger Withers, Biology

Paul Hamilton, Psychology

Wally Herbranson, Psychology

Thomas A. Knight, Biology

Matthew Prull, Psychology

Christopher Wallace, Biology

Rachel Wilson, Biology

About the Major

The Brain, Behavior, and Cognition (BBAC) major integrates foundational knowledge from courses in Biology and Psychology as they apply to neural science. Students majoring in BBAC will interrogate what, if anything, is special about the human brain, and how diversity in nervous system organization contributes to specializations in behavioral complexity and diversity across animal species.

Learning Goals

Upon graduation, students will:

- Have a basic understanding of the structure and function of the nervous system, and know core concepts that are the basis for understanding the neural sciences, drawing from biology, psychology, chemistry, and related foundational areas.
- Be able to apply the scientific method to evaluate published work, to conduct a structured scientific inquiry, and to be able to collect, analyze and interpret scientific information.
- Be capable of communicating scientific knowledge in written and oral forms.
- Apply the principles of research ethics, including responsible conduct of research, and research with human subjects or nonhuman animals, and understand the value of animal models in the study of neural sciences.

Brain, Behavior, and Cognition Major

Program of Study Type

Major

Total credit requirements for a Brain, Behavior, and Cognition major: 53-59 (19 in Biology, 18 in Psychology, 4 in BBAC, and 13-18 in supporting Science and Interdisciplinary courses)

- **Required Biology Courses**
 - Biology 101, 101L, 102, and 102L
 - 3-4 credits in Biology 320, 323, or a Biology special topic in neuroscience at the 200- or 300-level
 - Note 300-level Biology courses require completion of a 200-level course as a prerequisite; Biology 320 requires Biology 205 as a prerequisite.
 - 8 additional credits chosen from:
 - An additional neurobiology course (Biology 320, 323, or 200-to-300-level Biology special topic in neuroscience)
 - Cell, Molecular and Developmental Biology: Biology 205, 206, 224, 227, 319, and 329
 - Anatomy and Physiology: Biology 209, 221, 222, and 315
 - Other Biology courses as noted in the course description or approved by the Program Director
- **Required Psychology Courses**
 - Psychology 110
 - 8 credits chosen from Psychology 215, 225, 229, and 290
 - 4 additional credits chosen from:
 - Clinical/Personality foundation area: Psychology 216, 260, or 270
 - Developmental foundation area: Psychology 218, 219, or 240
 - Psychology 217 or 220 (note Psychology 220 requires instructor consent and Psychology 210 as a prerequisite)
 - 3 credits chosen from the following 300-level seminars: Psychology 309, 310, 315, 317, 318, 335, 339, or 349; or another Psychology seminar as approved by the Program director
- **Required Brain, Behavior, and Cognition Courses**
 - 3 credits of BBAC 490 or 498
 - BBAC 499
- **Required Supporting Science Courses**
 - 3-4 credits of statistics, chosen from:
 - Mathematics 128 or 247

- Psychology 210
- Economics 227
- Chemistry 125, 126, 135, and 136; or 140
 - Students interested in going to graduate school for neuroscience are recommended to also take Chemistry 245.
- **Required Interdisciplinary Courses**
 - 6 additional credits, chosen from any of the following:
 - Anthropology 217, 228, 358, and 360
 - Biochemistry, Biophysics, and Molecular Biology 325, 326, and 430
 - Computer Science 167, 215, and 267
 - Economics 215 and 325
 - Philosophy 200, 210, 217, 261, 262, 315, and 332
 - Rhetoric, Writing, and Public Discourse 225 and 325
 - Other courses as approved by the Program Director
- **Senior Requirements**
 - BBAC 490 or 498; and 499
 - Senior assessment
 - Research-based thesis
 - Oral examination
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Earn a grade of at least A- on the honors thesis.
 - Pass the senior assessment with distinction.
 - Chair of the program will notify the Registrar of students who are candidates for honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No more than 4 credits in independent study may be applied toward the major.
 - No courses may be taken P-D-F after declaration.

Total Credits

53-59

Brain, Behavior, and Cognition Course Descriptions

Brain, Behavior, and Cognition 481, 482 : Special Projects

Research projects or independent studies arranged with individual students. The students must consult with a faculty member prior to the semester of the anticipated project to determine if the project is suitable, and the project must be done with the supervision of a Whitman faculty member.

Credits 1-2

Prerequisites

Consent of instructor.

Brain, Behavior, and Cognition 490 : Senior Thesis

After carrying out a supervised research project involving the collection and analysis of data, seniors will write a thesis on that research in an accepted scientific style with guidance from the thesis instructor. Research can take place between the sophomore and senior year, and may be completed at another institution. Each student also will publicly present their research results in the BBAC 499 Senior Seminar. A total of three credits are required in the senior year; credits may be taken in the Fall and/or Spring.

Credits 1-3

Prerequisites

Consent of instructor.

Brain, Behavior, and Cognition 498 : Honors Thesis

Research and writing of the senior honors thesis. Students register for BBAC 490, not for BBAC 498. The registration will be changed from BBAC 490 to 498 for those students who attain honors in BBAC. Open only to senior BBAC majors.

Credits 3

Brain, Behavior, and Cognition 499 : Senior Seminar

The senior seminar will serve as the capstone of the major by providing a forum for all seniors to present their thesis research, address questions and discuss their work with their peers.

Credits 1

Chemistry

Chair: Dalia Biswas

Nathan Boland

Jonathan Collins (*on sabbatical, 2024-2025*)

Frank Dunnivant

Marion Götz

Thomas Green

Machelle Hartman

Mark Hendricks

Marcus Juhasz

Timothy Machonkin (*on sabbatical, 2024-2025*)

About the Department

The chemistry curriculum at Whitman College offers a wide range of courses that provide in-depth exposure to chemical principles with hands-on laboratory experiences. Students use advanced instrumentation and computational simulations to explore the nature and composition of matter and the laws that govern chemical/biochemical reactions. The Chemistry major is designed to help students develop chemical intuition and the ability to apply these principles to solve a range of real-world problems.

Learning Goals

Upon graduation, a student will be able to:

- Meet nationally set standards in analytical, organic, inorganic, and physical chemistry.
- Communicate scientific findings and information in graphical, written and oral format, both to technical and nontechnical audiences.
- Apply chemical knowledge, intuition, and logic to interpret data and devise and defend solutions to real-world problems.
- Use appropriate mathematical, computational, and analytical techniques to solve chemical problems.
- Work collaboratively, design experiments, and perform standard laboratory techniques to collect data.
- Employ modern scientific literature search tools to locate, retrieve, and organize scientific information.
- Identify and mitigate risks in a chemistry laboratory.
- Pursue career objectives in post-graduate education, industry, government, and other areas.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Chemistry counting toward distribution areas are as follows:

Sciences or quantitative analysis: Chemistry 100, 102, 125, 126, 135, 136, and 140

Sciences: 245

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Advisory Information

Introductory General Chemistry Courses: General Chemistry is required for several science majors. These courses provide a survey of the important topics and concepts in chemistry at the introductory level. A required General Chemistry Placement test is used to determine placement in courses that fulfill the first-year General Chemistry requirements. Option 1 is a yearlong general chemistry sequence of lectures and labs (Chemistry 125, 126, 135, 136). Problem-Solving in Chemistry (Chemistry 111) is a co-requisite for Chemistry 125, depending on the placement score. Option 2 is an accelerated one-semester Advanced General Chemistry lecture and lab (Chemistry 140). Students with an AP score of 4 or 5 receive credit for Chemistry 125 but not for Chemistry 135 lab. Students with AP/IB credit are strongly encouraged to enroll in Advanced General Chemistry (Chemistry 140). Premedical students should note that most medical schools require a full year of Organic Chemistry lecture (Chemistry 245 and 246), and two credits of Organic Laboratory Techniques I and II (Chemistry 251 and 252).

Chemistry/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as chemical engineering and environmental engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

- **Required Courses**
 - Computer Science 167
 - Mathematics 225 and 244
 - Physics 145 or 155; and 156
 - Chemistry 125 and 135; or 140
- **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**
- **Notes**
 - Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Chemistry/Pre-Engineering Majors

Prepares students for fields such as chemical engineering and environmental engineering.

- **Required courses**
 - Complete the common Pre-Engineering course requirements.

- Chemistry 126 and 136; or 140
- Chemistry 245, 246, 251, 252, 310, and 345
- Chemistry 320; or 346 and 352

Total Credits

45-52

Biochemistry, Biophysics, and Molecular Biology Major

Program of Study Type

Combined Major

Total credits required for a BBMB major: 63 credits, including supporting Chemistry and Mathematics courses, for students who started the major before Fall 2024; 66 credits for students starting in Fall 2024 or later.

- **Required Biology Courses**
 - For students who started before Fall 2024: Biology 111 and 205
 - For students starting in Fall 2024 and later: Biology 101, 101L, 102, 102L, and 205
- **Required Chemistry Courses**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245, 246, 251, and 252
- **Required Physics Courses**
 - Physics 145 or 155; and 156
- **Required Mathematics Courses**
 - Mathematics 225 (*prerequisites:* Mathematics 124 or 125; and 126)
- **Required BBMB Courses**
 - BBMB 324, 325, 326, 334, 335, 336, and 400
- **Additional Required Courses**
 - BBMB, Biology, Chemistry, or Physics 490 or 498
 - At least 7 additional credits from courses at the 200-level or above in BBMB, Biology (excluding Biology 206), Chemistry, Computer Science, Mathematics and Statistics, or Physics
- **Senior Requirements**
 - BBMB 400 and BBMB, Biology, Chemistry, or Physics 490 or 498
 - Senior assessment
 - Oral examination administered by two faculty members
 - Research-based thesis
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis.
 - Pass both the oral and written components of the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students who are candidates for honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Only 1 credit of Chemistry 401, 402, or Mathematics 299 may be applied toward the major.
 - Up to 2 credits of independent projects (Biology 481, and 482, Chemistry 390, 451, and 452, Computer Science 481 and 482, or Physics 483 and 484) can count for elective credit.
 - No P-D-F courses.

Total Credits

63-66

Chemistry-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Chemistry-Environmental Studies major: 56-61 (25-30 in Chemistry, 6 in Mathematics, and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Chemistry-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Chemistry Courses**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245, 246, 251, 252, and 310
 - Two courses chosen from Chemistry 320, 346, and 388
 - One credit of Chemistry 401, taken no later than the second to last semester
 - One credit of Chemistry 490 or 498
- **Required Mathematics Courses**
 - Mathematics 124 or 125; and 126
- **Senior Requirements**
 - One credit of Chemistry 490 or 498, in which a thesis is written
 - One-hour oral examination
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.

- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	56-61

Chemistry-Geology Major

Program of Study Type

Combined Major

Total credit requirements for a Chemistry-Geology major: 51-55 (16-20 in Chemistry, 25 in Geology, and 10 in supporting Science courses)

- **Required Chemistry Courses (16-20 Credits)**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 310
 - Choose two of the following options, including at least one lab (indicated with an asterisk *):
 - Chemistry 320*
 - Chemistry 346 (with or without 1-credit lab, Chemistry 352*)
 - Chemistry 305 or 388*
- **Required Geology Courses (25 Credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, 358, 405, 460, and 470
- **Required Supporting Science Courses (10 Credits)**
 - Mathematics 124 or 125, and 126
 - Physics 145 or 155
- **Senior Requirements**
 - Geology 470
 - Senior assessment:
 - Comprehensive written exams in both Geology and Chemistry
 - One-hour oral exam by Chemistry and Geology faculty
- **Honors**
 - Students do not apply for admission to candidacy for Honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project course (Chemistry or Geology 498).
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F may be applied to the major.
 - Majors are strongly encouraged to complete a senior research project, enrolling in:

- One credit of Chemistry 401
- Two credits of Chemistry 490 or 498, or three credits of Geology 490 or 498

Total Credits

51-55

Chemistry Major

Program of Study Type

Major

Total credit requirements for a Chemistry major: A student who enters Whitman without any previous college-level chemistry courses will require up to 40 Chemistry credits to fulfill the major requirements. Additionally, 10 credits are required from courses in Mathematics and Statistics (see the major requirements below).

- **Required Chemistry Courses**

- Introductory General Chemistry: 125, 126, 135, and 136; or 140
- Organic Chemistry: 245, 246, 251, and 252
- Analytical Chemistry: 310
- Physical Chemistry: 345
- Inorganic and Advanced Synthesis: 360 and 370
- Chemistry Seminar: 401 or 402, taken no later than the penultimate semester
- Research/Thesis: at least two credits of 490 or 498, at least one of which must be taken during the final semester
- Choose two of the following options:
 - Biochemistry: BBMB 325 and 335 (see note about the Biology 101 and 101L prerequisite waiver)
 - Physical Chemistry: Chemistry 346 and 352
 - Instrumental Chemistry: Chemistry 320

- **Required Supporting Science Courses**

- Mathematics 124 or 125
- Mathematics 126 and 225

- **Senior Requirements**

- Chemistry 401 or 402
- At least two credits of Chemistry 490 or 498
- One-hour oral examination
- Written thesis

- **Honors**

- Students do not apply for admission to candidacy for honors.
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

- **Notes**

- It is strongly recommended that students have a minimum grade point of 2.50 averaged over their most recent General Chemistry, Organic Chemistry, and Calculus courses at the time of declaring their major.
- Students who wish to complete the American Chemical Society certified major must:
 - Take BBMB 325. Note that Biology 102 and 102L are prerequisites. Declared Chemistry majors only need to take Biology 102 and 102L, without the prerequisite of Biology 101 and 101L. The Biology 101/101L prerequisite will be waived for declared Chemistry majors.
 - Complete one year of college-level physics with laboratory (Physics 145 or 155; and 146 or 156).
- Those interested in graduate school should consider additional coursework in Mathematics and Statistics (240, 244, or 367) or possibly in Biology, and should consult with their advisor.

- No courses may be taken P-D-F after declaration.

Total Credits

46-50

Chemistry Minor

Program of Study Type

Minor

- **Required Courses (15 Credits)**

- Chemistry 126 and 136, or 140 (note: 125 and 135 is prerequisite for 126 and 136)
- Chemistry 245, 246, 251, and 252
- At least one of the following: Chemistry 310, 345, 346, 388, or BBMB 325.

- **Notes**

- Chemistry 401 and 402 cannot be applied to the minor.
- No courses may be taken P-D-F after declaration.

Total Credits

15

Chemistry Course Descriptions

Chemistry 100 : Introduction to Environmental Chemistry and Science

The goal of this course is to prepare students to be environmentally responsible citizens and empower them with scientific knowledge to make the right decisions concerning the environment. Chemistry 100 is a one-semester introduction to important topics in the environmental sciences. Emphasis will be placed on historic environmental success and what major problems remain to be solved. Topics will include the availability of clean water, effective wastewater treatment, restoration of the stratospheric ozone layer, the removal of anthropogenic produced lead, past and current endocrine disruptors, the proper use of risk assessment, appropriate actions to combat human-caused global warming, and an effective environmental legal national and international framework. Emphasis will be placed on the chemistry of each topic. No chemistry background is presumed. Highly recommended for environmental studies students not majoring in a natural science. Students may not receive credit for Chemistry 100 if they have taken Chemistry 125 or a more advanced college chemistry course. Working knowledge of college-level algebra is required. Three lectures per week; no lab.

Credits 3

Chemistry 102 : Chemistry in Art

This course for nonscience majors, will cover the principles of chemistry within the context of the production, analysis, and conservation of art. The influence of science and technology on art will be explored through such topics as color theory; the chemistry of pigments, dyes, binders, papers, inks, and glazes; forensic analysis of forgeries; conservation of works of art; and photography. Possible laboratory topics include pigments, etching, papermaking, textile dyeing, ceramics, electroplating, jewelry making, alternative photographic methods, and fused glass. No artistic skill or chemistry background is presumed. Students may not receive credit for Chemistry 102 if they have completed any other college-level chemistry course. Three lectures and one three-hour laboratory per week.

Credits 4

Corequisites

Includes a required corequisite lab, Chemistry 102L.

Chemistry 111 : Problem-Solving in Chemistry

This course focuses on developing skills and strategies relevant to solving the types of quantitative problems found in general chemistry. Students will learn to parse information given—and not given—in word problems, identify the information content of equations, and develop strategies to apply algebraic manipulation to solve problems of a range of complexity. Graded credit/no credit. Does not fulfill science or quantitative analysis distribution. May not be applied to the Chemistry major or minor.

Credits 1

Corequisite Courses

[Chemistry 125: General Chemistry I](#)

Chemistry 112 : Problem-Solving in Chemistry II

This course builds on the skills and strategies developed in Chem 111 relevant to solving the types of quantitative problems found in general chemistry. Students will learn to parse information given—and not given—in word problems, identify the information content of equations, and develop strategies to apply algebraic manipulation to solve problems of a range of complexity. Graded credit/no credit. May not be applied to the Chemistry major or minor.

Credits 1

Prerequisites

Chemistry 111; or consent of instructor.

Corequisite Courses

[Chemistry 126: General Chemistry II](#)

Chemistry 125 : General Chemistry I

The first semester of a yearlong course in general chemistry. Topics include: matter and measurement; atoms, molecules, and ions; composition of substances and solutions; electronic structure of atoms; periodic properties of elements; chemical bonding and molecular geometry; stoichiometry of chemical reactions; gases, liquids, and solids; and properties of solutions. Problem-solving involves the use of algebra, including logarithms and the quadratic equation.

Credits 3

Corequisites

Chemistry 111 (unless placed out with a mandatory qualifying exam taken online prior to the Fall semester); and Chemistry 135.

Chemistry 126 : General Chemistry II

The second semester of a yearlong course in general chemistry. Topics include: thermodynamics (including enthalpy, entropy, and free energy); chemical equilibrium; acid-base equilibria; other ionic equilibria; transition metals and coordination chemistry; electrochemistry; kinetics; and nuclear chemistry. Problem-solving involves the use of more sophisticated algebraic manipulation than found in Chemistry 125.

Credits 3

Prerequisite Courses

[Chemistry 125: General Chemistry I](#)

Corequisite Courses

[Chemistry 136: General Chemistry Lab II](#)

Corequisites

Geology and Geology-Environmental Studies majors are exempt from the Chemistry 136 corequisite.

Chemistry 135 : General Chemistry Lab I

Laboratory exercises in physical and chemical properties of matter, with an introduction to both qualitative and quantitative methods of analysis. Topics include molecular structure, chemical synthesis, acid-base chemistry, gas laws, limiting reactant and colligative properties. The methods of analysis include volumetric, gravimetric and spectrophotometric methods. Reports will focus on fundamentals of scientific communication and data analysis (including the use of Excel). One three-hour laboratory per week.

Credits 1

Corequisite Courses

[Chemistry 125: General Chemistry I](#)

Chemistry 136 : General Chemistry Lab II

A continuation of Chemistry 135 with emphasis on descriptive chemistry and discovery-based experiments. Topics include synthesis, thermochemistry, equilibria, acid-base chemistry, kinetics, and electrochemistry. The methods of analysis include volumetric, gravimetric and spectrophotometric methods. Reports will focus on scientific communication and data analysis (including the use of Excel). One three-hour laboratory per week.

Credits 1

Prerequisite Courses

[Chemistry 135: General Chemistry Lab I](#)

Corequisite Courses

[Chemistry 126: General Chemistry II](#)

Chemistry 140 : Advanced General Chemistry

A one-semester accelerated course in introductory chemistry designed for students with AP or IB chemistry or other strong high school background in chemistry. The topics will include, but are not limited to, introductory chemistry concepts covered in CHEM 125-126, and will be covered in a greater detail at a faster pace. Laboratory experiments will complement the concepts developed in lecture, and will develop students' skills in gravimetric and volumetric analysis, quantitative reasoning, and data acquisition, analysis and visualization. Problem solving involves the use of algebra and some basic calculus. Three lectures and one three-hour laboratory per week.

Credits 4

Prerequisites

Mathematics 124 or 125 (or equivalent); and a score of 4 or 5 on the AP Chemistry exam, a score of 5 or higher in IB Chemistry (HL), or a passing score on a qualifying exam taken online prior to Fall semester registration.

Corequisites

Includes a required corequisite lab, Chemistry 140L.

Chemistry 171, 172 : Special Topics in Chemistry

See course schedule for any current offerings.

Credits 1-4

Chemistry 245 : Organic Chemistry I

The first semester of a yearlong course in organic chemistry. Topics include reaction mechanism, nomenclature, stereochemistry, spectroscopy, and the synthesis and reactions of alkyl halides, alkenes, alcohols, ethers, and alkynes. Three lectures per week.

Credits 3

Prerequisites

Chemistry 126 or 140.

Chemistry 246 : Organic Chemistry II

A continuation of Chemistry 245. Topics include spectroscopy, aromatic chemistry, carbonyl compounds, and biomolecules such as carbohydrates and amino acids. Three lectures per week.

Credits 3

Prerequisite Courses

[Chemistry 245: Organic Chemistry I](#)

Chemistry 251 : Organic Laboratory Techniques I

Introduction to fundamental organic laboratory techniques. Topics include recrystallization, distillation, melting point determination, chromatography, extraction, and one-step syntheses. One three-hour laboratory per week.

Credits 1

Prerequisites

Chemistry 126 or 140.

Chemistry 252 : Organic Laboratory Techniques II

Continuation of organic laboratory techniques involving intermediate exercises. The course covers more challenging syntheses as compared to Chemistry 251, as well as multistep synthesis and spectroscopic analysis of products. One three-hour laboratory per week.

Credits 1

Prerequisite Courses

[Chemistry 251: Organic Laboratory Techniques I](#)

Chemistry 275 : Computational Chemistry: Structure and Reactivity of Organic Molecules

Application of quantum mechanics in organic molecules will be covered in this course. Topics will include molecular orbital theory, conformational analysis, chemical bonding, aromaticity, molecular spectra (IR, NMR), selectivity, transition states, and thermodynamics and kinetics of reaction mechanism. Students will be introduced to sophisticated quantum chemistry software for these calculations. A combination of lecture and hands-on tutorials will be offered during the class, which will improve students' ability to generate chemical models essential for understanding the structure and reactivity of organic molecules. No prior knowledge of quantum mechanics is needed beyond the general chemistry level.

Credits 2

Prerequisite Courses

[Chemistry 245: Organic Chemistry I](#)

Corequisite Courses

[Chemistry 246: Organic Chemistry II](#)

Chemistry 305 : Global Chemical Cycles

Chemical cycling is integral to many global processes: water cycling sustains life, mineral nutrients move from rocks to open oceans, carbon cycling regulates climate, and weather and water transports synthetic compounds from pole to pole. This course will apply basic chemical principles (thermodynamics, kinetics, redox, acid-base chemistry, solubility, etc.) to develop students' understanding of chemistry in lakes, streams, oceans, and soils. Students will integrate concepts from chemistry, biology, geology, physics, environmental science and humanities to evaluate case studies such as: CO₂ cycling in oceans, nutrient pollution in lakes and streams, biouptake of nutrients and pollutants, and drinking water disinfection.

Credits 3

Prerequisites

Chemistry 125, 126, 135 and 136 (or Chemistry 140); and sophomore status or above.

Chemistry 310 : Quantitative Analysis and Chemical Equilibrium

The methods of quantitative analysis and principles of chemical equilibrium emphasizes the collection, analysis, and communication of quantitative data as applied to chemical equilibria. Lectures will cover concepts of statistical analysis, data processing, spectroscopy, ionic strength, and equilibria (acid-base, precipitation, complexation, and oxidation-reduction). Laboratory exercises explore and elucidate the concepts and methods developed in lecture, and include quantitative experimentation with gravimetric, titrimetric, and spectroscopic instrumental methods. Additional instruction is provided for the use of spreadsheets for data analysis and graphing. Two 80 minute lectures and one three-hour laboratory per week.

Credits 4

Prerequisites

Chemistry 126 and 136; or Chemistry 140.

Corequisites

Includes a required corequisite lab, Chemistry 310L.

Chemistry 320 : Instrumental Methods of Analysis

This course deals with sample preparation, data analysis, method development, and the theory of operation of modern laboratory instrumentation. Instrumental techniques discussed in lecture and used in the laboratory will include flame atomic absorption spectroscopy, capillary electrophoresis, inductively coupled plasma spectrometry, basic mass spectrometry, scanning electron microscopy with elemental detection, and ion, high pressure, and gas chromatography. Laboratory exercises will concentrate on real world applications of chemical analysis. One Friday afternoon field trip may be required. Three lectures and one three- to four-hour laboratory per week are required.

Credits 4

Prerequisites

Chemistry 251, 252, and 310; or consent of instructor.

Corequisites

Includes a required corequisite lab, Chemistry 320L.

Chemistry 330 : Asymmetric Organic Synthesis

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

Credits 2

Prerequisite Courses

[Chemistry 246: Organic Chemistry II](#)

Chemistry 333 : Drug Design

This course focuses on the design of medicinal agents based on predicted interactions with target biomolecules. Students will learn how to apply current drug development strategies through the examination of case studies of organic molecules that bind to receptors, enzymes, or DNA. In this context, students will analyze the medicinal properties of organic molecules as well as how structural modifications can prevent early metabolic clearance.

Credits 2

Prerequisite Courses

[Biology 111: Biological Principles](#)

[Chemistry 246: Organic Chemistry II](#)

Chemistry 340 : Materials Chemistry

This course will introduce synthetic methods, properties, and applications of materials synthesized through chemical means, ranging from organic polymers to inorganic crystals. An overview of the physics necessary to understand polymer properties and electronic structure in solids will be included. Particular emphasis will be placed on the control of material structure through chemical mechanisms and how molecular and nanoscale structure translate to macroscale properties. A portion of the course will be dedicated to the study of nanomaterials and how unique properties emerge from constraining dimensions of materials to the nanoscale. Throughout the course students will be asked to consider the effect of the development and production of synthetic materials on society.

Credits 3

Prerequisites

Required: Chemistry 126 or 140.

Recommended: Chemistry 245 and one year of college-level Physics.

Chemistry 345 : Physical Chemistry I: Quantum Chemistry and Spectroscopy

This course is the first of a two-semester sequence exploring the fundamental behavior of chemical systems in terms of the physical principles which govern their behavior. The specific focus is on the quantum behavior of matter as it pertains to atomic energies, bonding, reactivity, and spectroscopy. The course will also include the use of applied mathematical techniques and spectroscopic analyses of representative systems to provide concrete examples and applications of the course material. Meets four hours per week.

Credits 4

Prerequisites

Required: Chemistry 126 or 140.

Highly recommended: One year of high school physics or one semester of college-level physics.

Chemistry 346 : Physical Chemistry II: Statistical Thermodynamics, Classical Thermodynamics and Kinetics

This course is the second of a two-semester sequence exploring the fundamental behavior of chemical systems in terms of the physical principles which govern their behavior. The specific focus is on classical thermodynamics, statistical mechanics, and kinetics as applied to chemical systems from both a macroscopic and microscopic perspective. Meets three hours per week.

Credits 3

Prerequisites

Required: Chemistry 126 or 140.

Strongly recommended: Chemistry 345; and one year of high school physics or one semester of college-level physics.

Chemistry 352 : Physical Chemistry Lab

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

Credits 1

Prerequisites

Chemistry 345.

Chemistry 360 : Inorganic Chemistry

This course will explore the fundamentals of chemical bonding, both in main group compounds and transition metal complexes. The first half of the course will begin with atomic theory, then move to molecular orbital theory for diatomic molecules, group theory, and molecular orbital theory for polyatomic molecules. The second half, the course will cover the bonding, spectroscopy, and reactivity of transition metal complexes. Three lectures per week.

Credits 3

Prerequisite Courses

[Chemistry 345: Physical Chemistry I: Quantum Chemistry and Spectroscopy](#)

Chemistry 370 : Advanced Methods in Inorganic and Organic Synthesis and Characterization

This is an advanced laboratory course that combines both organic and inorganic synthesis with physical methods of characterization. A large portion of this course is an independent project chosen and developed by students within a specific theme. Two three- to four-hour laboratories per week.

Credits 2

Prerequisites

Required prerequisites: Chemistry 246, 252, and 345.

Required pre- or corequisite: Chemistry 360 (recommended to take 360 prior to 370).

Chemistry 371, 372 : Special Topics in Chemistry

See course schedule for any current offerings.

Credits 1-4

Chemistry 388 : Environmental Chemistry and Engineering

This course will examine (1) the basic chemistry associated with pollutant fate and transport modeling in environmental media, especially acid-base, oxidation/reduction, solubility, speciation, and sorption reactions, (2) basic physical concepts for modeling the fate and transport of pollutants in environmental media, and (3) pollutant risk assessment based on humans as receptors. Additional topics might include major U.S. environmental laws, global environmental issues (e.g., global warming and stratospheric ozone depletion), and selected scientific articles. The laboratory portion will concentrate on pollutant monitoring and chemical aspects of pollutants, measuring dispersion and pollutant transport in small-scale systems, and data analysis. Three lectures, one three- to four-hour laboratory per week, and one mandatory overnight field monitoring trip to the Johnston Wilderness Campus at the end of the semester.

Credits 4

Prerequisites

Chemistry 126 or 140; and a good working knowledge of basic algebra (including rearrangement of complicated equations and use of exponential functions).

Corequisites

Includes a required corequisite lab, Chemistry 388L.

Chemistry 390 : Student Research

This course will give students who have not yet reached senior status an opportunity to participate in research with faculty in the chemistry department. The research will involve laboratory work on original projects under the supervision of a member of the chemistry department. The student must select a supervising faculty member and project before registering for the course. May be repeated for a maximum of six credits.

Credits 1-3

Prerequisites

Chemistry 125, 126, 135, and 136 (or Chemistry 140); and consent of instructor.

Chemistry 401 : Chemistry Seminar I

This course will consist primarily of research presentations by scientists from colleges, universities, government labs, and industry. Presentations will span a range of areas of chemistry (organic, inorganic, physical, analytical, biological) and related disciplines (such as structural biology, materials science, and environmental science). Students will learn to engage with scientific literature by reading primary literature articles authored by the presenters, writing response papers, and participating in follow-up discussions with the seminar presenters. There will be periodic workshops on critical reading, critical writing, ethics and inequality in science, and other aspects of professional chemistry. Evaluation is based on attendance, response papers, and participation in the question-and-answer portion of the seminars and workshops. Runs concurrently as Chemistry 402. Enrollment is limited to juniors and seniors or sophomores who have declared a Chemistry or joint Chemistry major. May not be applied to the Chemistry minor.

Credits 1

Chemistry 402 : Chemistry Seminar II

This course is aimed at students who have completed Chemistry Seminar I and want to gain further exposure to research presentations from scientists in academia, government, and industry but who have already participated in the associated workshops. Students in this course will participate in the pre-presentation discussions and attend the seminars, and will apply what they learned in Chemistry Seminar I to help lead one of the pre-presentation discussions. Evaluation is based on attendance, participation in the question-and-answer portion of the seminars, and leading the pre-presentation discussion. Runs concurrently as Chemistry 401. May be repeated for a maximum of four credits. May not be applied to the Chemistry minor.

Credits 1

Prerequisite Courses

[Chemistry 401: Chemistry Seminar I](#)

Chemistry 425 : Computational Biochemistry

An introductory survey of theories/simulations of proteins will be covered in this course. Topics will include molecular mechanics, molecular dynamics, de novo protein design, integrated quantum and molecular mechanics, and docking small molecules onto proteins for pharmaceutical drug design. This course will attempt to cultivate computational skills necessary to tackle current scientific problems at the interface of chemistry and biology with an emphasis on graphical visualization and data analysis. A combination of lecture and hands-on tutorials will be offered during the class, which are expected to improve the students' ability to generate biochemical models essential for understanding the structure and functions of proteins.

Credits 2

Prerequisite Courses

[Chemistry 246: Organic Chemistry II](#)

Corequisite Courses

[Biochemistry, Biophysics, and Molecular Biology 325: Biochemistry](#)

Chemistry 447 : Physical Organic Chemistry

This course will address the quantitative and qualitative study of organic molecules and reactions. Topics to be addressed include thermodynamics, molecular orbital theory, stereochemistry, aromaticity, pericyclic reactions, and reaction mechanisms. The experimental and theoretical methods for elucidating organic reactions will be a major theme of this course. A survey of techniques for studying carbocations will explore methods developed for studying elusive reaction intermediates. Student-led discussion and presentations of readings from the primary chemical literature will be a significant component of this course.

Credits 3

Prerequisite Courses

[Chemistry 246: Organic Chemistry II](#)

Chemistry 451, 452 : Independent Study

An advanced laboratory project or a directed reading project selected by the student in consultation with the staff and supervised by the staff member best qualified for the area of study. For a laboratory project, a written report reflecting the library and laboratory work carried out is required. The student must select a supervising staff member and obtain approval for a project prior to registration. If any part of the project involves off-campus work, the student must consult with the department chair for approval before beginning the project. Each credit of independent study laboratory work corresponds to one afternoon of work per week. A maximum of three credits may be counted toward degree requirements.

Credits 1-3

Prerequisites

Two years of college chemistry; and consent of instructor.

Chemistry 460 : Bioinorganic Chemistry

This course will examine the role of trace metal ions in biological systems. Metal ions such as iron, copper, and zinc are essential for life and are required for the function of about one-third of all known enzymes. However, the inherent toxicity of these metals has led to the evolution of cellular machinery to control the uptake, transport, storage, and distribution of trace metals in organisms. This toxicity also has been exploited in the development of several metal-based drugs. The challenges of understanding the roles of trace metals in biological systems have led to the development of novel techniques for their study. The course will survey a selection of these methods, and will examine case studies of metal-containing enzymes, metal ion trafficking, and metal-based drugs. A major portion of this course will be student-led literature reviews, presentations, and discussion of these topics.

Credits 3

Prerequisites

Chemistry 360 or Biochemistry, Biophysics, and Molecular Biology 325; or consent of instructor.

Chemistry 481, 482 : Advanced Topics in Chemistry

A detailed study of specialized subjects such as organic qualitative analysis, conformational analysis, natural products, quantum chemistry, chemical kinetics, protein structure and function, physical biochemistry, and spectroscopy. See course schedule for any current offerings.

Credits 1-3

Prerequisites

Two years of college chemistry.

Chemistry 490 : Senior Thesis

Research and writing of the senior thesis, which is based on work from two consecutive semesters, or a summer internship and a subsequent semester. The research may involve experimental or theoretical work on original projects, the critical analysis of primary literature, or the development of instructional laboratory exercises. The student must select a faculty member as thesis advisor and get consent for a project before registration. A final written thesis and a public presentation is required. Open to seniors only.

Credits 1-3

Prerequisites

Two years of college chemistry; and consent of instructor.

Chemistry 498 : Honors Thesis

All students will register for 1-3 credits of Chemistry 490. For students who have met the requirements for Honors in Chemistry, the registration in their final semester will be changed to Chemistry 498 to designate this. Students must have completed at least 1 credit of Chemistry 490 in the previous semester. Students must complete an honors thesis and submit this to the Library by no later than reading day. Requirements for the honors thesis are provided on the Library website. Students should consult with their research advisor for additional requirements and advice on preparation of the thesis. A seminar presentation on the project is also required.

Credits 1-3

Prerequisites

Senior standing.

Chinese

Donghui He

About the Program

The curriculum of Chinese language and literature is designed to help students acquire communicative competence in Chinese and foster an in-depth understanding of Chinese literature/culture. Students will develop oral and written Chinese language proficiency as well as analytical skills through a combination of Chinese language and literature/culture courses.

Learning Goals

- **Communication:** Through a sequential series of Chinese language courses and selection of courses in Chinese culture, students will develop a communicative competence in Chinese, measured by what are considered the five proficiencies of foreign language learning: listening, reading, speaking, writing and socio-linguistic familiarity. Advanced Chinese classes also prepare students for the HSK 5 (advanced mid-level) Chinese Language Proficiency Test.
- **Culture:** Through an array of Chinese cultural courses, students will be able to situate and analyze modern-day Chinese literature, film, and theatre within China's evolving cultural tradition. They will also express this cultural literacy through oral presentations and written composition.
- **Critical Thinking:** Students will develop critical thinking through engaging with new modes of expression and different perspectives on language and culture which will inspire them to be inquisitive and reflective global citizen.

Advisory Information

Placement Test: Students with previous experiences in Chinese language studies are required to take a diagnostic placement test, which matches them to the course suitable for their level. Placement exams in Chinese consist of both written and oral components. Please contact Professor Donghui He to arrange the test.

Chinese Major

Program of Study Type

Major

Total credit requirements for a Chinese major: 36

- **Required Courses**
 - 24 credits in Chinese language courses numbered between 105 and 450
 - At least 8 credits at the 300-level or above
 - 8 credits in Chinese literature and culture, chosen from Global Literatures 301, 305, or other approved courses
 - 4 credits from elective courses in Chinese or Asian Culture
- **Senior Requirements**
 - Expanding a paper written for a seminar
 - A self-statement on the student's studies in Chinese language and literature
 - Oral presentation
- **Honors**
 - Students submit an "Honors in Major Study Application" to the department.
 - Students must submit a thesis proposal to their department by the beginning of the 7th week in the first semester of their senior year.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis for the satisfaction of this program.
 - Receive a grade of A- or above on the honors thesis.
 - Pass the senior assessment and oral thesis exam with distinction.
 - Submit an acceptable copy of the honors thesis to Penrose Library no later than Reading Day.
- **Notes**

- Students who start Chinese language studies at Whitman at the 400-level can take up to twelve credits in approved courses from other departments.
- 12 credits may be taken off-campus.
- Students pursuing a double-major in Chinese and another discipline are allowed to use a four-credit course selected from the approved list to be counted towards the other major.
- Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after declaration.
- With approval of the Chinese faculty, up to four credits of independent study projects in Chinese literature or culture can be counted toward the Chinese major or minor.

Item #	Title	Credits
	Chinese or Asian Culture Electives	
	Total Credits	36

Chinese Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**

- At least 4 credits in Chinese language courses at the 300-level
- 16 additional credits, chosen from:
 - Chinese language courses numbered between 105 and 450
 - Global Literatures 301 and/or 305
 - With approval of the Chinese faculty, up to four credits of independent study projects in Chinese literature or culture

- **Notes**

- No P-D-F courses after declaration of minor.

Total Credits

20

Chinese Course Descriptions

Chinese 105, 106 : First-Year Chinese

An introduction to the sounds and structures of modern Chinese and a foundation in conversation, grammar, reading, and elementary composition.

Credits 4

Prerequisites

Prerequisite for Chinese 106: Chinese 105; or consent of instructor.

Chinese 110 : Conversational Chinese I

Course offered as part of the Whitman Summer Chinese Studies program. Taught in either China or Taiwan over a period of four weeks by Whitman-selected instructors and supervised by the Whitman faculty member who is resident director. This course teaches conversational Chinese based on the vocabulary and sentence patterns the students have learned from Chinese 105 and 106, plus new phrases the students will need living and studying in China or Taiwan. Classes meet three hours per day, five days per week, for a total of 60 hours. Requirements: daily homework, weekly tests, and a final exam covering listening comprehension and spoken Chinese.

Credits 4

Prerequisites

Chinese 106 or equivalent; and admission to the Whitman Summer Chinese Studies program.

Chinese 205, 206 : Second-Year Chinese

Modern spoken and written Chinese. It provides the student with the opportunity to communicate in Chinese, and read Chinese materials.

Credits 4

Prerequisites

Prerequisite for Chinese 205: Chinese 106.

Prerequisite for Chinese 206: Chinese 205, or equivalent.

Chinese 210 : Conversational Chinese II

Course offered as part of the Whitman Summer Chinese Studies program. Taught in either China or Taiwan over a period of four weeks by Whitman-selected instructors and supervised by the Whitman faculty member who is resident director. This course teaches conversational Chinese based on the vocabulary and sentence patterns the students have learned from Chinese 205 and 206, plus new phrases the students will need living and studying in China or Taiwan. Classes meet three hours per day, five days per week, for a total of 60 hours. Requirements: daily homework, weekly tests, and a final exam covering listening comprehension and spoken Chinese.

Credits 4

Prerequisites

Chinese 206 or equivalent; and admission to the Whitman Summer Chinese Studies program.

Chinese 305, 306 : Third-Year Chinese

Continued practice with spoken and written Mandarin Chinese. The students practice conversational skills, read cultural and literary materials, and write essays.

Credits 4

Prerequisites

Prerequisite for Chinese 305 and 306: Chinese 206 or equivalent.

Chinese 310 : Conversational Chinese III

Course offered as part of the Whitman Summer Chinese Studies program. Taught in either China or Taiwan over a period of four weeks by Whitman-selected instructors and supervised by the Whitman faculty member who is resident director. This course teaches conversational Chinese based on the vocabulary and sentence patterns the students have learned from Chinese 305 and 306, plus new phrases the students will need living and studying in China or Taiwan. Classes meet three hours per day, five days per week, for a total of 60 hours. Requirements: daily homework, weekly tests, and a final exam covering listening comprehension and spoken Chinese.

Credits 4

Prerequisites

Chinese 306 or equivalent; and admission to the Whitman Summer Chinese Studies program.

Chinese 405 : Advanced Chinese: Themes and Aspects of Chinese Culture

Chinese 405 is a theme-based advanced Chinese language course. Students explore aspects of Chinese culture and society along with language learning. The course advances students' cultural and linguistic competence in Chinese through reading, translation/writing, and topic-related discussions informed by cultural comparisons. This course introduces the syntax of written Chinese in addition to a comprehensive review of grammatical structures used in conversational Chinese. Students will learn to articulate their cultural experiences and reflections in socio-linguistically appropriate forms in both formal and informal contexts, oral and written forms. Students may take the course twice for credit when topics change. Course taught in Chinese.

Credits 4

Prerequisites

Chinese 306; or consent of instructor.

Chinese 406 : Reading the Original Chinese Texts

Chinese 406 advances the student's knowledge of Chinese language and culture through the study of authentic texts, both fiction and non-fiction. Students will deepen their knowledge of the diversity and nuances of Chinese culture, and finetune their ability to interpret and analyze Chinese texts as well as articulate their response and reflections. Students can take the course twice when different texts are selected. Course taught in Chinese.

Credits 4

Prerequisites

Chinese 405; or consent of instructor.

Chinese 410 : Reading in Chinese Literature and Television Drama

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

Credits 4

Prerequisites

Chinese 406 or equivalent; or consent of instructor.

Chinese 417 : Walking the Talk: Chinese-English Translation

As a branch of applied linguistics, translation is widely used as a pedagogical tool for foreign language acquisition and a means of cross-cultural exchange. Translation is used in this course to develop students' abilities to navigate multiple cultural and linguistic boundaries, as well as to improve their problem solving skills. The course is designed for students who have completed Chinese 305 or the equivalent as an additional venue for Chinese language acquisition as well as for international students who want to improve their writing in English. This course will introduce a broad range of theoretical approaches to translation as a form of cultural and linguistic exchange while focusing on hands-on experience in Chinese-English translation. It is composed of a lecture component, a substantial amount of translation exercises and group/class discussion. May be taken for credit toward the Asian and Middle Eastern Studies major.

Credits 4

Prerequisites

Chinese 305.

Chinese 471, 472 : Special Topics

See course schedule for any current offerings.

Credits 1-4

Chinese 491, 492 : Independent Study

For students who have completed Chinese 406 or equivalent and who desire further studies in Chinese language, literature, or culture. With guidance from the instructor the student may choose readings which interest him or her, discuss them in conference with the instructor, using Chinese as the language of discussion, and/or submit written evidence of his or her work.

Credits 1-4

Prerequisites

Chinese 406; and consent of instructor.

Chinese 498 : Honors Thesis

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

Credits 4

Prerequisites

Admission to honors candidacy.

Global Literatures 301 : Chinese Literature and Film Adaptation

Since the 1920s, the rise of cinema has reinvented the Chinese artistic sphere, providing artists and producers alike with a modern medium of expression. While the emergence of a movie-going culture has created new audiences in a shifting society, the stories and their subject matter have been largely carried over from literature. Currently, over 65% of Chinese films are adapted from literary works, a statistic that suggests Chinese literature as an extension as well as reinterpretation of the culture's literary tradition. This class will discuss literary works and their movie adaptations comparatively. By considering both types of media, it will analyze the emergence of the new cinematic tradition while fostering a debate over the emergence of the 20th and 21st Century Chinese identity. May be taken for credit toward the South Asian and Middle Eastern Studies, Film and Media Studies major or Chinese minor.

Credits 4

Global Literatures 305 : Youth & Revolution in Contemporary Chinese Literature & Culture

Nearly all important literary experiments and movements in contemporary Chinese culture and literature refashion the image of the young generation. This image often serves as the vehicle for cultural revolution and offers a window into major genres and structures within contemporary Chinese culture. This course explores the conceptions and formulations of the "new generation" through selected writers, playwrights, and artists, and in relation to larger socio-historical, cultural and geopolitical movements. This course will expand students' understanding of youth culture to include a wide array of aesthetic and political appropriations within different frameworks, developing a nuanced understanding of changing cultural constructions of the youth beyond the traditional binary of the alternative and the oppositional. May be taken for credit toward the South Asian and Middle Eastern Studies major or the Chinese minor.

Credits 4

Classics

Chair: Kathleen J. Shea

Daniel Smith

Affiliated Faculty:

Sarah H. Davies, History

Michelle Jenkins, Philosophy

About the Department

Classics is the study of Greek and Roman antiquity through the ancient languages, literatures, histories, arts, cultures, and thought of those periods. Many peoples around and beyond the Mediterranean basin contributed to these cultures, and the lasting impact of Ancient Greek and Roman cultures has similarly been felt by other cultures around the world. The major programs in classics and classical studies draw on the offerings of the departments of classics, history, philosophy, politics, and rhetoric, writing and public discourse. The major in Classics places the greatest emphasis upon mastery of the ancient languages. The major in Classical Studies emphasizes a broad familiarity with Greek and Roman cultures.

A student who enters Whitman without any prior college-level preparation in classics will have to complete 52 credits to fulfill the requirements for the Classics major. That same student will have to complete 44 credits to fulfill the requirements for the Classical Studies major.

Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after the major or minor has been declared.

Learning Goals

Upon graduation, students majoring in Classics will be able to:

- **Major-Specific Areas of Knowledge**
 - Graduating Classics majors will be able to use original language materials in both Latin and Greek in their development of arguments and analyses.
 - Though a student may have greater familiarity with either the Greek or the Roman culture, all graduating Classics majors will be able to use materials from the other of the two cultures in developing an argument about the classical world.
- **Communication**
 - Graduating Classics majors will be able to develop a sustained written argument.
 - Graduating Classics majors will be able to compose mechanically acceptable English prose and to use a formal academic writing style.

- **Critical Thinking**
 - Graduating Classics majors will be able to draw upon a breadth of knowledge of the classical world in formulating responses to individual texts.

Upon graduation, students majoring in Classical Studies will be able to:

- **Major-Specific Areas of Knowledge**
 - Graduating Classical Studies majors will be able to use original language materials from one of the ancient languages in their development of arguments and analyses.
 - Graduating Classical Studies majors will be able to place their arguments and analyses of specific questions into the broad historical context of both ancient cultures.
- **Communication**
 - Graduating Classics Studies majors will be able to compose mechanically acceptable English prose and to use a formal academic writing style.
- **Critical Thinking**
 - Graduating Classical Studies majors will be able to draw upon a breadth of knowledge of the classical world in formulating responses to individual texts.
 - Graduating Classical Studies majors will be able to address the relations between Greek culture and Roman culture.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Classics apply to the humanities distribution area; selected courses count toward either humanities or cultural pluralism.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Classical Studies (Greek) Major

Program of Study Type

Major

Total credit requirements for a Classical Studies (Greek) major: 36 (44 with no prior college-level experience)

- **Required Courses**
 - Classics 139
 - Greek 205 or equivalent
 - At least 6 credits of Greek 375
 - Eight credits from courses in Classics, of which 4 credits may be in Latin
 - Eight credits in Greek and/or Roman history, chosen from:
 - History 160, 165, 180, 215, 224, 225, 226, 227, 280, 320, 330, and 331
 - Other courses as approved by the department
 - Four credits in Greek and/or Roman philosophy as approved by the department
- **Senior Requirements**
 - Three-hour comprehensive written exam and one-hour oral exam, both of which address materials encountered in coursework and materials from a departmental reading list for the comprehensive exam.
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.

- The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F after declaration may be counted toward the major.
 - Courses counting toward another major or minor may also be counted toward the Classical Studies major or minor.

Total Credits

36-44

Classical Studies (Latin) Major

Program of Study Type

Major

Total credit requirements for a Classical Studies (Latin) major: 36 (44 with no prior college-level experience)

- **Required Courses**
 - Classics 139
 - Latin 205 or equivalent
 - At least 6 credits of Latin 375
 - Eight credits from courses in Classics, of which 4 credits may be in Greek
 - Eight credits in Greek and/or Roman history, chosen from:
 - History 160, 165, 180, 215, 224, 225, 226, 227, 280, 320, 330, and 331
 - Other courses as approved by the department
 - Four credits in Greek and/or Roman philosophy as approved by the department
- **Senior Requirements**
 - Three-hour comprehensive written exam and one-hour oral exam, both of which address materials encountered in coursework and materials from a departmental reading list for the comprehensive exam.
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F after declaration may be counted toward the major.
 - Courses counting toward another major or minor may also be counted toward the Classical Studies major or minor.

Total Credits

36-44

Classics Major

Program of Study Type

Major

Total credit requirements for a Classics major: 36 (52 with no prior college-level coursework in Classics)

- **Required Courses**
 - Classics 139; and 497 or 498
 - Greek 205 and Latin 205, or equivalent
 - Eight credits total in Greek 375 and Latin 375. At least two credits must be taken in each language.
 - Eight credits from courses in Classics
 - Four credits in Greek or Roman history, chosen from:
 - History 160, 165, 180, 215, 224, 225, 226, 227, 280, 320, 330, or 331
 - Other courses as approved by the Classics department
 - Four credits in Greek and/or Roman philosophy, as approved by the department
- **Senior Requirements**
 - Classics 497 or 498
 - Three-hour comprehensive written exam
 - One-hour oral exam, including a defense of the thesis and, if appropriate, further questions about the written exam
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F after declaration may be counted toward the major.
 - Courses counting toward another major or minor may also be counted toward the Classics major or minor.

Total Credits

36-52

Classical Studies Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - Classics 139
- 16 additional credits in any of the following:
 - Latin
 - Greek
 - Art History 224, 226, and 325
 - Classics 116, 117, 130, 171, 200, 201, 205, 217, 221, 224, 226, 280, 311, 312, 319, 325, 377, and 400
 - Environmental Studies 205, 217, 226, 319, and 368
 - History 160, 165, 180, 215, 224, 225, 226, 227, 280, 320, 330, and 331
- **Notes**
 - Students who major in Classics may not minor in Classical Studies.
 - No courses taken P-D-F after declaration may be counted toward the minor.

- Courses counting toward another major or minor may also be counted toward the Classical Studies major or minor.

Total Credits

20

Classics Course Descriptions

Classics 116,117 : Special Topics in Classical Studies

Any current offerings follow.

Credits 4

Classics 116, 117 : Special Topics in Classical Studies

See course schedule for any current offerings.

Credits 4

Classics 130 : Ancient Mythology

Through analysis of primary literary sources, students will study the structures and functions of myth in ancient Greek and Roman cultures. Some comparative material from Mesopotamia will be considered. Ancient myths were created and transmitted orally, which shaped their form and content. For that reason, this course will include close work on students' skills of oral performance. In addition to the regularly scheduled class meetings, all students are required to participate in a single one-hour weekly meeting in small groups to develop skills of oral performance. These meetings will be scheduled at times to be arranged by the participants. Open to all students.

Credits 4

Classics 139 : Greek and Roman Intellectual History

Literature, philosophy, art, politics, history, and rhetoric were richly intertwined systems of thought in the ancient world. This course will consider materials that illuminate the ways in which ancient peoples thought. Greek culture was not Roman culture, so this course will give careful attention to the intercultural relations between Greece and Rome, and to the ways in which ideas were exchanged and transmuted between the two cultures. May be taken for credit toward the Rhetoric, Writing and Public Discourse major or minor.

Credits 4

Classics 171 : Apocalypse: Ancient and Modern Visions of the End

The end of the world has felt imminent for some time now. The biblical Prophets Enoch and Ezra's visions of the earth held in judgment, Revelation's visions of Rome buried and burned for its imperial evils, and the threat of environmental or existential ruptures found throughout contemporary film each demonstrate an enduring fixation with the calamitous end of this world and the potential for a "new earth" rid of suffering. How might climate change—experienced as a slowly unfolding series of plagues, disasters, and deaths—engage with concepts like judgment, justice, and hope? If we consider the root meaning of "apocalypse" as a "revelation" or "unveiling," what does the current ecological crisis reveal about our world? This class analyzes Jewish apocalyptic literature alongside Modern film and climate discourse to explore the manifold meanings of a world brought to its end. May be elected as Religion 171.

Credits 4

Cross-Listed

Religion 171

Classics 200 : Special Topics in Classical Studies

See course schedule for any current offerings.

Credits 4

Classics 201 : Ancient Greek and Roman Philosophy

This course is a survey of some of the central figures and texts in the ancient western philosophical tradition.

Readings may include texts from Plato and Aristotle, from the Presocratic philosophers, the later Hellenistic schools (which include the Stoics, Epicureans, and Skeptics), and other Greek intellectuals (playwrights, historians, orators). May be elected as Philosophy 201.

Credits 4

Cross-Listed

Philosophy 201

Classics 205 : Women and Nature in the Ancient World

As mothers, witches, nymphs, and virgin-huntresses of the wild, women in the ancient world were depicted in roles that denoted a special relationship with nature. Likewise, the natural world was articulated through gendered imagery. In this course we will explore the association of gender and nature in the ancient Greco-Roman world. We will give particular focus to the status of women as intermediaries to nature. We will examine a range of representations of the feminine in literature and art, as well as in ritual and social practice, studying the female role in negotiating society's interactions with nature. Works that we will read and discuss may include the *Homeric Hymns*, plays by Aeschylus and Euripides, and the novel, *The Golden Ass*, by Apuleius. May be elected as Environmental Studies 205. May be taken for credit toward the Gender Studies major or minor. Formerly Classics 309-may not be taken if previously completed 309.

Credits 4

Cross-Listed

Environmental Studies 205

Classics 217 : Classical Foundations of the Nature Writing Tradition

The Western nature writing tradition is deeply rooted in models from classical antiquity. In order to appreciate more fully the tradition we will explore the relationship between ancient literature and the natural environment. In our literary analysis of ancient works, we will examine approaches to natural description in several literary genres, which may include the poetic genres of epic, lyric, pastoral, and elegiac, as well as the prose genres of ethnographic history, natural history and travel-writing. Authors may include Homer, Herodotus, Theocritus, Vergil, Ovid, and Pliny. We will consider how these ancient approaches influenced the development of natural description in the modern period and may read works by later authors such as Shakespeare, Milton, and Thoreau. May be elected as Environmental Studies 217.

Credits 4

Cross-Listed

Environmental Studies 217

Classics 221 : Introduction to Ancient and Medieval Political Theory

This course introduces students to the history of European political theory through an investigation of classical Greek and premodern Christian writings. Texts to be explored may include Aeschylus's *Oresteia*, Thucydides' *Peloponnesian War*, Plato's *Republic*, Aristotle's *Politics*, St. Augustine's *City of God*, and St. Thomas Aquinas's *Summa Theologica*. May be elected as Politics 121.

Credits 4

Cross-Listed

Politics 121

Classics 224 : Powerful Art/fifacts: Greece and Rome

This course explores the art, architecture, and archaeology of the ancient Greek and Roman worlds. Beginning with the Bronze Age and ending with the Roman Imperial period, we will examine the material evidence for key areas in Greek and Roman society and history, from class and socio-political change, to cultural identity, religious practice, and daily life. We will consider the nature of the surviving archaeological record, from public monuments to works of sculpture and pottery, to coins and other remains. All the while, we will highlight the ways in which the visual heritage of a "classical" and "Greco-Roman" past have been and continue to be exploited in the construction of subsequent self-images and claims to supremacy. In this light, we will not only encounter the histories of "classical" archaeology and art history, but we will also emphasize the ways in which the material cultures of ancient Greece and Rome have been manipulated – both in antiquity and modernity – for a wide array of cultural and ideological aims. May be elected as Art History 224 or History 224.

Credits 4

Cross-Listed

Art History 224,
History 224

Classics 226 : Concepts of Nature in Greek and Roman Thought

The Greek term "physis" and the Latin word "natura" refer to what has come to be, as well as to the process of coming into being. This course will consider a broad range of texts which develop important concepts of Nature. Philosophic texts may include the pre-Socratics, Aristotle, the Stoics, and Lucretius. Literary texts may include Theocritus, Virgil, and the early-modern European pastoral tradition. In addition, we will encounter other texts in various genres that contribute some of the ideas which inform the complex and changing concepts of Nature. May be elected as Environmental Studies 226.

Credits 4

Cross-Listed

Environmental Studies 226

Classics 280 : The "Other" Greece & Rome

This course introduces the ways in which ancient Greeks and Romans defined themselves and represented various "others" in their understandings of human difference. From categories today defined under the labels of gender, race, ethnicity, and socio-economic status, this course explores the nature of diversity and identity in the Greek and Roman worlds and seeks to highlight groups traditionally silenced or marginalized in ancient and subsequent modern narratives. We will analyze ancient literary, archaeological, and iconographic evidence in our search, and in the process, we will not only uncover the ways in which various groups were "other-ized" and oppressed, but also find examples of resistance and self-empowerment. In the end, we will come to comprehend how much the "Classical" world was far from monolithic and thus cannot belong to any one group of people, past or present. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor. May be elected as History 280.

Credits 4

Cross-Listed

History 280

Classics 300 : Special Topics in Classical Studies

See course schedule for any current offerings.

Credits 4

Classics 311 : Variable Topics in Plato

Students will engage in an in-depth examination of one or more of Plato's dialogues. This examination may center on a particular dialogue, a particular question or set of questions, or a particular theme as it develops throughout the Platonic corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Philosophy 311. See course schedule for any current offerings.

Credits 4

Cross-Listed

Philosophy 311

Classics 312 : Variable Topics in Aristotle

Students will engage in an in-depth examination of one or more of Aristotle's texts. This examination may center on a particular dialogue, a particular question or set of questions, or a particular theme as it develops throughout the Aristotelian corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Philosophy 312. See course schedule for any current offerings.

Credits 4

Cross-Listed

Philosophy 312

Classics 319 : Landscape and Cityscape in Ancient Rome

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this intensive 4-week course in Italy, we will study the ancient city of Rome and its supporting landscape, both through the lens of ancient literary accounts and directly through field trips to major archeological sites and museums. We will explore how the realms of urban, rural, and wild were articulated in Roman culture, conceptually and materially. We will investigate both how the Romans conceived of the relationship between the built environment of urban space and the natural environment that supported and surrounded it and how they dealt with the real ecological problems of urban life. Students will also actively participate in archeological excavation at a Roman coastal settlement. May be elected as Art History 226 or Environmental Studies 319.

Credits 4

Cross-Listed

Art History 226,

Environmental Studies 319

Prerequisites

Acceptance into the Crossroads Rome Summer 2023 course.

Classics 325 : Inventing Egypt

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

Credits 4

Cross-Listed

Art History 325

Prerequisites

Art History 203; or consent of instructor.

Classics 377 : Ancient Theater

The origin and development of ancient Theater, especially of Greek tragedy, through a close reading of ancient plays in English translation. In addition to ancient plays, we will read modern critical responses to those plays. May be elected as Theater and Dance 377. Open to all students. Offered in alternate years.

Credits 4

Cross-Listed

Theater and Dance 377

Classics 400 : Transforming Classics

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

Credits 1

Classics 497 : Senior Thesis

The student will prepare a thesis using primary materials in either Greek, Latin, or both languages. A senior thesis is required of all classics majors.

Credits 2

Prerequisites

Consent of instructor.

Classics 498 : Honors Thesis

The student will prepare a thesis using primary materials in either Greek, Latin, or both languages. A senior thesis is required of all classics majors. This honors thesis is open to senior honors candidates in classics or classical studies.

Credits 2

Prerequisites

Admission to honors candidacy.

Greek 105, 106 : Elementary Ancient Greek

An introduction to the language of classical Athens, Attic Greek. The class is devoted to giving the students the ability to read ancient texts as soon as possible. Along with a systematic presentation of Ancient Greek grammar, this course offers opportunities to read selections from Greek literature in their original language. Offered in alternate years.

Credits 4

Prerequisites

Prerequisite for Greek 106: Greek 105; or consent of instructor.

Greek 205 : Intermediate Ancient Greek

Substantial readings from ancient authors in the original ancient Greek in conjunction with a review of important aspects of Greek grammar. Offered in alternate years.

Credits 4

Prerequisites

Greek 106; or consent of instructor.

Greek 375 : Advanced Classical Greek

A reading of selected authors in classical Latin. May be repeated for credit when authors change.

Credits 1-4

Prerequisites

Greek 205 or equivalent with consent of instructor.

Greek 391, 392 : Independent Study

An introduction to the tools of classical scholarship through a reading of an ancient Greek text chosen by the student and instructor in consultation.

Credits 1-4

Prerequisites

Consent of instructor.

Latin 105, 106 : Elementary Latin

An introduction to the language of ancient Rome. The class is devoted to giving the students the ability to read ancient texts as soon as possible. Along with a systematic presentation of Latin grammar, this course offers opportunities to read selections from Roman literature in their original language.

Credits 4

Prerequisites

Prerequisite for Latin 106: Latin 105; or consent of instructor.

Latin 205 : Intermediate Latin

Substantial readings from ancient authors in the original Latin in conjunction with a review of important aspects of Latin grammar.

Credits 4

Prerequisites

Latin 106; or consent of instructor.

Latin 375 : Advanced Classical Latin

A reading of selected authors in classical Latin. May be repeated for credit when authors change.

Credits 1-4

Prerequisites

Latin 205 or equivalent with consent of instructor.

Latin 391, 392 : Independent Study

An introduction to the tools of classical scholarship through a reading of a Latin text chosen by the student and instructor in consultation.

Credits 1-4

Prerequisites

Consent of instructor.

Computer Science

Chair: Janet Davis

William Bares

John Stratton

Jordan Wirfs-Brock

About the Department

Students of computer science gain insight into a technology on which we increasingly rely, while learning new ways of thinking and tools to solve problems in many domains. Central to computer science is the concept of an algorithm—a precise, repeatable procedure for solving a well-defined problem. Computer scientists discover, define and characterize computational problems; they design, implement, and evaluate algorithmic solutions. Studying computer science in the context of a liberal arts education enables graduates to approach problems from multiple perspectives and communicate effectively with diverse colleagues and stakeholders.

Computer Science 167 is suitable for both potential majors and non-majors who have no prior computer science experience. Students with prior experience should discuss their placement with a computer science faculty member.

Learning Goals

Upon graduation, a student majoring in Computer Science will be able to:

- Understand and apply fundamental algorithms and data structures.
- Understand the abstractions supporting modern software systems, and how the construction of those mechanisms affects the supported systems.

- Apply mathematical techniques to justify computational solutions and explore the limitations of computers.
- Communicate computational ideas through speech, writing, diagrams, and programs.
- Work with a team to design and implement a substantial, integrative project.
- Propose and compare multiple solutions to computational challenges, with consideration for the context and impact of each solution on the creators, maintainers, and users of that solution.

Distribution

For students who started at Whitman College prior to Fall 2024, selected courses in Computer Science count toward the quantitative analysis distribution area.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Computer Science/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as computer engineering and electrical engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

Required courses

- o Computer Science 167
- o Mathematics 225 and 244
- o Physics 145 or 155; and 156
- o Chemistry 125 and 135; or 140

• **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**

Notes

- o Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Computer Science/Pre-Engineering Majors

Required courses

- o Complete the common Pre-Engineering course requirements.
- o Mathematics 240
- o Physics 267

o Computer Science 210, 220, and 270

o Computer Science 320, 327, or 370

· **Notes**

o Students preparing for an electrical engineering program are also recommended to take Physics 245 and 255.

Total Credits

45-52

Geology-Computer Science Major

Program of Study Type

Combined Major

Total credit requirements for a Geology-Computer Science major: 49-56 (17-21 in Computer Science, 18-20 in Geology, 10-11 in supporting Science courses, and 4-5 in senior coursework)

- **Required Computer Science Courses**

- Computer Science 270 (with a prerequisite of Computer Science 167 or equivalent)
- Computer Science/Mathematics 215
- Computer Science 255 or 355
- Three additional credits of Computer Science at the 200-level
- Three additional credits of Computer Science at the 300-level

- **Required Geology Courses**

- One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
- Geology 227 and 270
- Two additional courses chosen from Geology 301, 310, 350, 418, 420, and 460

- **Required Supporting Science Courses**

- Mathematics 124 or 125
- Physics 145 or 155
- Chemistry 125 or 140

- **Senior Requirements**

- Geology 470
- Computer Science 495 and 496; or 3 credits of Geology 490; or 3 credits of Geology 498

- **Honors**

- Students do not apply for admission to candidacy for honors.
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

- **Notes**

- No courses taken P-D-F may be applied to the major.
- Geology 158 is recommended.

Total Credits

49-56

Computer Science Major

Program of Study Type

Major

Total credit requirements for a Computer Science major: A student who enters Whitman College with no prior college-level experience in Computer Science will need to complete 34 credits.

- **Required Courses**

- Computer Science 310, 370, 495, and 496
- Computer Science 320 and 327
 - May be elected as Mathematics 320 and 327, but must be elected as Computer Science to apply toward the total credit requirement in Computer Science.
- 12 additional credits of Computer Science courses at the 200-level or higher
 - A student will typically take Computer Science 167, 210, 220, and 270 as prerequisites to the explicitly required courses, plus three additional elective credits at the 200-level or higher.

- **Senior Requirements**

- Computer Science 495 and 496
- Written and oral examinations

- **Honors**

- Students do not apply to admission to candidacy for honors.
- Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

- **Notes**

- Mathematics 124 or 125 is a prerequisite for Computer Science 220.
- No AP credits in Mathematics and Statistics.
- Students with a 4 or 5 on the AP Computer Science (A) exam are considered to have completed the equivalent of Computer Science 167 and receive four credits in Computer Science.
- No more than 10 credits earned in domestic or foreign study programs, transfer credits, and/or AP or IB credits may be used to satisfy the course and credit requirements for the major.
- If considering graduate study, majors are encouraged to take additional courses in Mathematics and Statistics, particularly Mathematics 240 or 247.
- No P-D-F after declaration.
- No independent study credits may be applied toward the major requirements.

Total Credits

34

Computer Science Minor

Program of Study Type

Minor

- **Required Courses (15 Credits)**

- At least 15 credits in Computer Science courses numbered 200 and above

- **Notes**

- No independent studies may be used.
- No P-D-F after declaration.

Data Science Minor

Program of Study Type

Minor

- **Required Courses (19 Credits)**

- Computer Science 167
- Mathematics/Computer Science 215
- Mathematics 240 and 247
- Two additional courses chosen from:
 - Mathematics 248, 339, 347, 349, and 350
 - Geology 418

- **Notes**

- If also a Mathematics major, Mathematics 240 will satisfy both the Mathematics major and Data Science minor requirements.

Computer Science Course Descriptions

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

A course which examines special topics in computer science at the introductory level. See course schedule for any current offerings.

Credits 1-4

Computer Science 167 : Introduction to Computational Problem Solving

Students will learn to design, document, implement, test, and debug algorithmic solutions to computational problems in a high-level, object-oriented programming language. We introduce core concepts: algorithms, data structures, and abstraction. We apply foundational constructs common to all programming languages: data types, variables, conditional execution, iteration, and subroutines. Students will gain experience with exploratory and structured approaches to problem solving through collaborative in-class exercises. Frequent programming projects will address applications of computing to problems arising from other disciplines.

Credits 4

Computer Science 200-204 : Special Topics in Introductory Computer Science

A course which examines special topics in computer science at the introductory level. See course schedule for any current offerings.

Credits 1-4

Computer Science 210 : Computer Systems Fundamentals

This course integrates key ideas from digital logic, computer architecture, compilers, and operating systems, in one unified framework. This will be done constructively, by building a general-purpose computer system from ground up: from the low-level details of switching circuits to the high level abstractions of modern programming languages. In the process, we will explore software engineering and algorithmic techniques used in the design of modern hardware and software systems. We will discuss fundamental trade-offs and future trends.

Credits 3

Prerequisites

Computer Science 167 or 270.

Computer Science 215 : Introduction to Data Science

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

Credits 4

Cross-Listed

Mathematics and Statistics 215

Prerequisites

Computer Science 167 or 270; and Mathematics 124 or 125.

Computer Science 220 : Discrete Mathematics & Functional Programming

This course provides a mathematical foundation for formal study of algorithms and the theory of computing. It also introduces functional programming, a powerful computing paradigm that is distinct from the imperative and object-oriented paradigms introduced in Computer Science 167. Students will practice formal reasoning over discrete structures through two parallel modes: mathematical proofs and computer programs. We will introduce sets and lists, Boolean logic, and proof techniques. We will explore recursive algorithms and data types along with mathematical and structural induction. We consider relations and functions as mathematical objects and develop idioms of higher-order programming. We consider applications useful in computer science, particularly counting sets. May be elected as Mathematics 220.

Credits 3

Cross-Listed

Mathematics and Statistics 220

Prerequisites

Computer Science 167 or 270; and Mathematics 124 or 125.

Computer Science 255 : Computer Simulation Methods

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

Credits 3

Prerequisites

Computer Science 167 or 270.

Computer Science 267 : Human-Computer Interaction

How do people interact with computers? And how can we design computer systems that make people's lives better? Students will learn to critique user interfaces using principles based on psychological theories of perception, memory, attention, planning, and learning. Through a semester-long team project, students will practice iterative design including stages of contextual inquiry, task analysis, ideation, prototyping, and evaluation. We will also explore current research on new application areas, design techniques, or interaction paradigms, as well as social implications of computing.

Credits 4

Computer Science 270 : Data Structures

This course addresses the representation, storage, access, and manipulation of data. We discuss appropriate choices of data structures for diverse problem contexts. We consider abstract data types such as stacks, queues, maps, and graphs, as well as implementations using files, arrays, linked lists, tree structures, heaps, and hash tables. We analyze and implement methods of updating, sorting, and searching for data in these structures. We develop object-oriented programming concepts such as inheritance, polymorphism, and encapsulation. We consider implementation issues including dynamic memory management, as well as tools for programming in the large.

Credits 4

Prerequisite Courses

[Computer Science 167: Introduction to Computational Problem Solving](#)

Computer Science 300-304 : Special Topics in Computer Science

A course which examines special topics in computer science at the intermediate level. See course schedule for any current offerings.

Credits 1-4

Computer Science 310 : Computer Systems Programming

How does data move from a hard drive to memory to a CPU? How does a computer deal with input from a mouse and keyboard? How does one computer communicate with another, or many others? This class examines how operating systems interact with computer hardware to provide higher-level programming abstractions. Students will use the C programming language to explore topics such as processes, virtual memory, concurrency, threads, and networking.

Credits 4

Prerequisite Courses

[Computer Science 210: Computer Systems Fundamentals](#)

[Computer Science 270: Data Structures](#)

Computer Science 317 : Software Performance Optimization

Computers do not execute programs with equal speed, even when theoretical analyses indicate that two programs perform approximately the same amount of work. At the same time, software power efficiency affects the size of mobile devices and the energy consumption of data centers. This course examines current trends in computer system architecture and draws out insights for developing software that is fast and energy-efficient. Students will work problem sets, write programs, conduct experiments, read and analyze technical articles, and carry out a team project of their choice. Throughout the course, we shall consider how computer system designs affect program structure, and in particular the tensions between efficiency and principled software organization.

Credits 3

Prerequisite Courses

[Computer Science 210: Computer Systems Fundamentals](#)

[Computer Science 270: Data Structures](#)

Computer Science 320 : Theory of Computation

Which problems can be solved computationally? Which cannot? Why? We can prove that computers can perform certain computations and not others. This course will investigate which ones, and why. Topics will include formal models of computation such as finite state automata, push-down automata, and Turing machines, as well as formal languages such as context-free grammars and regular expressions. May be elected as Computer Science 320 and must be elected as Computer Science 320 to apply toward the total credit requirement in Computer Science.

Credits 3

Cross-Listed

Mathematics and Statistics 320

Prerequisites

Computer Science/Mathematics 220 or Mathematics 260.

Computer Science 327 : Algorithm Design & Analysis

How can we be confident that an algorithm is correct before we implement it? How can we compare the efficiency of different algorithms? We present rigorous techniques for design and analysis of efficient algorithms. We consider problems such as sorting, searching, graph algorithms, and string processing. Students will learn design techniques such as linear programming, dynamic programming, and the greedy method, as well as asymptotic, worst-case, average-case and amortized runtime analyses. Data structures will be further developed and analyzed. We consider the limits of what can be efficiently computed. May be elected as Mathematics 327, but must be elected as Computer Science 327 to apply toward the total credit requirement in Computer Science.

Credits 3

Prerequisites

Computer Science 270; and Computer Science/Mathematics 220 or Mathematics 260.

Computer Science 339 : Operations Research

Operations research is a scientific approach to determining how best to operate a system, usually under conditions requiring the allocation of scarce resources. This course will consider deterministic models, including those in linear programming (optimization) and related subfields of operations research. May be elected as Mathematics 339.

Credits 3

Cross-Listed

Mathematics and Statistics 339

Prerequisites

Mathematics 240; and Computer Science 167 or 270.

Computer Science 350 : Foundations of Machine Learning

This course explores the process of machine learning through the lens of empirical modeling. We will develop the theory and algorithms that underpin the process of learning interesting things about data. Algorithms we'll develop typically include: singular value decomposition and eigenfaces, the n-armed bandit, projections and linear regression, data clustering (k-means, Neural Gas, Kohonen's SOM), linear neural networks, optimization algorithms, autoencoders and deep networks. The course will involve some computer programming, so previous programming experience is helpful. May be elected as Mathematics 350.

Credits 3

Cross-Listed

Mathematics and Statistics 350

Prerequisite Courses

[Mathematics and Statistics 240: Linear Algebra](#)

Computer Science 355 : Optimizing Simulation Methods

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

Credits 1

Prerequisite Courses

[Computer Science 270: Data Structures](#)

Corequisite Courses

[Computer Science 255: Computer Simulation Methods](#)

Computer Science 360 : Interactive Computer Graphics

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

Credits 3

Prerequisite Courses

[Computer Science 270: Data Structures](#)

Computer Science 370 : Software Design

What makes code beautiful? We consider how to design programs that are understandable, maintainable, extensible, and robust. Through examination of moderately large programs, we will study concepts including object-oriented design principles, code quality metrics, and design patterns. Students will learn design techniques such as Class-Responsibility-Collaborator (CRC) cards and the Unified Modeling Language (UML), and gain experience with tools to support large-scale software development such as a version control system and a test framework. Students will apply these concepts, techniques, and tools in a semester-long, team software development project. Students enrolling in Computer Science 370 also will be required to enroll in an associated laboratory course (Computer Science 370L). Weekly laboratory sessions will include time for design critiques, code reviews, and supervised teamwork

Credits 4

Prerequisite Courses

[Computer Science 270: Data Structures](#)

Corequisites

Includes a required corequisite lab, Computer Science 370L.

Computer Science 400-404 : Special Topics in Computer Science

A course which examines special topics in computer science at the advanced level. See course schedule for any current offerings.

Credits 1-4

Computer Science 467 : Numerical Analysis

An introduction to numerical approximation of algebraic and analytic processes. Topics include numerical methods of solution of equations, systems of equations and differential equations, and error analysis of approximations. May be elected as Mathematics 467.

Credits 3

Cross-Listed

Mathematics and Statistics 467

Prerequisites

Computer Science 167 or 270.

Computer Science 481, 482 : Independent Study

Directed study or research in selected areas of computer science. A curriculum or project is designed by the student(s) with the advice and consent of an instructor in the department. Inquiry may emerge from prior course work or explore areas not covered in the curriculum.

Credits 1-4

Prerequisites

Consent of instructor.

Computer Science 495 : Capstone Project I

First semester of a team project integrating skills and concepts from across the computer science curriculum. Students will develop project management and communication skills. In writing and documenting software, students will consider their responsibilities to future users or developers. Open only to senior Computer Science majors.

Credits 2

Prerequisites

At least one 300-level Computer Science course.

Computer Science 496 : Capstone Project II

Second semester of a team project integrating skills and concepts from across the computer science curriculum. Students will develop project management and communication skills, culminating in a public presentation. In writing and documenting software, students will consider their responsibilities to future users or developers. All course work will be completed by the second Friday in March.

Credits 2

Prerequisite Courses

[Computer Science 495: Capstone Project I](#)

Computer Science 497 : Advanced Project

Students will individually design and implement a project of their choice as a personal integrative project. Students may choose to implement an individual extension of their team capstone project or some other appropriate summative and integrative project, with instructor approval. Open to all senior Computer Science majors with instructor consent.

Credits 1

Prerequisite Courses

[Computer Science 495: Capstone Project I](#)

Corequisite Courses

[Computer Science 496: Capstone Project II](#)

Computer Science 498 : Honors Project

Students will individually design and implement a project of their choice as a personal integrative project. Students may choose to implement an individual extension of their team capstone project or some other appropriate summative and integrative project, with instructor approval. Students will prepare a short technical report on their work suitable for deposit at Penrose Library. Required of and limited to senior honors candidates in computer science.

Credits 1

Prerequisite Courses

[Computer Science 495: Capstone Project I](#)

Corequisite Courses

[Computer Science 496: Capstone Project II](#)

Economics

Chair: Rosie Mueller

Halefom Belay

Ruoning Han (*on sabbatical, Fall 2024*)

Denise Hazlett

Sai Mamunuru (*on sabbatical, Fall 2024*)

Khusiman Pun

Jason Ralston

Wisnu Sugiarto

Sathiavane Veeramoothoo

About the Department

Economics is the study of how people and societies choose to use scarce resources in the production of goods and services, and of the distribution of these goods and services among individuals and groups in society. The Economics major requires coursework in Economics and Mathematics. A student who enters Whitman with no prior college-level work in either of these areas would need to complete Mathematics 124 or 125 and complete at least 35 credits in Economics.

The Economics department participates in two combined major programs, Economics-Environmental Studies and Economics-Mathematics. All Economics combined majors and all individually planned majors for which Economics is a major component require a minimum grade of C (2.0) in Economics 307 and 308. Mathematics 124 or 125 is a prerequisite for Economics 307 and 308.

Learning Goals

Upon graduation, a student will be able to demonstrate:

- **Major-Specific Areas of Knowledge**
 - Students should have an understanding of how economics can be used to explain and interpret a) the behavior of agents (for example, firms and households) and the markets or settings in which they interact, and b) the structure and performance of national and global economies. Students should also be able to evaluate the structure, internal consistency and logic of economic models and the role of assumptions in economic arguments.
- **Communication**
 - Students should be able to communicate effectively in written, spoken, graphical, and quantitative form about specific economic issues.
- **Critical Reasoning**
 - Students should be able to apply economic analysis to evaluate everyday problems and policy proposals and to assess the assumptions, reasoning and evidence contained in an economic argument.
- **Quantitative Analysis**
 - Students should grasp the mathematical logic of standard macroeconomic and microeconomic models.
 - Students should know how to use empirical evidence to evaluate an economic argument (including the collection of relevant data for empirical analysis, statistical analysis, and interpretation of the results of the analysis) and how to understand empirical analyses of others.
- **Citizenship**
 - Students should include an economic way of thinking in their understanding of current events.
 - Students should know how to acquire information from databases of news and periodicals and from primary and secondary data sources.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Economics apply to the social sciences and quantitative analysis (selected courses) distribution areas.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Economics-Environmental Studies Major

Program of Study Type

Combined Major

The Economics- Environmental Studies major allows you to explore, examine and analyze the most significant environmental issues of our times — global climate change, toxic waste, and habitat loss — through a perspective that emerges from within the field of economics as you join humanity's efforts to find innovative, practical, and lasting solutions to environmental degradation.

Total credit requirements for an Economics-Environmental Studies major: 52 (27 credits in Economics and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**

- Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Economics-Environmental Studies Major Requirements

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Economics Courses**
 - Economics 100 or 101; and 102
 - Economics 227 (or Mathematics 128 or 247)
 - Economics 307, 308, and 477
 - One additional course in Economics
- **Additional Required Courses**
 - One additional relevant foundational course in Environmental Social Sciences outside of Economics
- **Senior Requirements**
 - Major Field Test (MFT)
 - Oral exam in Economics
 - Those not writing a suitably interdisciplinary honors thesis are required to complete an oral exam in Environmental Studies.
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
 - For details, visit www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors.
- **Notes**
 - Mathematics 124 or 125 is a prerequisite for Economics 307 and 308.
 - A minimum grade of C is required in Economics 307 and 308.
 - No courses taken P-D-F, including Economics 493 and 494, may count toward major requirements.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Environmental Social Sciences Electives	
	Total Credits	52

Economics–Mathematics Major

Program of Study Type

Combined Major

Total credit requirements for an Economics-Mathematics major: 49 (27 credits in Economics and 22 credits in Mathematics)

- **Required Economics Courses**
 - Economics 100 or 101, 102, 307, 308, 327, and 428
 - One additional course in Economics (letter graded)
- **Required Mathematics Courses**
 - Mathematics 225, 240, 244, 247, 248, and 349
 - Three additional credits in Mathematics and Statistics at the 200-level or above
- **Senior Requirements**
 - Senior assessment
 - Written exam in Mathematics
 - Major Field Test (MFT; only offered in the spring) in Economics
 - Combined oral exam scheduled by the Economics department
- **Honors**
 - Students submit an "Honors in Major Study" application to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
 - For more details, visit www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors.
- **Notes**
 - For Economics 327, Economics 227 or Mathematics 128 or 247 are a prerequisite; Economics 227 and Mathematics 128 do not count toward major requirements.
 - Students with a score of 5 on the Principles of Microeconomics AP test will receive four credits for Economics 101.
 - Students with a score of 5 on the Principles of Macroeconomics AP test will receive four credits for Economics 102.
 - Students with a score of 6 or higher on the higher level IB Economics test will receive a total of eight credits for Economics 101 and 102.
 - Courses taken P-D-F (including Economics 493 and 494) and Economics 498 may not be used to meet the credit requirement.

Total Credits

49

Economics Major

Program of Study Type

Major

Total credit requirements for an Economics major: A student who enters Whitman with no prior college-level work in Economics or Mathematics would need to complete Mathematics 124 or 125 (4 credits) and complete at least 35 credits in Economics.

- **Required Courses**

- Economics 100 or 101; and 102
- Economics 227 (or Mathematics 128 or 247)
- Economics 307, 308, and 327
 - Mathematics 124 or 125, or the equivalent AP or transfer credits, is a prerequisite for Economics 307 and 308.
 - A minimum grade of C is required in Economics 307 and 308.

- **Additional Courses**

- A minimum of 12 credits must be earned in Economics courses numbered between 310 and 490. Four of these credits must be from Economics 327.

- **Senior Requirements**

- Senior assessment
 - Major Field Test (MFT; offered only in the spring semester)
 - Oral examination

- **Honors**

- Students submit an "Honors in Major Study" application to their department.
- Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project.
- Pass the senior assessment with distinction.
- The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
- The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- For more details, visit www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors.

- **Notes**

- No more than 8 credits earned in domestic or foreign study programs, transfer credits, and/or AP or IB credits may be used to satisfy the course and credit requirements for the major.
- Students with a score of 5 on the Principles of Microeconomics AP test will receive four credits for Economics 101.
- Students with a score of 5 on the Principles of Macroeconomics AP test will receive four credits for Economics 102.
- Students with a score of 6 or higher on the higher level IB Economics test will receive a total of eight credits for Economics 101 and 102.
- Students contemplating a major or minor in Economics are encouraged to take at least a year of calculus, Economics 227 (or Mathematics 128 or 247), and Economics 307 and 308 prior to their junior year.
- Students are encouraged to enroll in Mathematics 124 or 125 as soon as possible, as it is a prerequisite for Economics 307 and 308.
- Economics 307 and 308 are prerequisites for many other courses.
- Students planning to pursue honors in Economics are strongly encouraged to complete Economics 327 prior to their senior year.
- Courses taken P-D-F (including Economics 493 and 494) and Economics 498 may not be used to meet the credit requirement.

Economics Minor

Program of Study Type

Minor

- **Required Courses (19 Credits)**
 - Economics 100 or 101; and 102
 - Economics 227 (or Mathematics 128 or 247)
 - Economics 307 or 308
 - One additional course in Economics
- **Notes**
 - No courses may be taken P-D-F.

Total Credits

19

Finance Minor

Program of Study Type

Minor

- **Required Courses (16 Credits)**
 - Economics 114 and 358
 - Two courses chosen from the following, with at least one numbered 310 or above:
 - Economics 255
 - Economics 310, 350, 409, or 448
- **Notes**
 - If majoring in Economics or Economics-Environmental Studies and minoring in Finance, one financial economics course at any level may count towards both.
 - If majoring in Economics-Mathematics and minoring in Finance, one upper-level financial economics course (Economics 310, 350, 358, 409, or 448) may count towards both.
 - No courses may be taken P-D-F.

Total Credits

16

Economics Course Descriptions

Economics 100 : Principles of Microeconomics and the Environment

This course provides the same coverage of topics as Economics 101, but special emphasis is placed on applying concepts to environmental and natural resource issues. Thus, the focus of this course is principles of microeconomics with applications to environmental and natural resource issues; this course is not about the economics of environmental and natural resource issues. Students pursuing an environmental studies combined major and others interested in the environment are encouraged to take this course. Students who receive credit for Economics 101 cannot receive credit for this course.

Credits 4

Economics 101 : Principles of Microeconomics

This course and Economics 100 both introduce the standard economic theory of the behavior of firms, households and other agents, and the operation of markets. Topics include the production, distribution, and pricing of goods and services in product markets and input markets, and government intervention in markets. The course will emphasize applications to enable students to analyze contemporary economic society. Students who receive credit for Economics 100 cannot receive credit for this course.

Credits 4

Economics 102 : Principles of Macroeconomics

This course deals with broad economic aggregates such as national income, the overall level of prices, employment, unemployment, interest rates, public debt, and international trade. It provides an overview of macroeconomic issues and introduces concepts concerning the overall performance of the U.S. economy in a global context. It covers business cycles, economic growth, unemployment, and inflation, and explores the role of government fiscal and monetary policy.

Credits 4

Economics 114 : Financial Accounting

An introduction to the fundamental principles of accounting. The course examines the nature and limitations of financial information resulting from the application of generally accepted accounting principles. Financial accounting emphasizes the use of financial information by external decision makers, such as creditors, stockholders, and other investors, and governmental agencies. This course will focus upon the conceptual framework of the financial accounting model rather than bookkeeping techniques.

Credits 4

Economics 205 : An Introduction to Development Economics

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

Credits 4

Prerequisite Courses

[Economics 101: Principles of Microeconomics](#)

[Economics 102: Principles of Macroeconomics](#)

Economics 215 : Behavioral Economics

This course explores the ways individuals systematically deviate from rational economic behavior. Evidence of irrational behavior will be presented in the context of other topics in economics - such as health economics, development economics, and financial economics - with the objective of improving our understanding of decision-making in a variety of settings. There will be discussion regarding the role and capacity of public policy to improve decisions, such as how to share and frame information. Attention will also be given to new economic theories regarding altruism, trust and cooperation.

Credits 4

Prerequisites

Economics 101 or 177.

Economics 227 : Statistics for Economics

An introductory course, which surveys everyday economic statistics and topics in descriptive and inferential statistics. The concentration is on applications to problems in economics. Topics include techniques for organizing and summarizing economic statistical data; random variables and probability distributions; sampling distributions; estimation and hypothesis testing, and a brief introduction to linear regression methods. Assignments and coding applications in R (a statistical programming language) will be part of the course.

Credits 4

Prerequisites

Economics 100, 101, or 102.

Economics 255 : Money and Banking

This course covers the economics of money, banking, and financial markets. The course helps students understand the role of money, financial markets, financial institutions, financial regulations, and monetary policy. We will pay particular attention to the banking system, with an eye toward understanding the function and importance of banks. Topics include the role of money, the determination of interest rates, the valuation of bonds and stock, the structure, function and prudential regulation of commercial banks, the role of the shadow banking system, the structure of central banks, conventional and unconventional monetary policy, and the role of a central bank as a lender of last resort during the Great Recession.

Credits 4

Prerequisite Courses

[Economics 102: Principles of Macroeconomics](#)

Economics 258 : Global Political Economy

This course will survey the emergence and evolution of the 'world economy' and how that history continues to shape contemporary global dynamics. Drawing upon a range of theoretical perspectives, we will examine structural features of the contemporary global political economy and new and enduring forms of inequality at multiple levels. The course will encourage critical analyses to more adequately understand deepening inequalities between and within economies, and the global insecurities these entail. The course will explore the human economic experience of trade, work, and inequality, using specific cases that connect individuals through microeconomic interactions, especially women and families, to macroeconomic forces

Credits 4

Prerequisites

Economics 102 or consent of instructor.

Economics 266 : Crime and Punishment

Does crime pay? Do governments punish and regulate crime too much or too little? Using economic concepts, this course examines the economic issues of crime, crime control, and criminal punishment. Topics include the economic costs of crime, models of criminal choice, economic analysis of allocating criminal justice resources to control criminal behavior, the underground economy, costs and benefits of drug laws, and policies for crime prevention. Some of the current issues to be addressed may include criminal justice policies, gun laws, drugs, abortion, gangs, terrorism, prison privatization, the death penalty, three strikes and you are out laws, gambling, and prostitution. Basic economic tools will be used, and they will be developed as needed. One or two field trips to correctional facilities may be taken during the semester.

Credits 4

Prerequisites

Economics 100 or 101; or consent of instructor.

Economics 268 : Government and the Economy

This course examines some ways in which the government intervenes in the economic system. One-half of the course will focus on antitrust by studying some important court cases. The other half of the course will explore regulation of particular sectors of the economy, which may include electricity, energy, communications, transportation, health care, environmental quality, and worker and product safety.

Credits 4

Prerequisites

Economics 100 or 101.

Economics 277 : Global Environmental and Resource Issues

This course applies the tools of economic analysis to global environmental and natural resource issues such as pollution, the relationship between trade and the environment, economic growth, and resource scarcity.

Credits 4

Prerequisites

Economics 100 or 101.

Economics 293, 294 : Special Studies in Economics: Intermediate Level

An intermediate course designed to review selected topics in the field of economics through lectures, seminars, or group research projects. See the course schedule for any current offerings.

Credits 4

Economics 307 : Intermediate Microeconomics

A course in intermediate microeconomics (price theory) which includes the theory of consumer behavior, the theory of the firm (including production theory), the pricing and employment of resources, market supply and demand, general equilibrium, and welfare economics. All economics and economics-combined majors must pass this course with a minimum grade of C (2.0).

Credits 4

Prerequisites

Economics 100 or 101; and Mathematics 124 or 125.

Economics 308 : Intermediate Macroeconomics

This course provides an extensive analysis of current macroeconomics issues and events from the perspective of mainstream schools of economic thought. It covers theories of economic growth, business cycles, labor markets, interest rates, inflation and exchange rates; causes and consequences of government deficits, effects of trade deficits; short- and long-term effects of monetary and fiscal policies. All economics and economics-combined majors must pass this course with a minimum grade of C (2.0).

Credits 4

Prerequisites

Economics 102; and Mathematics 124 or 125.

Economics 310 : Public Economics

Public economics applies microeconomic tools to analyze the impact of public policy on the allocation of resources and the distribution of income in the economy. This course considers when and how government intervenes in areas such as education, health care, taxation, voting, and welfare programs.

Credits 4

Prerequisites

Economics 227 (or Mathematics 128 or 247) and Economics 307; or consent of instructor.

Economics 320 : Causal Inference and Research Design

The phrase "correlation does not imply causation" is often touted, but how does one practically disentangle the two when randomized control trials are not possible? This class introduces students to the modern theory of "causal inference." In addition to learning a variety of prominent research designs in applied microeconometrics (e.g. differences-in-differences, regression discontinuity, instrumental variables), students will gain some competency at executing these research methods. Students will grapple with and think analytically about the efficacy of data, methods, and research design. Taking Economics 327 is strongly recommended before registering for this course.

Credits 4

Prerequisites

Economics 101, 102, 307, and one of the following: Economics 227, Mathematics 128, or Mathematics 247.

Economics 322 : Industrial Organization

This course will explore how firms compete using the latest advances in microeconomic theory. Empirical evidence on real industries will provide a critical analysis of these theories. Primary topics include market structure, performance and resource allocation. Secondary topics include auction theory and information economics. There will be discussion over the role of public policy toward monopoly through anti-trust policies.

Credits 4

Prerequisite Courses

[Economics 307: Intermediate Microeconomics](#)

Economics 325 : Game Theory

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

Credits 4

Prerequisites

Economics 100 or 101; and Economics 307.

Economics 327 : Introduction to Econometrics

Econometrics is concerned with the testing of economic theories using mathematical statistics. This course is an introduction to the science and art of building models and will explore the theory and use of regression analysis to make quantitative estimates of economic relationships. Descriptions of economic reality, testing hypotheses about economic theory, forecasting future economic activity, and causal inference are topics that will be covered. Simple and multivariate regression will be examined. Students pursuing honors in economics are strongly encouraged to complete this course before their senior year.

Credits 4

Prerequisites

Economics 227 (or Math 128 or Math 247) and Economics 307; or consent of instructor.

Economics 338 : Applied Macroeconomics

This course will turn students' attention to the problems of integrating empirical methods into macroeconomics analysis. It provides students with hands-on computer based exercises on some of the results of testing or estimating macroeconomics models. This course covers a range of domestic topics, such as the behavior of investment spending, consumer spending, government spending, and business cycles in the United States. On the international side, it covers world growth rates, exchange rates, and international business cycles and the global economy.

Credits 4

Prerequisite Courses

[Economics 308: Intermediate Macroeconomics](#)

Economics 345 : Political Economy of Women

This course focuses on the economic conditions women confront in the contemporary world and the historical foundations of these conditions. The course will consider the ways in which reproduction is a precondition for production, how sex matters in economic life, and the ways economic systems shape the distribution of opportunities, resources, and power between women and men. The course uses qualitative and quantitative methods to explore the importance and social construction of women and men's labor in the economy. The course uses analytical tools such as gender analysis, class analysis, neoclassical economics, and game theory. Open to juniors and seniors only.

Credits 4

Prerequisites

Economics 100 or 101; or consent of instructor.

Economics 349 : Wine Economics

This course will apply the material taught in microeconomics and econometrics classes. Using the wine industry as an example, it will cover a wide range of theoretical concepts such as auction theory, voting and ranking, revealed preferences, market structure and pricing, and input-output analysis. A particular emphasis will be given to the interaction between environmental parameters and wine price and quality.

Credits 4

Prerequisites

Economics 307 and 327; and consent of instructor.

Economics 350 : Financial Time Series Econometrics

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

Credits 4

Recommended Prerequisites

Economics 327

Prerequisites

Economics 102; and Economics 227 or Mathematics 247.

Economics 358 : Corporate Finance

This course is designed to immerse students in the field of Finance and the techniques of financial analysis. This course is the first in the Financial Economics sequence. The course builds upon the theoretical foundations of micro and macroeconomics as well as statistics to introduce students to the major topics in corporate finance, financial analysis, and valuation. By the end of the course, students are expected to articulate the underpinnings of Time Value of Money (TVM), Discounted Cash Flow (DCF) valuation models, the Efficient Market Hypothesis and elements of Behavioral Finance, valuation techniques for bonds and stocks, evaluation of enterprise financing and investment decisions, types of financial risks, the opportunity cost of capital, and the Weighted Average Cost of Capital (WACC).

Credits 4

Prerequisites

Economics 100 or 101; and Economics 102; and Economics 227 (or Mathematics 128 or 247).

Economics 388 : Labor Economics

This course presents labor markets from a microeconomic, macroeconomic, and historical perspective. Coverage includes the structure of labor markets, wage determination, unemployment, discrimination, role of unions, the economics of education, and wage inequality.

Credits 4

Prerequisite Courses

[Economics 307: Intermediate Microeconomics](#)

[Economics 327: Introduction to Econometrics](#)

Economics 393, 394 : Special Studies in Economics: Advanced Level

A course designed to review selected topics in the field of economics through lectures, seminars, or group research projects. See the course schedule for any current offerings.

Credits 4

Economics 407 : Monetary Theory and Policy

A study of money, private and public banking institutions, central bank controls, monetary theory, and an analysis of the problems associated with contemporary monetary policy. Emphasis is on theory and national policy rather than bank operations.

Credits 4

Prerequisite Courses

[Economics 308: Intermediate Macroeconomics](#)

Economics 409 : Investment Theory and Analysis

The purpose of this course is to expand on the material introduced in the Corporate Finance (Economics 358) course and provide a more comprehensive discussion about investment theory and the various types of financial assets. The course focuses on: portfolio theory with an emphasis on risk vs. return and diversification rules, capital asset pricing and arbitrage theories, the fundamentals of Behavioral Finance and technical analysis, management of bond portfolios, analysis of derivative securities (options and futures) and risk management, and the issues of globalization and international investing.

Credits 4

Prerequisite Courses

[Economics 358: Corporate Finance](#)

Economics 428 : Mathematical Economics

An introduction to the application of mathematics to the theoretical aspects of economic analysis. Such mathematical methods as matrix algebra, differential calculus, and difference equations are employed to develop and analyze numerous economic models, including several models of the market, models of the firm and consumer, national income models, as well as models of economic growth. The course does not require exceptional mathematical ability. It is intended for all students with an interest in mathematics and statistics and economics.

Credits 4

Prerequisites

Mathematics 240; and Economics 307 and 308.

Economics 448 : International Finance

Consideration of recent developments in international finance and open-economy macroeconomics, and of policy issues in their historical context and in modern theory. Issues include inflation and business cycles in open economies, fixed versus floating exchange rates, a gold standard, banking and currency crises, monetary unions, balance of payments issues, and the role of the International Monetary Fund.

Credits 4

Prerequisite Courses

[Economics 308: Intermediate Macroeconomics](#)

Economics 467 : Law and Economics

This seminar examines the ways in which the legal system acts as a complement to, and a substitute for, the market system. Specific topics will include property rights, contracts, torts, product liability, and criminal law.

Credits 4

Prerequisites

Required: Economics 227 or (Mathematics 128 or 247); and Economics 307. Recommended: Economics 327.

Economics 477 : Environmental and Natural Resource Economics

The first portion of this seminar deals with environmental economics and establishes a framework with which to view environmental problems. Topics covered include the theory of externalities and the features of different remedies, the evaluation of environmental amenities, and a survey of current environmental policies. The second portion of the course deals with natural resource economics and considers the use of renewable and nonrenewable resources over time.

Credits 4

Prerequisite Courses

[Economics 307: Intermediate Microeconomics](#)

Economics 478 : Urban Economics

A study of the economic framework of urban areas. Economic interrelationships between the urban core and the metropolitan area will be examined, including problems of location, land use, the distribution of population and industry, transportation, finance, housing, race, and poverty.

Credits 4

Prerequisites

Economics 227 (or Mathematics 128 or 247); and Economics 307.

Economics 479 : Economic Geography

The study of locational, organizational, and behavioral principles and processes associated with the spatial allocation of scarce resources, and the spatial patterns and (direct, indirect, economic, social, and environmental) consequences resulting from such allocations. State-of-the-art Geographical Information Systems (GIS) software will be used for analysis and computer-based projects.

Credits 4

Prerequisites

Economics 227 (or Mathematics 128 or 247) and Economics 307; or consent of instructor.

Economics 493, 494 : Directed Reading

Independent reading, reports, and tutorials in areas chosen by students. Graded P-D-F.

Credits 1-4

Prerequisites

Consent of instructor.

Economics 498 : Honors Thesis

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in economics or economics-environmental studies or those economics-mathematics students who choose to write an economics thesis. Honors students in Economics (or Economics-Mathematics who choose to write an economics thesis) take four credits of Economics 498; honors students in Economics-Environmental Studies take three credits in Economics 498 and one credit in Environmental Studies 498 for a total of four credits.

Credits 3-4

Prerequisites

Admission to honors candidacy.

Engineering

Director and Advisor: John Stratton, Computer Science

Advisors:

Frank Dunnivant, Chemistry

Kurt Hoffman, Physics

Doug Hundley, Mathematics

Doug Juers, Physics and BBMB

About the Program

Engineering fields provide opportunities to directly apply knowledge of mathematics, natural science, and computing to design critical infrastructure and everyday items that work efficiently and reliably. Engineers in modern society have been called on to address problems from fossil fuel dependency to housing shortages by finding more efficient ways to manufacture items or adapt alternative technologies to new environments. However, most big problems in our modern world are not merely technical problems. Technical problems and proposed solutions exist within economic, social, and legal environments which require the most impactful engineers to be able to exhibit the personal qualities cultivated by a liberal arts education, such as being able to balance multiple values held in tension, view issues from a variety of technical and non-technical perspectives, and communicate clearly and effectively with technical and non-technical peers.

The dual-degree program in engineering gives Whitman students the opportunity to extend their liberal arts education into technical fields not offered at Whitman. A student completes the program by fulfilling the requirements of a liberal arts education at Whitman, with a focus on applicable mathematics and sciences, then transferring to another institution to complete a technical degree from an ABET-accredited program, ultimately earning both a B.A. from Whitman and a B.S. or B.E. from the other institution. Typically, a student will complete the entire program with 3 years of study at Whitman and 2 years at a partner institution. Students elect to participate in the program by declaring one of the pre-engineering majors, with the program director and a faculty advisor supporting that major as academic advisors. Whitman has four partner institutions in this program: The California Institute of Technology, the Fu Foundation School of Engineering and Applied Science at Columbia University, the James McKelvey School of Engineering at Washington University in St. Louis, and the College of Engineering at the University of Washington. Transfer to non-affiliated institutions is also possible with approval of the Whitman 3-2 Engineering program committee, if the program is ABET-accredited and students earn acceptance through their general transfer application process. Some partner institutions also have options for earning a Master's degree in engineering with a total of 6 years of study.

Notes and Cautions

Successful completion of the dual-degree program in engineering requires that a student apply, earn acceptance, and transfer to another institution, completing an engineering (or related) degree there. Partner institutions give students applying to transfer under this program special consideration, but also impose additional course, grade, and GPA requirements beyond those required by Whitman itself. Even when those requirements are met, admission is not guaranteed, although acceptance rates for most partner schools are exceptionally high for Whitman students who meet their requirements. Students interested in this program should contact a member of the program committee for additional information about partner institution transfer requirements as soon as possible for appropriate course planning, and examine our partner institutions' websites for more information.

- California Institute of Technology: www.admissions.caltech.edu/apply/32-program
- Fu Foundation School of Engineering and Applied Science at Columbia University: undergrad.admissions.columbia.edu/apply/combinedplan

· James McKelvey School of Engineering at Washington University in St. Louis: engineering.wustl.edu/academics/dual-degree-program/index.html

· The University of Washington College of Engineering: www.engr.washington.edu/admission/transfer

BBMB/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as bioengineering and biomedical engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

- **Required Courses**
 - Computer Science 167
 - Mathematics 225 and 244
 - Physics 145 or 155; and 156
 - Chemistry 125 and 135; or 140
- **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**
- **Notes**
 - Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for BBMB/Pre-Engineering majors

- **Required Courses**
 - Complete the common Pre-Engineering course requirements.
 - Biology 101, 101L, 102, and 102L; or 111 and 205
 - Chemistry 126 and 136; or 140
 - Chemistry 245, 246, 251, and 252
 - Choose one pair of courses from the following options:
 - BBMB 324 and 334
 - BBMB 325 and 335
 - BBMB 326 and 336

Total Credits

45-52

Chemistry/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as chemical engineering and environmental engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

- **Required Courses**

- Computer Science 167
- Mathematics 225 and 244
- Physics 145 or 155; and 156
- Chemistry 125 and 135; or 140

- **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**

- **Notes**

- Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Chemistry/Pre-Engineering Majors

Prepares students for fields such as chemical engineering and environmental engineering.

- **Required courses**

- Complete the common Pre-Engineering course requirements.
- Chemistry 126 and 136; or 140
- Chemistry 245, 246, 251, 252, 310, and 345
- Chemistry 320; or 346 and 352

Total Credits

45-52

Computer Science/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as computer engineering and electrical engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

- **Required courses**

- Computer Science 167
- Mathematics 225 and 244
- Physics 145 or 155; and 156
- Chemistry 125 and 135; or 140

· **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**

· **Notes**

o Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Computer Science/Pre-Engineering Majors

· **Required courses**

o Complete the common Pre-Engineering course requirements.

o Mathematics 240

o Physics 267

o Computer Science 210, 220, and 270

o Computer Science 320, 327, or 370

· **Notes**

o Students preparing for an electrical engineering program are also recommended to take Physics 245 and 255.

Total Credits

45-52

Mathematics/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as industrial engineering, operations research, and financial engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

· **Required courses**

o Computer Science 167

o Mathematics 225 and 244

o Physics 145 or 155; and 156

o Chemistry 125 and 135; or 140

· **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**

· **Notes**

- o Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Mathematics/Pre-Engineering Majors

· **Required courses**

- o Complete the common Pre-Engineering course requirements.
- o Computer Science 270
- o Mathematics 240 and 260
- o Six additional credits in Mathematics and Statistics at the 200-level or above

· **Notes**

- o Mathematics 247 and 358 are recommended.

Total Credits

45-52

Physics/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields of physical engineering, such as materials science and aerospace, civil, electrical, or mechanical engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

• **Required Courses**

- o Computer Science 167
- o Mathematics 225 and 244
- o Physics 145 or 155; and 156
- o Chemistry 125 and 135; or 140

• **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**

• **Notes**

- o Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Physics/Pre-Engineering majors

• **Required Courses**

- o Complete the common Pre-Engineering course requirements.
- o Mathematics 240
- o Physics 245, 255, and 267

- Six additional credits in Physics at the 300-level or above

Total Credits

45-52

English

Chair: Christopher Leise

Sharon Alker

Scott Elliott (*on sabbatical, 2024-2025*)

Adam Gordon

Jessica Hines

Gaurav Majumdar

Mary Raschko

Katrina Roberts

Kisha Lewellyn Schlegel

Johanna Stoberock

Alzada Tipton (*on sabbatical, 2024-2025*)

Althea Wolf

Affiliated Faculty:

Lydia McDermott, Rhetoric, Writing, and Public Discourse

About the Department

The courses in English provide opportunities for the extensive and intensive study of literature for its aesthetic interest and value and for its historical and general cultural significance. English courses also provide instruction and practice in writing: some in scholarly and critical writing, others in creative writing.

Learning Goals

- **Major-Specific Areas of Knowledge**
 - Upon graduating, English majors will be able to perform sophisticated close readings of literary texts, applying genre-specific literary terminology in demonstrating their understanding of the relationship between form and content. They will be able to demonstrate their familiarity with various approaches to literary studies, to identify the effects of literary allusions, and to investigate the relationship between a text and the culture in which it was written.
- **Accessing Academic Community/Resources**
 - They will be able to make good use of library resources and to read and explore literary texts independently.
- **Critical Thinking**
 - They will have developed sensitivity to literary aesthetics and style and will be able to analyze texts and discourses in a variety of media—written, performed, visual, and oral; they will be able to synthesize a broad range of information bearing upon the interpretation of these discourses.

- **Communication**
 - They will be able to think, speak, and write intelligently about what texts do in their various functions. They will speak and write clearly, confidently, persuasively, and with nuance.
- **Research Experience**
 - They will be capable of writing an extended literary analysis paper supported by primary and secondary research. They will be capable of identifying literary questions, posing an hypothesis about how the question might be answered, and researching the question through the analysis of primary sources and synthesis of secondary sources.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in English count toward the humanities distribution area with the following exceptions:

Humanities or cultural pluralism: 201, 245, 246, 270, 376, and other courses as specified in the course description.

Fine arts: 150, 250, 251, 252, 320, 321, 322, and 389.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

English Major

Program of Study Type

Major

Total credit requirements for an English major: 36

- **Required Courses**
 - English 290 and 491
- **Electives**
 - One elective at the 100- or 200-level chosen from English 176-179, 200, 201, 230-233, 245, 246, 250-252, or 270
 - At least three other 200- or 300-level English courses meeting specific requirements:
 - One course in early period British literature, chosen from 335, 336, 337, 338, 350, or 357
 - One course in American literature, chosen from 347, 348, or 349
 - One course in underrepresented literatures, chosen from 201, 245, 246, 270, 346, 376, or another course identified as counting toward this category
 - Three English electives at the 300- or 400-level
 - One of the electives may, with the written approval of the English Department, be a literature course at the 300-level or above offered by another department on campus.
- **Notes**
 - No course may satisfy more than one requirement.
 - No more than two creative writing courses may be counted toward the major.
 - No more than 12 credits earned in off-campus programs, transfer credits, credits from courses offered by other Whitman departments, or cross-listed courses may be used to satisfy major requirements.
 - Courses used to satisfy requirements for other majors or minors cannot also be used to satisfy requirements for the English major or minor.
 - Two years of foreign language are strongly recommended, especially for those considering graduate school.
 - No courses may be taken P-D-F.
- **Senior Requirements**
 - English 491
 - One-hour oral exam
 - Revised seminar paper, graded by two faculty
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project.
 - Must be submitted within the first six weeks of the two-semester period in which the student is eligible.

- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Cumulative GPA of at least 3.300 for all credits earned at Whitman College
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course
- Pass the senior assessment with distinction
- Chair of the department will notify the Registrar of students attaining honors in major no later than the beginning of Week 12 of the semester.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Total Credits

36

Creative Writing Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**

- English 150
- One literature course in English
- Two courses in one of the following genres:
 - English 250 and 320 (Fiction)
 - English 251 and 321 (Poetry)
 - English 252 and 322 (Creative Nonfiction)
- One creative writing elective at the 200- or 300-level

- **Notes**

- If majoring in English and minoring in Creative Writing, one creative writing and one literature course may count toward both.
- No courses may be taken P-D-F.

Total Credits

20

English Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**

- One elective from English 176-179, 200, 230-233, 245, 246, 250-252, 270, or 290
- At least three other 200- or 300-level English courses meeting specific requirements:
 - One course in early period British literature, chosen from 335, 336, 337, 338, 350, or 357
 - One course in American literature, chosen from 347, 348, or 349
 - One course in underrepresented literatures, chosen from 245, 246, 270, 376, or another course identified as counting in this category
- One elective at the 300- or 400-level

- **Notes**

- No course may satisfy more than one requirement.
- No courses may be taken P-D-F.

Total Credits

20

English Course Descriptions

English 150 : Introductory Creative Writing

The writing of poetry, fiction, and creative nonfiction. Experience not necessary, but students should expect to complete weekly exercises, share work aloud, and write responses for peers. In addition, extensive reading and analysis of pieces by established writers in a variety of literary forms.

Credits 4

English 176 : Introduction to Creative Nonfiction

A study of the forms, techniques, and traditions of a shape-shifting genre that can be understood as arising from the long tradition of the "essay." Creative Nonfiction includes forms as diverse as the lyric essay, memoir, profile, critique, rant, and review; inspired and researched, it is a form that transforms lived experience into literary art. The course will explore the writings of literary essayists from antiquity to the present.

Credits 4

English 177 : Introduction to Poetry

A study of the forms, strategies, voices, and visions of poetry across time. An ever-changing art form related to song, poetry predates literacy; today, through imagery, implication, indirection, and other means, poems continue to offer writers and readers ways to give voice to the ineffable. We will examine how poetic form and content interact, and consider the unique powers and possibilities of poetry's metaphoric language to address all aspects of life.

Credits 4

English 178 : Introduction to Fiction

A study of the forms, techniques, and traditions of fiction across time. Fiction has been said to be a means of imaginative escape, a way to gain deeper understanding of the external world, "the lie through which we tell the truth," and a way to acquire a deep empathy for others. This course will explore the complex power of fiction in a variety of manifestations, from the short story to the novella and the novel.

Credits 4

English 179 : Introduction to Drama

A study of plays as literary texts, examining the forms and techniques of drama across cultures and time periods. We will consider the dynamics of reading (as opposed to watching) plays and will discuss how dramatic texts are developed and interpreted through performance.

Credits 4

English 200 : Introduction to Literature and the Humanities

The study of selected texts in the humanities, with particular attention to literature written in English, offered at the introductory level and designed to fulfill the humanities distribution requirement. These courses are writing intensive (involving at least 18 pages of formal, graded writing assignments and including instruction in academic writing) and involve a substantial amount of reading. Subjects for the section change from semester to semester and year to year in order to provide students with a variety of choices for literary study at the 200-level. See course schedule for any current offerings.

Credits 4

English 201 : Shifting Grounds: Writing, Exile, and Migrancy

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

Credits 4

English 230 : Introduction to Shakespeare: Love, Sex, and Gender

From Lysander's "The course of true love never did run smooth!" to Lady Macbeth's "Come, you spirits / That tend on mortal thoughts, unsex me here," Shakespeare's plays and poems grapple with erotic love, human sexuality, and the complex workings of gender in human experience. Writing for the English stage during a period when female roles were played by male actors, Shakespeare often explored the ways in which gender is constructed and performed, yet his writings also include archetypes of masculinity and femininity; and he fashions lovers whose passions and desires range from the sublime to the ridiculous. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of love, sex, and gender. May be taken for credit toward the Gender Studies major or minor.

Credits 4

English 231 : Introduction to Shakespeare: Race, Nationality, and Power

"What ish my nation? Who talks of my nation?" asks the enraged Irish captain MacMorris, speaking in dialect as he confronts the Welsh captain Fluellen in Shakespeare's *Henry V*. Not only in his history plays, but in his comedies, tragedies, and romances, Shakespeare explores both how race, ethnicity, and nationality are constructed and how these concepts shape individual identities and social interactions. Shakespeare not only worked to define what it meant to be "English" in the late sixteenth and early seventeenth centuries, but helped to shape the English language itself—which only a tiny percentage of the world's population spoke at the time he wrote his plays—into England's most powerful global export. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of race, nationality, and power. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

English 232 : Introduction to Shakespeare: Work, Wealth, and Status

"Some are born great, some achieve greatness, and some have greatness thrust upon 'em." This mock proverb tempts *Twelfth Night's* Malvolio to fantasize about social mobility—an ambition met with comic but humiliating ridicule. Across his works, Shakespeare interrogates the social, economic, and gendered structures that stratified early modern communities. He examines various modes of service, leadership, and artistry, including the craft of poetry. Mixing high art with realism and humor, he labors to engage diverse audiences, ranging from those who stand in the yard to those so wealthy that they can pay to sit on the stage. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of work, wealth, and status.

Credits 4

English 233 : Introduction to Shakespeare: Faith, Fate, and Virtue

"Who can control his fate?" Othello asks in his last moments upon the stage, after falling prey to Iago's manipulations and punishing his wife for imagined sins. Throughout his plays, Shakespeare repeatedly grapples with questions related to belief and power. In tragedy, comedy, and romance, he explores the boundaries between the worldly and the supernatural, as well as the limits of free will. Interweaving politics and religion, ethics and philosophy, Shakespeare's texts confront audiences with the existential and moral dilemmas that make us human. The course will introduce students to college-level study of Shakespeare's poetry and plays, with particular attention to the themes of faith, fate, and virtue.

Credits 4

English 245 : Native American Literatures

A survey of writing by indigenous peoples of the present-day United States. This reading-heavy course will focus its attention on a small number of distinctive indigenous literary traditions, possibly (but not necessarily) including the Iroquois confederacy of the U.S. Northeast and southeastern Canada, the Creek nation of the U.S. Southeast, the Kiowa peoples of the Southwest, and the peoples of the Columbia Plateau. Aside from reading, assignments will include exams and formal essays. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor. May be taken for credit toward the major's "Underrepresented Literatures" requirement.

Credits 4

English 246 : Introduction to African American Literature

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

Credits 4

English 250 : Intermediate Creative Writing – Fiction

An intermediate workshop in fiction writing offering students the opportunity to expand their knowledge of fundamental techniques and important works in the genre. Students will write original short stories and experiment with strategies and structures through exercises meant to increase their awareness of, and proficiency in, the elements of fiction. Extensive analysis of peer work and important established models in the genre. Weekly assignments in reading and writing to develop critical and creative faculties. Final portfolio of creative and critical work.

Credits 4

Prerequisites

English 150; or consent of instructor.

English 251 : Intermediate Creative Writing – Poetry

An intermediate workshop in poetry writing, intended to expand knowledge of fundamental techniques, and to familiarize students with many important writers in the genre. Students will have the opportunity to write and revise poems based on prompts as well as on their own. There will be weekly reading and journal exercises, and extensive analysis of peer work and established models to develop critical and creative faculties. Final portfolio of creative and critical work.

Credits 4

Prerequisites

English 150; or consent of instructor.

English 252 : Intermediate Creative Writing – Nonfiction

An intermediate workshop in creative nonfiction writing, intended to expand knowledge of fundamental techniques, and to familiarize students with many important writers in the genre. Students will write original essays and experiment with strategies and structures through exercises meant to increase their awareness of, and proficiency in, the elements of nonfiction. Extensive analysis of peer work and important established models in the genre. Weekly assignments in reading and writing to develop critical and creative faculties. Final portfolio of creative and critical work.

Credits 4

Prerequisites

English 150; or consent of instructor.

English 270 : Special Topics in Underrepresented Literatures

Courses will cover one area of underrepresented literatures in depth. See course schedule for any current offerings.

Credits 4

English 290 : Approaches to the Study of Literature

A course in practical criticism designed to introduce students to some of the approaches that can be used in literary analysis.

Credits 4

English 320 : Advanced Creative Writing – Fiction

An intensive advanced workshop in fiction. Students will continue to develop their proficiency in fiction writing by reading deeply and analyzing established models, completing exercises, producing drafts of original stories and revisions, participating in discussions of peer work, and giving presentations based on close readings. Final portfolio of creative and critical work, which may include some consideration of where the student's work fits into a fiction-writing tradition.

Credits 4

Prerequisites

English 250 or equivalent; and consent of instructor.

English 321 : Advanced Creative Writing – Poetry

An intensive advanced workshop in poetry. Students will have the opportunity to develop proficiency in poetry writing by completing exercises, producing drafts and revisions of poems for peer discussions, reading deeply and analyzing established models, and actively participating in rigorous and constructively critical discussions. Weekly poem assignments, as well as reading and journal exercises. Final portfolio of creative and critical work.

Credits 4

Prerequisites

English 251 or equivalent; and consent of instructor.

English 322 : Advanced Creative Writing – Nonfiction

An intensive advanced workshop in "the fourth genre," creative nonfiction. Students will have the opportunity to experiment with form, to address a range of subjects in weekly creative nonfiction pieces, and to read deeply and analyze established models as well as peer work to develop important critical faculties. Students will be expected to participate actively in rigorous, constructively critical discussions. Weekly exercises, as well as reading and journal assignments. Final portfolio of creative and critical work.

Credits 4

Prerequisites

English 252 or equivalent; and consent of instructor.

English 335-341 : Studies in British Literature

Courses designed to introduce students to the literature and culture of England in each of six literary periods: the Middle Ages (English 336), the Renaissance (English 337), the Restoration and 18th Century (English 338), the Romantic Period (English 339), the Victorian Period (English 340), and 1900-Present (English 341). Also included in this category are courses covering in depth particular topics in pre-Romantic English literature (English 335). The specific focus of each course will vary from year to year. Topics in a particular literary period may be taken a total of two times, but the second will count as an elective. See course schedule for any current offerings.

Credits 4

English 346 : History in African American Narratives

This course examines how Black writers and filmmakers use fictionalized narratives of American history as a means to contest predominant narratives of African Americans' past. We will discuss how African American artists highlight hitherto obscure and whitewashed events, and call attention to the forms by which largely white-authored representations of the past misrepresent or exclude Black histories and memories. We will pay particular attention to community flourishing independent from as well as despite institutional structures that pose substantial challenges to community cohesion, intergenerational wealth accumulation, and positive conceptions of Black selfhood in historically racist formulations of U.S. nationalism. Writers and films may include Zora Neale Hurston, Toni Morrison, Charles Johnson, Paul Beatty, Danzy Senna, as well as *Bamboozled*, *Judas and the Black Messiah*, *The Last Black Man in San Francisco*, and others. Fulfills the English Major "Underrepresented Literatures" requirement. May be elected for credit toward the Indigeneity, Race, and Ethnicity Studies major and minor.

Credits 4

English 347-349 : Studies in American Literature

One special topics course, English 347, with a topic that will vary every year, will examine one area of American literature in depth. English 348 covers early and middle American literature. English 349 covers rotating Variable Topics on major movements in modern and contemporary American writing in alternating years: one focuses on literary representations of the built environment, and the other considers literature influenced by or addressing Christianity and Christian themes. Topics in a particular literary period may be taken a total of two times, but the second will count as an elective. See course schedule for any current offerings.

Credits 4

English 350 : Chaucer

A study of medieval England's most famous, influential, and humorous poet. Course texts will include *The Canterbury Tales*, *Troilus and Criseyde*, and select shorter poems. Students will learn to read texts in the original Middle English. May be taken to count toward the major's "Early Period British Literature" requirement.

Credits 4

English 353 : Studies In Shakespeare

A course on the dramatic and non-dramatic works of William Shakespeare, the course will focus on close reading of the primary texts, with attention to questions arising both from the Early Modern English culture in which they were written and to their cross-cultural significance in later literature, Theater, and film. The course will vary from year to year and will be organized by theme. See course schedule for any current offerings.

Credits 4

English 357 : Milton and the Idea of Freedom

The writings of John Milton (1608-1674) played a crucial role in shaping what we now know as Modernity. We will study his poetry and prose, with particular attention to his ground-breaking political treatises and his enormously influential epic *Paradise Lost*.

Credits 4

English 367 : Selected Works by One Author

An intensive study of one influential English-language author, designed to include texts from the beginning to the end of that writer's career. See course schedule for any current offerings.

Credits 4

English 375 : Literary Theory Variable Topics

This course introduces students to arguments about the shaping, the effects, and the interpretation of literature. Themes for the course will vary, but among the questions we will consistently examine are the following: Through what kinds of assumptions do we read literature? How do characters in literary texts themselves read? How do these texts interpret what they represent? We will devote approximately equal time to the study of theoretical texts and to reading literary works through theoretical lenses. See course schedule for any current offerings.

Credits 4

English 376 : Studies in Colonial and Anti-Colonial Literature

This course will examine texts from former colonies in South Asia, Africa, the Middle East, the Caribbean, and Australia. We will study how these works negotiate the past and present, and how they explore multiple forms and conditions of colonialism and postcolonialism. The course will discuss works of literature, as well as theoretical and critical texts. Offered annually. May be taken for credit toward the major's "Underrepresented Literatures" requirement. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor. See course schedule for any current offerings.

Credits 4

English 377 : Rhetorical Bodies

This course examines the rhetorical construction of bodies as well as the ways in which bodies are often used rhetorically. In order to carry out this examination, we will apply a variety of critical rhetorical lenses to written and visual texts. We will be particularly concerned with the intersections of social factors such as gender, race, class, sexuality, and disability and the ways in which these intersections are written on our bodies. We will read texts by classical and contemporary theorists and authors, such as Hippocrates, Quintilian, Judith Butler, Kenneth Burke, Patricia Hill Collins, Debra Hawhee, and Robert McCruer. This course will be writing intensive. May be taken for credit toward the Gender Studies major or minor or the Indigeneity, Race, and Ethnicity Studies major or minor. May be elected as Rhetoric, Writing & Public Discourse 380.

Credits 4

Cross-Listed

Rhetoric, Writing, and Public Discourse 380

English 387, 388 : Special Studies

Studies of English or American literature and language generally not considered in other courses offered by the department. The specific material will vary from semester to semester. See course schedule for any current offerings.

Credits 4

English 389 : Special Studies in Craft

Studies of literary craft not considered in other courses offered by the department, intended for upper-level creative writing students. Active participation in rigorous discussions and intensive workshops expected. Final portfolios of creative and critical works. Specific material will vary from semester to semester. See course schedule for any current offerings.

Credits 4

Prerequisites

English 250, 251, or equivalent; and consent of instructor.

English 401, 402 : Independent Study

Directed reading and the preparation of written work on topics suggested by the student. The project must be approved by the staff of the department. Thus, the student is expected to submit a written proposal to the intended director of the project prior to registration for the study. The number of students accepted for the work will depend on the availability of the staff. Independent Study may not count as one of the electives fulfilling minimum requirements for the major or minor without prior written approval of the English department.

Credits 1-4

Prerequisites

Consent of instructor.

English 491 : Seminars in English and American Literature

Seminars require a substantial amount of writing, a major written project of at least 15 pages involving research in secondary sources, and oral presentations. Topics will vary from semester to semester. Open to junior and senior English majors only. See course schedule for any current offerings.

Credits 4

Prerequisite Courses

[English 290: Approaches to the Study of Literature](#)

English 496 : Creative Thesis

Designed to further independent projects leading to the preparation of an undergraduate thesis in creative writing. The creative thesis, an option for a student of exceptional ability in creative writing, will be a substantial, accomplished collection of work in a particular genre. Limited to, but not required of, senior English majors.

Credits 4

Prerequisites

Approval of a proposal submitted to the English department prior to registration by a date designated by the department. For full details, see the *English Department Handbook*.

English 497 : Thesis

Designed to further independent research projects leading to the preparation of an undergraduate thesis. The creative thesis, an option for a student of exceptional ability in creative writing, will be a substantial, accomplished collection of work in a particular genre. Limited to, but not required of, senior English majors.

Credits 4

Prerequisites

Approval of a proposal submitted to the English department prior to registration by a date designated by the department. For full details, see the *English Department Handbook*.

English 498 : Honors Thesis

Designed to further independent critical and creative research projects leading to the preparation of an undergraduate thesis. The creative thesis, an option for a student of exceptional ability in creative writing, will be a substantial, accomplished collection of work in a particular genre. Required of and limited to senior honors candidates in English. The candidate will be assigned to an appropriate thesis advisor, depending upon his or her field of interest.

Credits 4

Prerequisites

Approval of a proposal submitted to the English department prior to registration by a date designated by the department. For full details, see the *English Department Handbook*.

Environmental Studies

Co-Director: Amy Molitor, Environmental Studies

Co-Director: Tim Parker, Biology

Director of Environmental Humanities: Emily Jones, German Studies and Environmental Studies

Eunice L. Blavascunas, Anthropology and Environmental Studies (*on sabbatical, 2024-2025*)

Lauren LaFauci, Environmental Humanities

Lyman Persico, Geology and Environmental Studies

Kathleen J. Shea, Environmental Humanities and Classics

Affiliated Faculty:

M Acuff, Art

Sharon Alker, English

Jakobina Arch, History (*on sabbatical, Spring 2025*)

Nicholas Bader, Geology

Alissa Cordner, Sociology (*on sabbatical, Fall 2024*)

Frank Dunnivant, Chemistry

Patrick Frierson, Philosophy

Rebecca Hanrahan, Philosophy (*on sabbatical, 2024-2025*)

Kurt Hoffman, Physics

Delbert Hutchinson (*on sabbatical, Fall 2024*)

Christopher Leise, English

Nina Lerman, History

Maria Lux, Art

Rosie Mueller, Economics

Jason Pribilsky, Anthropology

Kisha Lewellyn Schlegel, English

Aaron Strain, Politics (*on sabbatical, 2024-2025*)

Stanley J. Thayne, Politics

About the Program

Environmental Studies courses deal with a wide range of contemporary problems associated with the interactions between humans and nature. Coursework is designed to meet the needs of two groups of students: those who choose to major in Environmental Studies and those who desire knowledge in this area as part of their general education. A primary objective of the program is to aid the student in understanding that environmental problems are multi-causal phenomena, and to develop skills necessary for effective environmental citizenship and leadership.

The program introduces students to a wide variety of perspectives that examine the many connections between humans and nature. To do this, the program combines a broad set of relevant courses in the natural and social sciences as well as the humanities. The basic preparation can then transfer easily to further graduate training or to an immediate career in research, policy, or some other professional environmental direction. The hallmarks of the Whitman program are its multidisciplinary organization, and local and regional in empirical emphasis. Students wrestle with the challenges, and come to understand the necessities, of an interdisciplinary approach in the elucidation of any environmental problem. They develop a literacy in understanding their Walla Walla environmental address, so they can appreciate the deep links between their temporary community and the surrounding human and natural environments. Field trips and internship opportunities are a vital part of this experience.

Program Goals

- To foster critical thinking skills in relation to environmental problems.
- To enhance environmental literacy.
- To encourage interdisciplinary integration of disciplinary approaches to environmental concerns.
- To develop communication skills in a wide variety of formats designed for diverse audiences.

Learning Goals

Upon graduation, students will be able to:

- Articulate an understanding of relevant concepts that underlie environmental processes, thought and governance in the natural sciences, social sciences and humanities.
- Integrate and apply sophisticated perspectives from multiple disciplinary approaches that address complex environmental problems.
- Design and conduct research on environmental topics. Research could include a variety of methods (quantitative, qualitative, artistic, rhetorical, spatial, etc.) as well as in a variety of contexts (senior thesis, summer research, course assignments, study abroad, etc.).
- Communicate effectively in both written and oral formats to academic and non-academic audiences.

Advisory Information

The Environmental Studies major develops a common core of knowledge through extensive interdepartmental coursework, complemented by a concentration in a specific area in the environmental arts and humanities, natural and physical sciences, or social sciences. The student may elect one of eleven areas of concentration — art, anthropology, biology, chemistry, economics, geology, history, humanities, physics, politics, or sociology — or an individually planned major (psychology, for example) in the environmental studies major.

The following course of study is required of all environmental studies majors. Students earn a minimum of 25 credits in environmental studies (including foundation courses), and combine these credits with an area of concentration. No more than eight transfer credits may be applied to the Environmental Studies requirements. Semester in the West and Whitman in the Wallows are programs run by Whitman College and count as credit earned on campus. Courses taken P-D-F may not be used to satisfy requirements for the Environmental Studies major.

Environmental Studies majors are encouraged to study for a semester or a year in a program with strong environmental relevance. Particularly appropriate are Whitman College's field program in environmental studies, Semester in the West; and the School for Field Studies. See the *Special Programs* section in this catalog for more information. Also, consider the University of Montana's Northwest Connections Field Semester.

Anthropology-Environmental Studies Major

Program of Study Type

Combined Major

How does culture mediate relationships with land, water, soils, climate, plants, and animals? And how have these more-than-human beings had reciprocal relationships with humans? Using a range of methodologies and theoretical perspectives, including ethnography, Anthropology-Environmental Studies majors will examine the multi-faceted character of the environment and environmentalism at a time widely heralded as the Anthropocene. With humans at the center of this proposed geologic epoch the Anthropology-Environmental Studies equips major students with a working grasp of fundamental natural and scientific concepts central to environmental studies, while also understanding how scientific knowledge is always embedded in specific cultural features and historical contexts. An anthropological approach stresses that, while environmental processes and phenomena have material existence, they work within diverse cultural frames of meaning. While as an environmental anthropologist you will be able to recognize the commonalities, coalitions and alliances that cut across cultures, as well as recognizing the political and economic agendas that guide and inform globalized environmental movements.

Total credit requirements for an Anthropology-Environmental Studies major: 55 (30 credits in Anthropology and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Anthropology-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Anthropology Courses**
 - Anthropology 101, 203, and 490
 - Anthropology 492 or 498
 - Two core Environmental Anthropology courses chosen from Anthropology 228, 313, 333, 345, and 360
 - Two elective courses in Anthropology at the 200- or 300-level, excluding Anthropology 201
- **Senior Requirements**
 - Anthropology 490
 - Anthropology 492 or 498
- **Honors**
 - Students do not apply for admission to candidacy for honors.

- Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No more than eight credits in off-campus programs and transfer credits.
 - No P-D-F courses.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	55

Art-Environmental Studies Major

Program of Study Type

Combined Major

The Art-Environmental Studies major is designed to serve students whose deep interest in environmental issues dovetails with a developing capacity for creative thinking and production in the visual arts.

Total credit requirements for an Art-Environmental Studies major: 40 credits in Art and additional supporting coursework, plus 25 credits in required coursework for all Environmental Studies majors

Common Requirements for all Environmental Studies Majors

Total credit requirements for an Environmental Studies major: A student who enters Whitman College with no advanced placement or transferrable credits will need to take a minimum of 25 credits of introductory and foundational coursework in Environmental Studies, plus additional credits in coursework specific to their area of concentration.

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies

- Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Art-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Courses**
 - Studio Art (6 courses):
 - Two beginning-level or Foundations courses in any area, chosen from Art 102-116, 123, 125, 130, 160, 167, 170, 180, and any 100-level special projects courses labeled "Foundations"
 - One beginning-level 3D course, chosen from Art 130 or 160
 - One intermediate, 200-level course in any chosen area
 - One advanced, 300-level course in any chosen area
 - Art/Environmental Studies 314
 - Art History (3 courses):
 - Art History 203 and 352 (note 203 this is a prerequisite for all Art History courses above 203)
 - On additional Art History course, chosen from Art History 130, 150, 211, 227, 228, 229, or 355
 - One additional elective chosen from the Arts and Humanities foundational courses for Environmental Studies.
 - Senior Coursework (2 courses):
 - Art 480 and 490
- **Senior Requirements**
 - Art 480 and 490
 - Senior assessment will take place within Art 490 and consists of:
 - Original body of work for the Senior Thesis Exhibit. This work should clearly reflect an environmental focus and synthesis of ideas gleaned from Art, Environmental Studies, and Art History coursework.
 - Written artist statement
 - Oral defense of work before a committee of 3-4 advisors from Arts, Art History, and Environmental Studies.
- **Honors**
 - Students do not apply to admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Art/Environmental Studies 314 cannot be used to fulfill the interdisciplinary elective requirement for Environmental Studies majors.
 - Because the same learning goals are accomplished in both courses, students may take either Art 115 or 116 for credit and to fulfill requirements for their major, but not both.

- Art History 226 or 352 can be used to fulfill either the Art History course requirement or the foundational Arts and Humanities elective requirement, but not both.
- No courses may be taken P-D-F.

Item #	Title	Credits
	Environmental Natural and Physical Sciences Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Environmental Arts and Humanities Electives	
	Total Credits	65

Biology-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Biology-Environmental Studies major: 66 (including 27 credits in Biology, 14 credits in supporting Science, and 25 credits in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

• Required Courses

- *Introductory Coursework:* Environmental Studies 120 and 207
- *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
- *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
- *Senior Coursework:* Environmental Studies 479

• Additional Requirements

- Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies

• Senior Requirements

- Environmental Studies 479
- Further requirements as specified by the chosen major

• Honors

- Specified within each major

• Notes

- Up to 8 transfer credits may be applied to a major in Environmental Studies.
- No courses taken P-D-F can be applied toward the major.

Requirements for Biology-Environmental Studies Majors

• Complete the Common Requirements for all Environmental Studies Majors (25 Credits)

• Required Biology Courses

- Biology 101, 101L, 102, and 102L
- 3 credits of Biology 490 or 498
- Biology 499

- Upper-level electives (at least 3 credits must be taken at the 200-level before proceeding to coursework at the 300-level):
 - Three credits in Molecular/Cell Biology
 - Four credits in Organismal Biology
 - Eight credits in Ecology/Evolution
- **Required Supporting Science Courses**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245
 - Mathematics 124 or 125; or a course in statistics (Mathematics 128 or 247, Economics 227, Psychology 210, or Sociology 208)
- **Senior Requirements**
 - 3 credits of Biology 490 or 498
 - Biology 499
 - One-hour oral exam and a passing score on the senior written exam
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Courses in Physics are recommended.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Molecular/Cell Biology Electives	
	Organismal Biology Electives	
	Ecology/Evolution Electives	
	Total Credits	66

Chemistry-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Chemistry-Environmental Studies major: 56-61 (25-30 in Chemistry, 6 in Mathematics, and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479

- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Chemistry-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Chemistry Courses**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245, 246, 251, 252, and 310
 - Two courses chosen from Chemistry 320, 346, and 388
 - One credit of Chemistry 401, taken no later than the second to last semester
 - One credit of Chemistry 490 or 498
- **Required Mathematics Courses**
 - Mathematics 124 or 125; and 126
- **Senior Requirements**
 - One credit of Chemistry 490 or 498, in which a thesis is written
 - One-hour oral examination
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	56-61

Economics-Environmental Studies Major

Program of Study Type

Combined Major

The Economics- Environmental Studies major allows you to explore, examine and analyze the most significant environmental issues of our times — global climate change, toxic waste, and habitat loss — through a perspective that emerges from within the field of economics as you join humanity's efforts to find innovative, practical, and lasting solutions to environmental degradation.

Total credit requirements for an Economics-Environmental Studies major: 52 (27 credits in Economics and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Economics-Environmental Studies Major Requirements

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Economics Courses**
 - Economics 100 or 101; and 102
 - Economics 227 (or Mathematics 128 or 247)
 - Economics 307, 308, and 477
 - One additional course in Economics
- **Additional Required Courses**
 - One additional relevant foundational course in Environmental Social Sciences outside of Economics
- **Senior Requirements**
 - Major Field Test (MFT)
 - Oral exam in Economics
 - Those not writing a suitably interdisciplinary honors thesis are required to complete an oral exam in Environmental Studies.
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500

- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis project and the honors thesis course.
- Pass the senior assessment with distinction.
- The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
- The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- For details, visit www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors.
- **Notes**
 - Mathematics 124 or 125 is a prerequisite for Economics 307 and 308.
 - A minimum grade of C is required in Economics 307 and 308.
 - No courses taken P-D-F, including Economics 493 and 494, may count toward major requirements.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Environmental Social Sciences Electives	
	Total Credits	52

Geology-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Geology-Environmental Studies major: 64-66 (26 in Geology, 13-15 in supporting Science courses, and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**

- Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Geology-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Geology Courses**
 - Geology 125 and 126 (or Geology 110 and 111; or Geology 120 and 121)
 - Geology 227, 270, 350, 358, 420, and 470
 - Geology 405 or 301
- **Required Supporting Science Courses**
 - Chemistry 125 and 135; or 140
 - Mathematics 124, 125, or 126
 - One 3- or 4-credit course numbered above 125, chosen from Chemistry, Computer Science, Mathematics and Statistics, or Physics
 - Choose one of the following:
 - One additional course from Chemistry, Computer Science, Mathematics and Statistics, or Physics
 - Biology 115, 130, or 177
- **Recommended Courses**
 - Geology 480
 - Courses in meteorology, physics, calculus, statistics, biology, and chemistry
- **Senior Requirements**
 - Geology 470
 - Senior assessment:
 - Four-hour written Geology exam
 - Geology oral exam, which may be conducted in the field
 - An Environmental Studies oral exam may be required for students who do not complete an interdisciplinary thesis.
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	64-66

History-Environmental Studies Major

Program of Study Type

Combined Major

Environmental History studies the interactions between humans and the natural world in the past. Understanding environmental influences on human society and vice versa means using historical evidence from scientists that go beyond the written record (studies of ice cores, tree rings, animal behavior, chemical processes, etc.) This highly

interdisciplinary field also draws on artistic and literary sources to delve into nature's cultural impact on human societies and illustrate changing attitudes towards the natural world both before and after the concepts of environmentalism and the Anthropocene emerged. As an environmental historian, you will be able to better grasp the human condition as embedded in the broader environment through the ages. This leads to a deeper sense of the possibilities and limitations of humanity, how we have shaped our world and how the world has shaped us, from antiquity to our contemporary situation of environmental crisis.

Total credit requirements for a History-Environmental Studies major: 57 (32 credits in History and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for History-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required History Courses**
 - History 299 and a 390-level History seminar
 - History 401; and 402 or 498
 - History 231 or 232
 - Two additional History courses chosen from the following list of core Environmental History courses: History 120, 155, 205, 206, 231, 232, 262, 263, 307, 321, and 355
 - Other courses may be substituted with the approval of Environmental History faculty.
 - 8 credits in additional History courses not on the list of core Environmental History courses
- **Senior Requirements**
 - History 401
 - History 402; or 3 credits of History 498 and 1 credit of Environmental Studies 498
 - Senior assessment in History, consisting of:
 - A substantive integrative essay (bringing together coursework across Environmental Studies), or a substantive research essay (conducting further research on an environmental history topic including environmental humanities and environmental science aspects), or an honors thesis
 - Oral exam based on the senior essay or thesis, touching on all three areas within Environmental Studies

- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Candidates enroll in three credits of History 498 and one credit of Environmental Studies 498.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Only two History courses may be taken at the 100-level.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	57

Physics-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Physics-Environmental Studies major: 55-56 (23-24 in Physics, 7 in Mathematics, and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major

- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Physics-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Physics Courses**
 - Physics 145, 155, or 347
 - Physics 156, 245, 255, and 267
 - Two courses chosen from Physics 325, 339, 347, 357, and 385
 - Choose one of the following:
 - One additional Physics course numbered 300-480
 - BBMB 324 and 334
- **Required Mathematics Courses**
 - Mathematics 225 and 244
- **Senior Requirements**
 - Written exam in Physics
 - Oral exam in Physics
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - If students place out of Physics 155, they must take Physics 347.
 - Physics 347 may not be used to satisfy multiple requirements.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	55-56

Politics-Environmental Studies Major

Program of Study Type

Combined Major

Politics-Environmental Studies students critically engage with the complex nature of power in the world that we live especially as it relates to environmental institutions, ideas, and values. Students also explore how power plays a role in the ability of a society to make the essential decisions that affect our lives and the environment in ways both large and small.

Total credit requirements for a Politics-Environmental Studies major: 57 (32 credits in Politics and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Politics-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Politics Courses**
 - Introductory Politics: one course chosen from Politics 119, 124, 228, or 287
 - Political Economy: one course chosen from Economics 100 or Politics 363
 - Global Politics: one course chosen from Politics 120, 147, 232, 331, or 335
 - Other courses may be substituted with the approval of Environmental Politics faculty.
 - Twelve additional credits in Politics electives, including at least 8 credits at the 300- or 400-level
 - Politics 490, 497, or 498
- **Additional Required Courses**
 - Environmental Studies 488 or 498
- **Senior Requirements**
 - Politics 490, 497, or 498
 - Environmental Studies 488 or 498
 - C- or above on thesis
 - One-hour oral thesis defense
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will notify students attaining honors and submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.

- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No more than eight credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses. These may be applied at the 100- and 200-level.
 - No P-D-F courses.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	57

Sociology-Environmental Studies Major

Program of Study Type

Combined Major

Sociology-Environmental Studies majors analyze the social dimensions of natural and built environments. More specifically, students explore questions such as, how do people's experiences of and knowledge about environmental issues differ by race, class, gender and nationality? How do those differences shape perspectives on environmental problems and ecological damage such as species decline, toxic contamination, air and water pollution, especially now that the rate of damage is increasing? The critical study of social factors that influence environmental issues such as population growth, globalization, climate change, environmental health and environmental justice, leads to a greater understanding of society's efforts to address such problems.

Total credit requirements for a Sociology-Environmental Studies major: 59 (34 credits in Sociology and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Sociology-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Sociology Courses**
 - Sociology 117, 207, 229, 251, and 490
 - Sociology 325, 329, or 353
 - Sociology 492 or 498
 - One additional four-credit elective course in Sociology
- **Additional Required Courses**
 - Environmental Studies 488 or 498
 - One additional relevant foundational course in Environmental Social Sciences outside of Sociology
- **Senior Requirements**
 - Sociology 490; and 492 or 498
 - Environmental Studies 488 or 498, which involve a written thesis
 - Pass a comprehensive oral examination.
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Environmental Social Sciences Electives	
	Total Credits	59

Environmental Humanities Major

Program of Study Type

Major

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

Total credit requirements for an Environmental Humanities major: 51 (26 specific to Environmental Humanities and 25 in required coursework for all Environmental Studies majors)

Learning Goals

- **Major-Specific Areas of Knowledge**
 - Articulate the development of and attitudes toward anthropogenic climate changes across cultural differences and in a variety of historical and geographical contexts.
 - Make arguments about the ethical stakes of environmental interactions.
 - Analyze a wide variety of environments, both natural and built.
- **Communication and Analysis**
 - Develop the ability to study the environment from a variety of disciplinary perspectives, including the discourses of the arts, literature, rhetoric, and/or philosophy
 - Develop the capacity to form new interpretations and situate them in dialog with prior art, scholarship, and discourse through careful research.
 - Demonstrate understanding of varied ways in which environmental narratives have been produced across a range of media, and how these narratives influence material reality.
 - Articulate and the relationship between diverse historical ideas and emerging theories.

Distribution

For students who started at Whitman College prior to Fall 2024, courses designated Environmental Humanities count toward the humanities distribution area with the following exceptions:

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Environmental Humanities Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Courses**

- Creative Production: One approved elective course that focuses on a mode or modes of environment-oriented creative production and develops students' ability to represent environmental issues in creative modes of communication
- Ethics: One elective course that equips students to engage with the ethical stakes of human engagement with the other-than-human world
- Paradigms: Two elective courses that introduce students to diverse assumptions and paradigms for understanding concepts related to nature and/or the environment. One paradigm course must focus on ancient or underrepresented perspectives.
- Two additional Environmental Humanities courses, at least one of which must focus on a historical period predating modern environmentalist movements.
- Environmental Studies 490
- **Senior Requirements**
 - Environmental Studies 490, in which students execute a scholarly and/or creative project focusing on an Environmental Humanities topic of their design.
 - One-hour oral exam with a committee of Environmental Humanities faculty that addresses the thesis as well as the major experience as a whole.
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program. Theses may take a variety of forms, both scholarly and creative.
 - Earn a grade of at least A- in the thesis course.
 - Pass the senior assessment with distinction.
 - Director of the program will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Up to eight credits of transfer or study abroad credit may be applied toward the major, with consent of the Environmental Humanities faculty.
 - Students are highly encouraged to take Environmental Studies 480 in the fall of their senior year.

Item #	Title	Credits
	Environmental Natural and Physical Sciences Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Electives for the Environmental Humanities Major	
	Total Credits	51

Environmental Studies Course Descriptions

Environmental Studies 102 : Special Topics: Introductory Environmental Humanities

An introductory course designed to investigate environmentally significant topics in the humanities. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 105 : Semester in the West: Field Methods and Practices -- Social Science

This course asks a series of questions about how we understand human and more-than-human interactions in the field. What are the scales and social science methods of knowing people, plants, animals, rocks, waterways, forests, deserts, flat-lands, and mountains that we encounter when we use social science methods? Depending on the specific year, students will learn about and practice multiple methods, such as ethnography, digital storytelling, oral history, surveys, note taking, field observations, mapping and spatial analysis, and/or interviews. The class will explore the legacies of place-making in the West. Through readings and encounters with community partners, students will both critique and evaluate historical and ongoing processes that have dispossessed, marginalized and excluded cultural, racialized and ethnic groups in the West. Required of and open only to students accepted to Semester in the West.

Credits 4

Prerequisites

Acceptance to the Semester in the West program.

Corequisite Courses

[Environmental Studies 110: Semester in the West: Field Methods and Practices -- Humanities](#)

[Environmental Studies 115: Semester in the West: Field Methods and Practices -- Environmental Science](#)

[Environmental Studies 310: Semester in the West: Interdisciplinary Study of Environmental Problems](#)

Environmental Studies 110 : Semester in the West: Field Methods and Practices -- Humanities

Students in the Environmental Humanities Field Course will develop habits, perceptions, and skills for attuning to relations between humans and the more-than-human world inspired by the arts and humanities. Depending on the specific year, the course may focus on visual arts, poetry, ethnography, creative nonfiction, sound arts, and/or filmmaking. Regardless of the specific media, the course asks students to cultivate a discipline of regular, careful "field observations" based on their relations and interactions with SITW's community partners, both human and more-than-human. The goal of these observations—whether they take the form of written words, sculpture, sketches, digital images, or sound—is to learn new ways of seeing, feeling, listening, and engaging with our multiple entanglements with the West. Along the way, students will reflect on the ethics, politics, and aesthetics of their work, and build toward a capstone project, typically a piece of writing or art for a broader, non-academic audience. Required of and open only to students accepted to Semester in the West.

Credits 4

Prerequisites

Acceptance to the Semester in the West program.

Corequisite Courses

[Environmental Studies 105: Semester in the West: Field Methods and Practices -- Social Science](#)

[Environmental Studies 115: Semester in the West: Field Methods and Practices -- Environmental Science](#)

[Environmental Studies 310: Semester in the West: Interdisciplinary Study of Environmental Problems](#)

Environmental Studies 115 : Semester in the West: Field Methods and Practices -- Environmental Science

This field-intensive course introduces students to scientific habits of mind and practice through the interdisciplinary field of environmental science. Environmental science helps us understand how humans have impacted Earth systems including interactions between Earth, water, air, and biological organisms, and how we can address the resulting environmental problems. Environmental science draws on knowledge, models, and methods from the natural sciences of geology, biology, physics, and chemistry, but also from other disciplines in the social sciences and humanities. The course emphasizes the intrinsic relationships between human societies and Earth and biologic processes, including hazard mitigation, and natural resource management. Students will learn foundational methods for observation and measurement in diverse field settings across the North American West. Required of and open only to students accepted to Semester in the West.

Credits 4

Prerequisites

Acceptance to the Semester in the West program.

Corequisite Courses

[Environmental Studies 105: Semester in the West: Field Methods and Practices -- Social Science](#)

[Environmental Studies 110: Semester in the West: Field Methods and Practices -- Humanities](#)

[Environmental Studies 310: Semester in the West: Interdisciplinary Study of Environmental Problems](#)

Environmental Studies 120 : Introduction to Environmental Studies

An introduction to interdisciplinary themes in environmental studies, including perspectives from the sciences, social sciences, and humanities. Emphasis is placed on understanding local and regional environmental problems as well as issues of global environmental concern. Students enrolling in this course also will be required to enroll in Environmental Studies 120L *Environmental Studies Excursions*. The weekly afternoon excursions cover the length of the Walla Walla drainage basin, from the Umatilla National Forest to the Columbia River. Excursions may include the watershed, the water and wastewater treatment plants, energy producing facilities, a farm, a paper mill, different ecosystems, and the Johnston Wilderness Campus. This course is required of all environmental studies majors. All environmental studies majors must pass this course with a minimum grade of C (2.0). First-year students and sophomores only or consent of instructor.

Credits 4

Corequisites

Includes a required corequisite lab, Environmental Studies 120L.

Environmental Studies 200 : Special Topics: Introductory Environmental Social Sciences

An introductory course designed to investigate environmentally significant topics in the social sciences. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 201 : Special Topics: Introductory Environmental Sciences

An introductory course designed to investigate environmentally significant topics in the sciences. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 202 : Special Topics: Introductory Environmental Humanities

An introductory course designed to investigate environmentally significant topics in the humanities. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 203 : Special Topics: Interdisciplinary Studies

An introductory course designed to investigate environmentally significant topics from an interdisciplinary perspective. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 205 : Women and Nature in the Ancient World

As mothers, witches, nymphs, and virgin-huntresses of the wild, women in the ancient world were depicted in roles that denoted a special relationship with nature. Likewise, the natural world was articulated through gendered imagery. In this course, we will explore the association of gender and nature in the ancient Greco-Roman world. We will give particular focus to the status of women as intermediaries to nature. We will examine a range of representations of the feminine in literature and art, as well as in ritual and social practice, studying the female role in negotiating society's interactions with nature. Works that we will read and discuss may include the Homeric Hymns, plays by Aeschylus and Euripides, and the novel, *The Golden Ass*, by Apuleius. May be elected as Classics 205. May be taken for credit toward the Gender Studies major. Formally Environmental Studies 309-may not be taken if previously completed 309.

Credits 4

Cross-Listed

Classics 205

Environmental Studies 207 : Methods of Environmental Analysis

An introduction to analytic methods and tools utilized to address environmental issues and problems. Building on a basic understanding of elementary concepts in statistics (variables, descriptive and inferential statistics, confidence intervals, hypothesis testing, effect sizes, etc.), students will learn to read, interpret, and critically evaluate environmental data and literature. Additionally, students will become familiar with environmental analysis procedures and surveys such as environmental assessment (Environmental Impact Statements); environmental risk assessment; land, soil, water, wildlife, agricultural, and mineral surveys. Lastly, given the inherent spatial nature of environmental data, students will utilize Geographic Information Systems software to assess spatial relationships between variables. Two hours of lecture per week plus one three-hour laboratory.

Credits 3

Prerequisites

Environmental Studies 120, declared major in Environmental Studies, and consent of instructor.

Environmental Studies 212 : Introduction to Environmental Humanities

What is (or are?) the environmental humanities (EH)? Is EH a new field of study, a collection of old ones under a new umbrella, or something else altogether? This course will explore the multivalent and capacious area of study known as "environmental humanities," ultimately aiming to draw some conclusions about its defining features, methods, and goals. We will explore EH from both historical and thematic perspectives, taking up such topics such as the difference(s) between ecocriticism and environmental humanities, indigenous epistemologies, race and EH, plant- and animal others, environmental grief, and more. Students actively participating in this course can expect to come away with foundational knowledge of the academic discipline now known as "environmental humanities" and will be able to explain its contours to others. Fulfills the "Paradigms" requirement for the Environmental Humanities Major.

Credits 4

Environmental Studies 216 : What is "Nature Writing"?

The renowned author Barry Lopez is often described as a "nature writer," yet he resisted that label himself, instead arguing, "I'm not writing about nature. I'm writing about humanity. And if I have a subject, it is justice. And the rediscovery of the manifold ways in which our lives can be shaped by the recovery of a sense of reverence for life." The course starts from this question: what constitutes "nature writing"? What does this genre assume, contain, or foreclose—and what might it generate, open up, or create? What does it mean to label someone a "nature writer"? We will read poetry, nonfiction, and fiction writing in English, mostly from North America, to explore these questions and others. We will also write our own examples, using the space of our class community to shape our collective understanding of what this writing can do. About half of our time will be spent exploring our readings, and half writing and workshopping our writing. Students in this course can expect to write a lot: we will produce writing weekly, and we will also give feedback to one another. Students will compile a final portfolio of revised works. We will also spend some time outside on the Whitman campus. Fulfills the "Creative Production" requirement for the Environmental Humanities major.

Credits 4

Environmental Studies 217 : Classical Foundations of the Nature Writing Tradition

The Western nature writing tradition is deeply rooted in models from classical antiquity. In order to appreciate more fully the tradition we will explore the relationship between ancient literature and the natural environment. In our literary analysis of ancient works, we will examine approaches to natural description in several literary genres, which may include the poetic genres of epic, lyric, pastoral, and elegiac, as well as the prose genres of ethnographic history, natural history, and travel-writing. Authors may include Homer, Herodotus, Theocritus, Vergil, Ovid, and Pliny. We will consider how these ancient approaches influenced the development of natural description in the modern period and may read works by later authors such as Shakespeare, Milton, and Thoreau. May be elected as Classics 217.

Credits 4

Cross-Listed

Classics 217

Environmental Studies 220 : Internship Project

Engage in an internship with a college, local, regional, national, or international environmental organization. Prior to the beginning of the semester, students must present an internship proposal outlining specific goals, responsibilities, and time commitment. From this proposal, the internship coordinator, along with input from the student's internship supervisor, will determine the appropriate number of credit hours. In addition to the internship proposal, students are required to maintain an internship journal, submit a midterm and final internship report, and present their intern experience in a poster or oral presentation. May be repeated for a maximum of four credits.

Credits 1-2

Prerequisites

Consent of instructor.

Environmental Studies 226 : Concepts of Nature in Greek and Roman Thought

The Greek term "physis" and the Latin word "natura" refer to what has come to be, as well as to the process of coming into being. This course will consider a broad range of texts which develop important concepts of Nature. Philosophic texts may include the pre-Socratics, Aristotle, the Stoics, and Lucretius. Literary texts may include Theocritus, Virgil, and the early-modern European pastoral tradition. In addition, we will encounter other texts in various genres that contribute some of the ideas, which inform the complex and changing concepts of Nature. May be elected as Classics 226.

Credits 4

Cross-Listed

Classics 226

Environmental Studies 227 : Concepts of Nature in Modern European Philosophy

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

Credits 4

Cross-Listed

Philosophy 227

Environmental Studies 230 : The Cultural and Literary Life of Rivers

Sources of life-giving water, protectors of borders, images of change and oneness, rivers hold deep symbolic and cultural significance. In this course, we will explore the life of the river in the mythological, religious and literary traditions of several ancient and modern cultures. Using comparative approaches, we will examine the meaning and value major rivers hold for the people that live around them and their role in shaping cultural identity and religious practice. We will also read several major literary works that make rivers a central aspect of their narrative and will consider how the author writes about the river and its landscape in order to explore wider issues of the human experience.

Credits 4

Environmental Studies 235 : The Pastoral, the Wild, and the Commons

As Aldo Leopold plainly stated in *A Sand County Almanac*, Western societies, from antiquity to the present, have grappled with human-land relations. Recently, the American conservation and environmental movements have intensified these struggles in various efforts to designate public lands, conserve green space, protect family agriculture, and preserve wilderness, wildlife and scenic areas. In this course, we will examine various texts that bring life to life three concepts that lie at the foundations of most conservationist and preservationist action: the pastoral, the wild, and the commons. Theoretical texts by Leo Marx, Rousseau, Lewis Hyde, Roderick Nash, William Cronon and Kathryn Newfont will form cornerstones of the course. Literary readings may include works by Theocritus, Virgil, Gilbert White, Wordsworth, Frost, Thoreau, Hawthorne, Hurston, Marilynne Robinson, Fitzgerald, and Wendell Berry.

Credits 4

Environmental Studies 247 : The Literature of Nature

Students will examine the tradition of nature-writing and literary natural history. Readings will be drawn from classics in the field (Gilbert White, Darwin, Emerson and Thoreau, Burroughs and Muir, Leopold, Rachel Carson, Loren Eiseley, Mary Hunter Austin), and from the best contemporary nature-writers (Terry Tempest Williams, Ed Abbey, Annie Dillard, Ellen Meloy, Wendell Berry, David Quammen). Lectures and discussions will trace how nature-writing has mirrored the evolution of social, cultural, political, and scientific perspectives on nature.

Credits 4

Environmental Studies 260 : Regional Studies

A study of a specific geographical region using a multidisciplinary approach. Regions covered may include Alaska, western Canada, the northwest or southwest U.S., Hawaii, or Latin America. Lectures, readings, and discussions in various disciplines, concentrating mainly in the natural and social sciences, will precede a one- to three-week field trip. One or more examinations or papers will be required. May be repeated for credit with focus on a different region. See course schedule for any current offerings.

Credits 1-3

Prerequisites

Consent of instructor.

Environmental Studies 300 : Special Topics: Environmental Social Sciences

An upper level course designed to investigate environmentally significant topics in the social sciences. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 301 : Special Topics: Environmental Sciences

An upper level course designed to investigate environmentally significant topics in the sciences. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 302 : Special Topics: Environmental Humanities

An upper level course designed to investigate environmentally significant topics in the humanities. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 303 : Special Topics: Interdisciplinary Studies

An upper level course designed to investigate environmentally significant topics from an interdisciplinary perspective. See course schedule for any current offerings.

Credits 3-4

Environmental Studies 305 : Water in the West

A central narrative to the history of western North America is the pursuit of water. The climate is dry and droughts are common, yet some of the most productive agricultural lands in world reside here. Many of the defining features of the West: snowy mountains, raging rivers, large multiuse reservoirs, livestock grazing, potatoes, avocados, fine wine, and growing metropolises depend upon a continual supply of fresh water and cheap power. Technological innovations in the 20th century have brought more and more water to the people, which have allowed large population increases and expansion into formerly inhospitable terrain. Recent extreme droughts, however, are forcing a reevaluation of the western growth model, which is rooted in the 19th century concept of Manifest Destiny. Furthermore, the prospect of perpetual drought, driven by global climatic change, further questions capability of the West to sustain permanent growth. This course will cover the West's tangled history with water, climate, landscapes, and people. We will use a diverse suite of case studies to highlight western water issues including water resource management, power generation, water law, water economics, and climate change. Ultimately, this course will foster the exploration of human-landscape interactions and contemplate strategies for a sustainable path forward.

Credits 4

Prerequisite Courses

[Environmental Studies 120: Introduction to Environmental Studies](#)

Environmental Studies 307 : Beastly Modernity: Animals in the 19th Century

Many people think that history has to be focused on humans. Furthermore, the modern era can seem like a period of minimal cohabitation with animals. However, many of the dramatic changes in the nineteenth-century world in the transition to modernity were irrevocably linked to the ways that humans interacted with, used, and thought about other animals. By investigating human history around the globe with an eye to the nonhuman actors within it, you will learn more about the different ways that humans relate to other animals and the importance of other living beings in human lives in Europe, the Americas, Asia and Africa. This course considers the factors that shaped some of the most important trends in modern history, including: more extensive and faster transportation networks, modern urban design, scientific research, how nature is used as a resource, and the global increase in mass extinctions and invasive species. Class will be discussion-based, including in-class debates and a presentation of your final research paper. May be elected as History 307, but must be elected as Environmental Studies 307 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

History 307

Environmental Studies 308 : (Re)Thinking Environment

Pairing post-nature, abstract, and non-traditional theories of space and place with pieces of literature that push the boundaries of our understanding of environment, this advanced course encourages students to reconsider environment beyond the natural. The course will engage at a high level with post-natural, toxic, post-industrial and gendered environments alongside a variety of human habitats including the urban, domestic, and transient. Authors may include Sloterdijk, Augé, Buell, Tuan, Jackson, Boym, Sebald, Döblin, Goethe, Handke, and others. Regular readings in both theory and literature will be accompanied by substantial analytical writing assignments and in-class discussion.

Credits 4

Prerequisites

At least one course in Environmental Humanities; or consent of instructor.

Environmental Studies 314 : Art and the Anthropocene

This course takes as its subject the tangled web of relations--aesthetic, ecologic, and political--at the center of the concept of the Anthropocene. An idea first pronounced by geologists but now embraced more broadly, the Anthropocene articulates the ways in which human activity (economic, material and behavioral), has achieved planetary scale and effect, resulting in changes to the earth and its climate. This course examines the methods, practices and discourses employed by artists to address this broad theme, and within it the following subjects: how climate change takes shape visually; how landscapes are culturally produced and ideologically situated; how representation of the natural world is situated vis-a-vis power relations. This is an advanced, studio art, practice-based seminar; all projects will be realized in various visual media, aligned with faculty areas of specialization and interest. This course is, at its heart, an interdisciplinary inquiry, using scientific understanding and cultural criticism to fuel artistic production. May be elected as Art 314, but must be elected as Environmental Studies 314 to satisfy the interdisciplinary course requirement in environmental studies

Credits 3

Cross-Listed

Art 314

Prerequisites

Environmental Studies 120 and one 100-level Art course; or consent of instructor.

Environmental Studies 319 : Landscape and Cityscape in Ancient Rome

Despite Rome being one of the greatest cities in the ancient world, its identity was fundamentally rooted in its natural landscape. In this intensive 4-week course in Italy, we will study the ancient city of Rome and its supporting landscape, both through the lens of ancient literary accounts and directly through field trips to major archeological sites and museums. We will explore how the realms of urban, rural, and wild were articulated in Roman culture, conceptually and materially. We will investigate both how the Romans conceived of the relationship between the built environment of urban space and the natural environment that supported and surrounded it and how they dealt with the real ecological problems of urban life. Students will also actively participate in archeological excavation at a Roman coastal settlement. May be elected as Art History 226 or Classics 319.

Credits 4

Cross-Listed

Art History 226,
Classics 319

Environmental Studies 321 : History and Ethnobiology of the Silk Roads

This interdisciplinary and interdivisional course will provide an integrative exploration into the environmental history and ethnobiology of peoples along various branches of the trading routes across Asia known as the silk roads, with an emphasis on China prior to 1400. Topics focus on how local environments shaped how people lived, including: how, where and why people moved; what goods and technologies were traded; how trade impacted agricultural, social and religious practices; what key biological features underlay the movement along the silk road of items such as foods, beverages, fibers, animals, and diseases. May be elected as History 321.

Credits 4

Cross-Listed

History 321

Environmental Studies 322 : The Anthropocene

This course is a discussion seminar on the implications of climate change for human societies, natural communities, and hybrid human/natures in the Anthropocene, the age of man. Discussions will focus on controversies surrounding the relatively new concept of the Anthropocene itself and how this concept unsettles understandings of nature, wildness, sustainability, democracy, citizenship, global capitalism, environmental justice, and environmental governance. Our approach will be interdisciplinary, drawing on readings in climate politics, sociology, anthropology, philosophy and critical climate studies. Although our focus will be on theoretical and conceptual debates, we will also explore proposed climate mitigation and adaptation strategies such as low carbon social and economic systems, geo-engineering, carbon sequestration, and landscape-scale conservation efforts. A field trip and a longer research paper may be required. May be elected as Politics 322, but must be elected as Environmental Studies 322 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Politics 322

Environmental Studies 327 : Biodiversity

Biodiversity conservation has been a pillar of the American environmental movement for decades. This course will critically evaluate the biodiversity conservation movement through examination of scientific and ethical debates as well as debates about conservation practices. The scientific debates start with the very definition of the term 'biodiversity' and extend through the measurement of biodiversity, the ecological factors that drive differences in biodiversity around the world, and whether we are actually entering the 'sixth mass extinction' in the history of Earth. The ethical debates involve the value of biodiversity and our obligations for its conservation in the context of competing ethical obligations. Our debates about conservation practices will focus especially on the problems created when conservation policy promotes the interests of wealthy conservationists at the expense of impoverished and disenfranchised peoples living in biodiverse regions. We will explore these debates and conflicts as well as innovative ideas to understand biodiversity and promote ethical and effective conservation through reading and discussion of texts from science, philosophy, and social science. This is a discussion-based course in which students prepare for most class meetings with readings from the academic literature.

Credits 4

Prerequisite Courses

[Environmental Studies 120: Introduction to Environmental Studies](#)

[Environmental Studies 207: Methods of Environmental Analysis](#)

Environmental Studies 329 : Environmental Health

Environmental health issues are inherently interdisciplinary. This seminar-style course will examine how the natural, built, and social environments impact human and environmental health outcomes. The course will draw on research articles, theoretical discussions, and empirical examples from fields including toxicology, exposure science, environmental chemistry, epidemiology, sociology, history, policy studies, and fiction. Particular attention will be paid to the use of science to develop regulation, the role of social movements in identifying environmental health problems, and inequalities associated with environmental exposures. This course will be reading, discussion, and writing intensive. May be elected as Sociology 329, but must be elected as Environmental Studies 329 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Sociology 329

Prerequisite Courses

[Environmental Studies 120: Introduction to Environmental Studies](#)

[Environmental Studies 207: Methods of Environmental Analysis](#)

Environmental Studies 335 : Romantic Nature

Why does nature inspire us? Where did our understanding of nature come from? We have inherited our interactions with nature from a variety of sources: The Enlightenment was marked by political, intellectual, and scientific revolution and attempted to explain the world through science. The Romantics, on the other hand, reacted by trying to restore some mystery to Nature and to acknowledge its sublime power. This Nature ideal spread throughout Europe and then on to America, where European Romanticism inspired writers like Emerson, Thoreau, Whitman, and their contemporaries'92 nature writing, which continues to exert influence on the American understanding of the natural world. This course will look at where American Transcendentalists and Romantics found inspiration. Students will read key literary and philosophical texts of the Romantic period, focusing on Germany, England, and America and explore echoes of these movements in the twentieth and twenty-first centuries: How do the Romantics continue to influence the discourse of environmentalism in America and around the world? Is the Romantic impulse at work in the establishment of the national parks system? Can we see echoes of the Romantic Nature ideal in narratives of toxic, post-industrial landscapes? Course taught in English. May be elected as German Studies 335 for students with advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

Credits 4

Cross-Listed

German Studies 335

Environmental Studies 339 : Writing Environmental Disasters

From natural disasters (earthquakes, floods, storms) to man-made ecological catastrophe (nuclear accidents, oil spills, the thinning ozone layer), environmental disaster inspires fear, rage, and action. This course will focus on fiction and non-fiction that meditates on these events and our reactions to them. We will examine the ways in which literature and the other arts depict disaster, how natural disaster descriptions differ from those of man-made environmental crisis, whether humans can coexist peacefully with nature or are continually pitted against it, and how literature'92s depiction of nature changes with the advent of the toxic, post-industrial environment. Authors discussed may include Kleist, Goethe, Atwood, Ozeki, Carson, Sebald, and others. Course taught in English. May be elected as German Studies 339 for students with advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

Credits 4

Cross-Listed

German Studies 339

Environmental Studies 340 : Environmental Radicals in Literature

Much contemporary environmental thought provides a radical critique of industrial and postindustrial society, but in earlier times, the first true environmental thinkers challenged systems of agriculture, market economics, land ownership, and urbanism. What was once radical moved toward the center. In this course, students will examine the radical tradition of environmental thought as it has been expressed in literary and other texts. Bioregionalism, ecofeminism, agrarian communalism, Luddism, Deep Ecology, eco-centrism, and other radical environmental expressions will be examined critically. Works by Hawthorne, Thoreau, Ed Abbey, Kirk Sale, Gary Snyder, Susan Griffin, Paul Shepard, David Abram, and others may be included. Offered in alternate years.

Credits 4

Environmental Studies 345 : The Cultural Worlds of Mountains

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

Credits 4

Cross-Listed

Anthropology 345

Prerequisite Courses

[Environmental Studies 120: Introduction to Environmental Studies](#)

[Environmental Studies 207: Methods of Environmental Analysis](#)

Environmental Studies 347 : The Nature Essay

The class will be conducted as a nonfiction prose writing workshop in which students read and comment on each other's writing. After examining published works chosen as models, students will write essays in the nature-writing tradition, selecting approaches from a broad menu. Nature-writing includes literary natural history; "science translation writing"; essays on current environmental issues; personal essays based on engagement with land, water, wildlife, wilderness; travel or excursion writing with a focus on nature; "the ramble"; and other approaches. Students will learn how contemporary nature-writers combine elements of fiction, scientific descriptions, personal experience, reporting, and exposition into satisfying compositions.

Credits 4

Prerequisites

Consent of instructor.

Environmental Studies 349 : Regional Literatures of Place: The West and the South

The literatures of both the American West and the American South often reflect political struggles. Issues of federalism and states' rights, economic dependency on the land, the rapid and radical transformation of an indigenous economy and ecology, and the stain of history stand in the foreground. This seminar will examine literary regionalism by focusing on southern and western writers whose works emanate from and reinforce the ethic and spirit of place. Several of the "Southern Agrarians" may be included along with William Faulkner, Eudora Welty and Flannery O'Connor. Western writers may include Bernard DeVoto, Wallace Stegner, Cormac McCarthy, and James Welch. In addition, films may be used to illustrate the peculiar burden of the contemporary western writer. Offered in alternate years.

Credits 4

Environmental Studies 350 : Politics of Salmon

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

Credits 4

Cross-Listed

Politics 350

Environmental Studies 353 : Environmental Justice

How are environmental problems experienced differently according to race, gender, class and nationality? What do we learn about the meaning of gender, race, class, and nationality by studying the patterns of environmental exposure of different groups? Environmental justice is one of the most important and active sites of environmental scholarship and activism in our country today. This course integrates perspectives and questions from sciences, humanities, and social sciences through the examination of a series of case studies of environmental injustice in the United States and worldwide. Biology and chemistry figure centrally in links between environmental contaminants and human health. Systematic inequalities in exposure and access to resources and decision-making raise moral and ethical questions. Legal and policy lessons emerge as we examine the mechanisms social actors employ in contesting their circumstances. This course will be reading, discussion, and research intensive. May be elected as Sociology 353, but must be elected as Environmental Studies 353 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Sociology 353

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Environmental Studies 358 : Ecocriticism

This course explores the emergence of ecocriticism in the 1990s and its subsequent evolution as a recognizable school of literary and social criticism. Students will analyze foundational texts underpinning ecocritical theory, beginning with Joseph Meeker's *The Comedy of Survival*, then move on to more recent texts that seek to expand ecocriticism beyond the boundaries of nature-writing. Students will discuss, present, and write ecocritical analyses of various literary works. Offered in alternate years.

Credits 4

Environmental Studies 360 : Environmental Writing and the American West

This course explores how writers and others conceptualize and portray various aspects of the American West. Emphasis is placed on the analysis of a variety of genres, including nature writing, political journalism, creative writing, poetry, and writing for interdisciplinary journals in environmental studies. We will write daily, and we will often read aloud to one another from our work. Goals include developing a voice adaptable to multiple audiences and objectives, understanding modes of argument and effectiveness of style, learning to meet deadlines, sending dispatches, reading aloud, and moving writing from the classroom to public venues. The course will be sequentially team-taught in the eastern Sierra Nevada region of California and southeastern Utah. Required of, and open only to, students accepted to Semester in the West. This course can be used by environmental studies majors to satisfy environmental studies-humanities credits within the major.

Credits 4

Prerequisites

Acceptance into the Semester in the West program.

Environmental Studies 362 : Food, Culture, and Politics

Eating is a relational act linking people and environments in complex webs of power. Across time and geography, food has united and divided, underpinned political systems, provided the material and symbolic basis for conceptions of society, and played key roles in forging gender, race, class, and status. This interdisciplinary class draws on texts from history, anthropology, political theory, literature, art, religion, and political economy to explore the cultural politics of food, diet, and eating. It focuses primarily on the development and dynamics of capitalist global food systems from the 18th Century to the present. May be elected as Politics 362, but must be elected as Environmental Studies 362 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Politics 362

Environmental Studies 365 : Other Earths: Environmental Change and Speculative Fiction

As scientists in the recently-christened Anthropocene contemplate solutions to the crises of climate change, growing energy needs, species extinction, and population growth, the language of science grows ever closer to that of science fiction. In literary and artistic representations of these crises, some find conventional, non-speculative fictions lacking, focusing primarily on the present and the past. Speculative fiction, however, provides us with a language to think about the future. This course will engage seriously with works of science fiction ranging from H. G. Wells and Kurt Vonnegut to Ursula K. Le Guin and Kim Stanley Robinson, exploring ways in which these works use the language of science and speculative futures to explore that which is most human. We will study literary representations of climate change and its possible solutions, non-humans and post-humans, future Earths and other worlds in order to understand how it is that we as humans interpret, react to, and struggle against the emergent conditions which challenge our very survival. Students will practice a variety of approaches to literary analysis. This course will also explore the role of artistic representations of the environment in shaping our understanding of the environment and of environmental crisis.

Credits 4

Environmental Studies 365 : Other Earths: Environmental Change and Speculative Fiction

As scientists in the recently-christened Anthropocene contemplate solutions to the crises of climate change, growing energy needs, species extinction, and population growth, the language of science grows ever closer to that of science fiction. In literary and artistic representations of these crises, some find conventional, non-speculative fictions lacking, focusing primarily on the present and the past. Speculative fiction, however, provides us with a language to think about the future. This course will engage seriously with works of science fiction ranging from H. G. Wells and Kurt Vonnegut to Ursula K. Le Guin and Kim Stanley Robinson, exploring ways in which these works use the language of science and speculative futures to explore that which is most human. We will study literary representations of climate change and its possible solutions, non-humans and post-humans, future Earths and other worlds in order to understand how it is that we as humans interpret, react to, and struggle against the emergent conditions which challenge our very survival. Students will practice a variety of approaches to literary analysis. This course will also explore the role of artistic representations of the environment in shaping our understanding of the environment and of environmental crisis.

Credits 4

Environmental Studies 367, 368 : Special Topics

An investigation of environmentally significant issues centered on a common theme. The course may include lectures by off-campus professionals, discussions, student presentations, and field trips. See course schedule for any current offerings.

Credits 1-4

Environmental Studies 390 : Independent Study

A series of readings or a program of individual research of approved environmental topics.

Credits 1-4

Prerequisites

Consent of instructor.

Environmental Studies 408 : SW Western Epiphanies: Integrated Project

In this course students will be responsible for developing a final project based on Semester in the West experiences with the objective of integrating knowledge from courses in politics, ecology, and writing. Each student will produce a final project that sheds light on a substantive issue addressed on Semester in the West. Students must also present their project in a public forum and publish it as an audiovisual podcast on the Semester in the West website. Required of, and open only to students accepted to Semester in the West.

Credits 4

Prerequisites

Acceptance into the Semester in the West program.

Environmental Studies 459 : Interdisciplinary Fieldwork

Students may earn credit for interdisciplinary fieldwork conducted on programs approved by the Environmental Studies Committee. Fieldwork must integrate knowledge from at least two areas of liberal learning, including the sciences, social sciences, and the humanities. This course may be used to satisfy the interdisciplinary coursework requirement for environmental studies majors. See course schedule for any current offerings.

Credits 4

Prerequisites

Admission to field program approved by the Environmental Studies Committee for interdisciplinary credit.

Environmental Studies 479 : Environmental Citizenship and Leadership

An intensive course in environmental problem-solving, with an emphasis on developing skills necessary for effective environmental citizenship and leadership. Students will first engage in readings and discussions to enhance their understanding of environmental decision-making processes and institutions. Then they will work individually and in teams to study active environmental disputes, with the ultimate aim of recommending formal solutions. This course is required of, and open only to, environmental studies majors in their senior year. Field trips and guest presentations may be included.

Credits 2

Prerequisites

Senior status and declared major in Environmental Studies.

Environmental Studies 480 : Environmental Humanities Project Design

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

Credits 1

Prerequisites

Consent of instructor.

Environmental Studies 488 : Senior Project

The student will investigate an environmental issue of his or her own choice and prepare a major paper. The topic shall be related to the student's major field of study and must be approved by both major advisors.

Credits 1-3

Environmental Studies 490 : Environmental Humanities Thesis

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

Credits 4

Prerequisites

Consent of instructor.

Environmental Studies 498 : Honors Project

An opportunity for qualified environmental studies senior majors to complete a senior project of honors quality. Requires the student to adhere to application procedures following the guidelines for honors in major study. Students enrolled in this course must also participate in and meet all requirements of Environmental Studies 488 or Environmental Studies 490, as appropriate.

Credits 1-4

Film and Media Studies

Director: Tarik Ahmed Elseewi

Kathryn Frank

Robert Sickels

Michael Simon

About the Program

Film and Media Studies (FMS) is an interdisciplinary program that enriches understanding of the complexity of media culture by providing a solid grounding in the theory, history, production, interpretation, and criticism of a wide variety of media texts, thus preparing its students to better understand, analyze, and participate in contemporary society.

Learning Goals

Students completing a major in Film and Media Studies will demonstrate an understanding of the histories, technologies, and social and cultural contexts of a range of media. Specifically, FMS pursues a broader, liberal arts approach to film and media studies so that students will:

- Be exposed to a broad range of media across historical eras and international borders so they will be familiar with major trends in media within specific historical and national contexts.
- Learn research skills and methods, disciplinary vocabulary, and an array of theoretical perspectives and be able to apply them so as to convincingly write and speak about media from a range of academic approaches.
- Understand the relationship between varying media and its creators, audiences, representations, and industrial and cultural contexts and be able to write essays or participate in discussions connecting media texts to these concepts.
- Acquire the skills necessary to take part in creative, effective, technically competent, and insightful media production.
- Have the knowledge to write intellectually grounded essays or engage in informed discussions about the role of media in contemporary global culture.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Film and Media Studies count toward the humanities distribution area with the following exceptions:

Humanities or cultural pluralism: 340 and 345

Fine arts: 260 and 360

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Film and Media Studies Major

Program of Study Type

Major

- **Required Courses**
 - Two courses chosen from Film and Media Studies 105, 120, 160, and 170
 - Film and Media Studies 387 and 490
 - At least 18 additional credits in Film and Media Studies and/or approved elective courses offered in other departments.
- **Senior Requirements**
 - Film and Media Studies 490
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Director of the program will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F
 - Film and Media Studies electives may be completed from the list of approved courses offered in other departments.
 - Students may substitute up to 10 elective credits with program-approved transfer credits in Film and Media Studies.
 - Courses counting toward another major or minor may be counted toward the Film and Media Studies major.

Item #	Title	Credits
	Film and Media Studies Electives	
	Total Credits	34

Film and Media Studies Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - One course chosen from Film and Media Studies 105, 120, 160, or 170
 - At least 16 additional credits in Film and Media Studies or approved elective courses offered in other departments.
- **Notes**
 - No courses taken P-D-F
 - Students may substitute up to 5 elective credits with program-approved transfer credits in Film and Media Studies.
 - Courses counting toward another major or minor may be counted toward the Film and Media Studies minor.

Item #	Title	Credits
	Film and Media Studies Electives	
	Total Credits	20

Film and Media Studies Course Descriptions

Film and Media Studies 105 : Introduction to Comics Studies

This course provides an introduction to comic books in the United States. We will examine various approaches to reading and understanding comics and graphic narratives, the relationship between comics and other forms of media, and the influence of comics in American culture more broadly. Topics include the history of comics, controversies and concerns about the cultural influence of comics, the comics industry and how comics are published and distributed, representation in comics, and the impacts of digital production and distribution on comics. This class will combine lectures, discussion, presentations, and writing assignments. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor.

Credits 4

Film and Media Studies 120 : Introduction to Digital Media

In an era where the majority of media are produced, distributed, and accessed digitally, how can we understand the influence of digitization on our media landscape? Are digital media "new?" Has digitization fundamentally changed approaches to making or consuming media? How has the Internet affected the cultural role of media? This course introduces historical and theoretical approaches to understanding digital media and digitization. Topics include the history of digital technologies, the impact of digitization on media production in various industries, digital distribution and exhibition of media, and how the rise of the Internet and other digital technologies play a role in our current media landscape. This class will combine lectures, discussion, presentations, and writing assignments. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor.

Credits 4

Film and Media Studies 150-155 : Special Topics in Film and Media Studies

Topics in Film and Media Studies not generally considered in other courses offered by the department. Materials will vary from semester to semester and may cover subjects, developments, and concepts from early times to the present. Lectures, discussions, tests, papers, and/or weekly screenings. May be repeated for credit. See course schedule for any current offerings.

Credits 1-4

Film and Media Studies 160 : Introduction to Film Studies

This course introduces the historical and theoretical fundamentals of film studies. Representative films will be drawn from a variety of different eras, genres, and countries. Lectures, discussions, tests, and required weekly film screenings. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor.

Credits 4

Film and Media Studies 170 : Introduction to Television Studies

This course explores world culture through an analysis of what is arguably its central medium: television. Tracing the medium from its origins in radio to its digital future, we will investigate television as a site of identity formation, controversy, political power, and artistic experimentation. The course will also consider television in terms of industrial production and audience reception, including the rapidly changing practices associated with television viewing in the 21st century. Lectures, discussions, tests, and required weekly screenings.

Credits 4

Film and Media Studies 210 : The Monstrous Other: Race, Gender, and Colonialism in Horror Media

From the Epic of Gilgamesh to the Grimm Fairy Tales to contemporary horror films, monsters have always existed to tell us what happens if we don't follow the rules. What does a monster do for a film? For society? This class will investigate widely held ideas about race, gender, (dis)ability and other categories of social differentiation through the lens of (post)/colonial horror film. From Zombie flicks to mummy films to space horror, the monster is often found exactly where '93Western Man'94 is attempting to dominate and colonize. A main focus of the class will be to understand complex notions of subjectivity (who AM I, who ARE we) with the recognition that the monster frames a key component of the dialectic of self/other. There is no '91self'92 without a '91not-self'92 and what more instructive not-self could there be than a big ugly monster. But what happens when that monster is coded as female (Ex-Machina) or native (King Kong) or disabled? What kinds of selves are we asked to induce/produce when our monstrous Other is composed of bits of real-world cultural subjects? This class will use cultural studies, post-colonial and psychoanalytic theory to address notions of self/other, human/inhuman, us/them in the media of horror. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Film and Media Studies 220 : Identity, Gender, & Media

This introductory-level class explores the relationship between media and multiple forms of "identity." By critically exploring and deconstructing normative concepts of gender, we shall open critical space to investigate other kinds of identity produced in and through media such as national, religious, ethnic, and class identities. We will focus on contemporary and historically specific examples such as radio and the construction of national identity in the 1920s; television and the production of the domestic housewife in the 1950s; and contemporary marketing techniques and the construction of impossible female bodies. We will bring feminist thought, critical theory, and cultural studies together with specific examples in order to analyze "identity-talk" in film, radio, television, and the Internet. The ultimate goal of this class is to produce an awareness of the different kinds of techniques that bring power and media together to create politically useful identities. Required weekly screenings. Open to first-years, sophomores, and Film and Media Studies majors; others by consent of instructor. May be taken for credit toward the Gender Studies major or minor.

Credits 4

Film and Media Studies 230 : Science Fiction & Society

Although long-derided as genre fiction, pulp, or simple entertainment, analyzing science fiction film and television can yield important clues about shared social anxieties and hopes. In this class, we will critically evaluate utopian and dystopian visual science fiction and fantasy through various lenses including: aesthetics, industrial concerns, politics, gender, and genre. We will screen various examples of science fiction and fantasy film and television (such as *Metropolis*, *2001: A Space Odyssey*, *Star Wars*, *Avatar*, *Battlestar Galactica*, and *Lord of the Rings*) and also discuss the use of science fiction and fantasy in video games. Required weekly screenings.

Credits 4

Film and Media Studies 250-255 : Special Topics in Film and Media Studies

Topics in Film and Media Studies not generally considered in other courses offered by the department. Materials will vary from semester to semester and may cover subjects, developments, and concepts from early times to the present. Lectures, discussions, tests, papers, and/or weekly screenings. May be repeated for credit. See course schedule for any current offerings.

Credits 1-4

Film and Media Studies 260 : Introduction to Filmmaking

This course introduces the fundamentals of the visual language and narrative structures of film. Students will collaboratively make their own short films. Extensive lab time required. Open to Film and Media Studies majors; open to other students with consent of instructor.

Credits 4

Prerequisites

Film and Media Studies 160; or consent of instructor.

Film and Media Studies 265 : Understanding Media Industries

Have you ever watched a film or TV show and wondered, "How did this get made?" or "Who is this for?" Media industries produce and circulate important cultural products that influence how we understand the world around us. This course critically examines the history, organization, everyday practices, and cultural influence of media industries. Topics include media industry ownership, regulation of media, how media industries make (or don't make) money, creative practices and professions within media industries, distribution of media, and the impacts of digitization and globalization on media industries. This class will combine lectures, discussion, presentations, and writing assignments.

Credits 4

Film and Media Studies 270 : Transmedia Cultures

According to Henry Jenkins, media industries are increasingly trying to engage viewers by spreading narratives across a variety of media. He explains that this "transmedia" storytelling "represents the integration of entertainment experiences across a range of media platforms. A story like *Heroes* or *Lost* might spread from television into comics, the web, alternate reality or video games, toys, and other commodities [...]" This course examines how transmedia franchises and narratives are produced, distributed, and consumed. We will explore issues related to transmedia culture, including how media franchises are developed and sustained, audience perceptions of transmedia narratives, forms of transmedia participation by fans, and the influence of transmedia narratives and media franchises on other forms of media. This class will combine lectures, discussion, presentations, and writing assignments.

Credits 4

Film and Media Studies 300 : No Point to Any of This: Gen X Film

Generation X encompasses those who were born in the period stretching from approximately 1965 to 1980. The idea of a shared generational experience makes for an easy conversational shorthand, but it belies the complexity of the disparate realities of those who share a common birth era and in many instances not much else. What defines this supposedly cynical and disaffected generation? And, more importantly, who is doing (or gets to do) the defining? Demographers? Historians? Sociologists? Cultural producers? Those who are ostensibly a part of it? And why does it matter? Through intensive study of the ways this generation is depicted and contested in film and culture, we will grapple with these questions and others through various lenses including: representation, industrial concerns, auteurism, politics, gender, class, aesthetics, and genre. The class combines lectures, discussion, presentations, and writing assignments. Required weekly screenings.

Credits 4

Film and Media Studies 305 : Global Comics

While American superhero movies may currently dominate the global box office, the U.S. is not the only country where comic books are an influential medium. There are long histories of comics publishing and established comics industries in a number of countries throughout Asia, Latin America, Africa, and Europe; online and digital comics are produced and consumed all over the globe. This course examines the cultural impact of comic books and graphic narratives from Japan, France, Nigeria, Mexico and various other countries and global contexts. Topics include the histories of comics in various countries, how different global comics industries operate, the circulation of comics and comics culture between countries, and representation in comics in different cultural contexts. This class will combine lectures, discussion, presentations, and writing assignments.

Credits 4

Film and Media Studies 307 : Mediating Religions

This course will engage with philosophy, religious studies, phenomenological theory, post-colonial and cultural studies scholarship in order to critically analyze mediated religion and other parts of social life on a global scale. We will consider the many meanings of mediation, from the larger social level of mass communication to the individual level of the body, in which larger beliefs are individually mediated through ritual and performance. Themes that may receive attention include: the use of electronic fatwas in modern Muslim societies; the rise of American televisual evangelism; the global and local markets for religious cultural products; the representation of religious identities—particularly the rise of Islamophobia—in media; and the prominence of fundamentalist and nationalist religious politics across the globe. Lectures, discussions, and tests. May be elected as Religion 307. When Film and Media Studies 307 is not offered, Religion 307 may be taken for credit toward the Film and Media Studies major. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Cross-Listed

Religion 307

Film and Media Studies 310 : YouTube, Netflix and Facebook: Television after TV

Television, which started out life encased in wood and set in the center of our homes, has leapt out of its box. Those interested in analyzing the various roles that television plays in constructing our social, political and economic realities now find themselves chasing their object of study as it leaps across platforms, national borders and generic borders. If, in the past, television was primarily worthy of study because of its centrality in American social life, if television was the very space where the imperfect American public sphere lived, how do we begin to trace our shared culture when we no longer share television? If the primary strength of what we used to call television was to gather the largest numbers of citizens/consumers using the lowest common denominator of narratives, what are we to make of a situation in which citizen/consumers are increasingly segmented off into smaller and smaller target groups? How was 'narrowcasting' transformed what 'broadcasting' used to at least appear to hold together? This class will center around the question: what to make of television now that television as we knew it is largely gone. This class will use the theoretical backbones of public sphere theory, network theory and imagined communities to analyze how information is produced, distributed and consumed in a post-tv era. How has the shift from networks to cable and then to the Internet impacted both the industry and its consumers? How have the economics changed? How have politics changed in an age where people can 'talk back' to television through their own visual productions on Facebook or YouTube? Is there a relationship between the splintering of audiences, or narrowcasting, and the increasingly fractious political atmosphere in the world? What promises of progress or regress do the new regimes of media production and distribution set the stage for? How have new modes of producing and distributing entertainment and news had an impact on productions of the self? Or on privacy? How, in the contemporary era of mass self-communication, has the relationship between individual and society been transformed?

Credits 4

Prerequisite Courses

[Film and Media Studies 170: Introduction to Television Studies](#)

Film and Media Studies 315 : Bad Objects: Popular Culture and Questions of Taste

Increasingly, forms of popular culture that once were regarded as niche or unsophisticated have become mainstream or even cool. Comic books, science fiction, video games, and other supposedly "geeky" interests generate billions of dollars; popular culture conventions host academic conferences and college and universities offer courses and promote research on everything from superheroes to horror movies to online role-playing games. However, there are still a variety of popular culture genres or objects that are seen as lowbrow, in poor taste, or as "guilty pleasures." What are the implications of judging popular culture based on perceptions of taste or quality? This course examines popular culture "bad objects," including how and why certain texts or genres become perceived as "bad," the production of "bad" popular culture texts, fans and fandom of "bad objects," and the relationship of "bad objects" to larger questions of race, class, gender/sexuality, and social status. This class will combine lectures, discussion, presentations, and writing assignments. May be taken for credit toward the Indigeneity, Race, and Ethnic Studies major or minor or the Gender Studies major or minor.

Credits 4

Film and Media Studies 320 : The Magnificent Andersons: The Cinema of Wes and P.T. Anderson

Writer/directors Wes and P.T. Anderson both released their first feature films in 1996. Since that time, they've continued to make deeply personal, highly influential films. They are both meticulous craftspeople, instantly stylistically recognizable, not particularly prolific, and in many ways working increasingly on the margins of mainstream cinema. How, or is, their work reflective of its time? What does it have to tell us about the contemporary moments in which it has been made? How has it evolved over time to reflect broader cultural changes? Or has it? Why does one Anderson's work appeal to an international audience while comparatively the other's does not? Why has their work, which itself has been heavily influenced by earlier filmmakers, been so influential on their contemporaries (Greta Gerwig, Sofia Coppola, Noah Baumbach, etc.)? In this class we will grapple with these questions and others through various lenses including: aesthetics, industrial concerns, auteurism, politics, gender, class, representation, and genre. The class combines lectures, discussion, presentations, and writing assignments. Required weekly screenings.

Credits 4

Film and Media Studies 330 : Media, Politics, & Power

This class will explore the complex, interdependent relationships between media and politics in the articulation of power. Not taking any of our terms for granted, we will question what is meant by politics, how different forms of power are articulated openly or discreetly in public life, and how different forms of media enter the process in different ways. While the bulk of our focus will be on media, power, and politics in the United States, we will also question the tensions between media and power globally by studying patterns of media distribution and military, economic, and political power. Along the way, we shall come into critical acquaintance with the public sphere theories, which have their origin in the work of Jurgen Habermas, cultural identity and representation as expressed by Stuart Hall, and discipline, governmentality, and subjectivity as expressed by Michel Foucault, and the political economic theories of Karl Marx. Required weekly screenings. May be taken for credit toward the Politics major or minor or Rhetoric, Writing and Public Discourse major or minor.

Credits 4

Film and Media Studies 340 : Globalization, Culture, & Media

This class will examine transnational media (including television, film, electronic networks, and mobile telephony) from aesthetic, economic, political, and critical theoretical perspectives. We will look at the role that media narratives play in enculturating viewers within and across physical, cultural, and linguistic borders. With an eye towards avoiding simplistic binaries such as East/West, Global/Local, or Good/Bad, we will explore the complex and contradictory impulses of global culture and globalization from multiple theoretical perspectives and academic disciplines drawing on cinema studies, postcolonial theory, literary theory, anthropology, political theory, cultural geography, and cultural studies. Required weekly screenings.

Credits 4

Film and Media Studies 345 : The Middle East in Cinema & Media

This course examines visual texts (primarily film and television) in which the Middle East is represented and represents itself. This class is concerned with how the "Middle East" is represented in the West and also with how the region represents itself in film and media. We will look at issues of representation; religion; nationalism; gender; and ethnic identities. In addition to critically, aesthetically, and culturally analyzing films from the Arab, Persian, Turkish, and Hebraic Middle East, we will also look at the role of media in articulating politics and identity. We will focus on Middle Eastern auteurs and the political economies of the culture industries that frame their work. Along the way, we will be guided by cultural studies and post-colonial theorists. Required weekly screening. May be taken for credit toward the South Asian and Middle Eastern Studies major or Indigeneity, Race, and Ethnicity Studies major.

Credits 4

Film and Media Studies 350 : Latinxs in U.S. Media

This course explores the representation and participation of Latinxs in American media. We will discuss how racial and ethnic group designations such as "Latino" or "Latinx" are formed and understood in U.S. media contexts, how Latinxs have historically been represented in U.S. media, and contemporary representations of Latinxs across a variety of media including film, television, music, comics, and online media. We will also examine the production and distribution of media texts created by and aimed at U.S. Latinxs. This class will combine lectures, discussion, presentations, and writing assignments. May be taken for credit toward the Indigeneity, Race, and Ethnicity studies major or minor.

Credits 4

Film and Media Studies 360 : Advanced Filmmaking

In this intensive workshop course, students will produce documentary films.. Extensive lab time required. May be repeated for credit as space allows. Priority given to Film and Media Studies majors.

Credits 4

Prerequisites

Film and Media Studies 160 and 260; or consent of instructor.

Film and Media Studies 365-370 : Special Topics: Studies in Film & Media Studies

Topics in Film and Media Studies not generally considered in other courses offered by the department. Materials will vary from semester to semester and may cover subjects, developments, and concepts ranging from early times to the present. Lectures, discussions, tests, papers and/or weekly screenings. May be repeated for credit. See course schedule for any current offerings.

Credits 1-4

Film and Media Studies 372 : “Mean Streets and Raging Bulls”: The Silver Age of Cinema

In tracing film history from the demise of the studio, students in this course will study the all too brief era known as the American cinema's '92s '93silver age,'94 during which maverick film school directors made deeply personal and remarkably influential films. Texts will likely include works by Coppola, DePalma, Friedkin, Altman, Allen, Polanski, Bogdanovich, Kubrick, Malick, and Scorsese. Lectures, discussions, a big research paper, an oral presentation, and weekly film screenings.

Credits 4

Film and Media Studies 373 : “The Genius of the System”: The Golden Age of Cinema

In tracing film history from its late nineteenth century beginnings to the 1950s, students in this course will study the era known as the American cinema's "golden age," during which the Hollywood Studio System dictated virtually all aspects of filmmaking. Texts will likely include works by Ford, Hitchcock, Curtiz, Hawks, Capra, Sturges, and others. Lectures, discussions, papers, and weekly film screenings.

Credits 4

Film and Media Studies 387 : Film & Media Studies Theory

Using a variety of critical theories, this course focuses on the analysis of film and various other media forms. Students give presentations and write papers utilizing these various perspectives. The goal is for students to become more conversant in the many ways they can assess the significant influence media has in our lives. Open to Film and Media Studies majors; open to other students with consent of instructor.

Credits 4

Film and Media Studies 401, 402 : Independent Study

Studies of film and media issues including directed readings and/or approved projects. The student is expected to submit a written proposal to the instructor prior to registration for the course.

Credits 1-4

Prerequisites

Consent of instructor.

Film and Media Studies 490 : Senior Seminar

In this capstone course, students will explore contemporary issues in FMS through a variety of theoretical lenses, which will culminate in the writing of an article length seminar paper and an accompanying oral presentation. Required of, and open only to, senior Film and Media Studies majors.

Credits 4

Film and Media Studies 498 : Honors Thesis

Research and writing of a senior honors thesis. Open only to and required of senior honors candidates in Film and Media Studies.

Credits 4

Prerequisites

Admission to honors candidacy.

Forestry and Environmental Management

Advisors: Nicholas Bader (Geology), Tim Parker (Biology)

Whitman College has an association with the Nicholas School of the Environment at Duke University, Durham, N.C. The Cooperative College Program is designed to coordinate the education of students at Whitman College with graduate programs in the broad area of resources and environment offered at Duke University. Participating students are accepted into either of two degree programs, the Master of Forestry (M.F.) or the Master of Environmental Management (M.E.M.). The cooperative program is designed to accommodate students after three years of study at Whitman or upon graduation from Whitman. Duke requires applicants to take the Graduate Record Exam (general test without any advanced subject tests) in October or December of the year prior to the desired year of entrance. Those students who complete the necessary qualifications and who choose to enter Duke after three years may qualify for one of the professional master's degrees with four semesters at Duke, in which at least 48 credits are

earned. Upon completion of the requirements of the Duke program, the student will be awarded the Bachelor of Arts degree in the appropriate field by Whitman College. See the Nicholas School of the Environment website, www.nicholas.duke.edu, for additional information.

The major for the Whitman degree will be biology or geology, depending on the courses taken at Whitman. The specific requirements to be completed at Whitman College are as follows:

- Required Courses
- Other program requirements
 - Two years of residence at Whitman and a minimum of 94 credits
 - Duke requires applicants to take the Graduate Record Exam in October or December of the year prior to desired year of entrance
 - Must obtain a recommendation from the Duke/Whitman 3-2 Committee. Duke makes final decision on admissions

Choose

- **1. Biology**
 - 22 credits in biology
 - Required courses
 - Biology 101, 101L, 102, and 102L
 - Chemistry 125, 126, 135, 136 (or 140)
 - Economics 102
 - Mathematics 124 or 125
 - Other requirements
 - Biology 215 or 277
 - 11 credits of biology 200 level or above
 - Economics 100 or 101
 - Geology 125, 110, or 120
 - Statistics course
 - Other notes
 - Highly recommended: Computer Science 167, Economics 307, a year of physics
- **2. Geology**
 - 22 credits in geology
 - Required courses
 - Geology 227 and 350
 - Biology 111 and 112
 - Chemistry 125, 126, 135, 136 (or 140)
 - Economics 102
 - Mathematics 124 or 125
 - Other major requirements
 - Geology 125, 110, or 120
 - 10 credits in geology above 200 level
 - Economics 100 or 101
 - Statistics course
 - Other notes
 - Strongly recommended: Biology 215 or 277, Computer Science 167, Economics 307, and a year of physics

• Honors

o Students must submit a proposal for their thesis or project

§ Must be submitted within the first six weeks of the two-semester period in which student is eligible

o To be eligible a student must

§ Have 87 credits

- § Completed two semesters at Whitman
- o Once approved, the registrar will be notified by the department
- o Cumulative GPA 3.300
- o Major GPA 3.500
- o Write a thesis graded A or A- by the department faculty
- o Pass the senior assessment with distinction
- o An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

French and Francophone Studies

Chair: Sarah Hurlburt

Jack Iverson

About the Program

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

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

Affiliated faculty also offer courses in French and Francophone literature, history, theory, culture, and film under the rubric of Global Literatures. These courses, taught in English, are open to both students of French and students with no knowledge of French language.

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

Learning Goals

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

Placement in Language Courses

[Students with previous language experience in French must take a placement test to enroll. The test may be accessed through the Registrar's Office website.](#)

Distribution

For students who started at Whitman College prior to Fall 2024, courses in French and Francophone Studies count toward the humanities or cultural pluralism distribution areas with the following exceptions:

Cultural pluralism, fine arts, or humanities: French and Francophone Studies 260 *Improv(ing) in French*

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Anthropology+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for an Anthropology major (36 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a course in Anthropology taught in French (normally only an option through off-campus studies)
 - A course in Anthropology that has been approved as a "double dip," taught in either English or French
 - An internship related to the Anthropology major, conducted in a French-speaking setting
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Anthropology major
- **Notes**
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Anthropology+French candidates have a major advisor in Anthropology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

60

Biology+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for a Biology major (50 credits).**
- **A total of 20 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 8 credits may be comprised of any combination of the following:
 - Up to 4 credits from approved courses taught in English

- Up to 8 credits transferred from off-campus studies or another institution
- Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
- Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood. The thesis project is also expected to be sufficiently biological to satisfy the requirements for Biology 490.
 - An independent study in Biology conducted substantially in French. If done during the academic year, this option may also earn 1 or 2 credits for Biology 481 or 482, which can be applied toward the Biology general elective requirements.
 - A grade of B or higher in a Biology course taught in French (normally only an option through off-campus studies)
 - A research experience or internship related to Biology, conducted in French
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Biology major
- **Notes**
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Biology+French candidates have a major advisor in Biology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

70

Geology+French Major

Program of Study Type

Combined Major

- **Required Geology Courses (24-26 credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, 358, and 470
 - One course chosen from Geology 312, 321, or 368
 - Two courses chosen from Geology 405, 418, and 420
- **Required Supporting Science Courses (14-15 credits)**
 - Chemistry 125 and 135
 - Mathematics 124, 125, or 126
 - Physics 145 or 155
 - One 3- or 4-credit course numbered above 125 chosen from Chemistry, Computer Science, Mathematics and Statistics, or Physics
- **Senior Requirements**
 - Geology 470
 - Senior assessment:
 - Four-hour written Geology exam
 - Geology oral exam, which may be conducted in the field
- **A total of 20 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 8 credits may be comprised of any combination of the following:

- Up to 4 credits from approved courses taught in English
- Up to 8 credits transferred from off-campus studies or another institution
- Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
- Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, earth materials from a Francophone country, etc.)
 - A grade of B or higher in a Geology course taught in French (normally only an option through off-campus studies)
 - A field camp conducted primarily in French
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Geology major
- **Notes**
 - AP credit may not be used to fulfill the required supporting Science courses. Students who have AP credit or have tested out of any of the required courses in Chemistry, Computer Science, Mathematics and Statistics, or Physics should take the next higher course in the department's sequence.
 - No course may be taken P-D-F after declaration of major, except Geology 158.
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Geology+French candidates have a major advisor in Geology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

66-69

Psychology+French Major

Program of Study Type

Combined Major

Total credits required for a Psychology+French major: A student who enters Whitman with no prior college-level work in any of these areas would need to complete at least 36 credits in Psychology, at least 2 credits in Biology, at least 2 credits in Philosophy, and a total of 24 credits in French.

- **Complete all of the requirements for a Psychology major (40 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a Psychology course taught in French (normally only an option through off-campus studies)
 - A course in Psychology that has been approved as a "double dip" (see note)
 - An internship related to Psychology, conducted in French

- An oral presentation of the senior project (or equivalent) in French, for a general public audience
- Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Psychology major
- **Notes**
 - Certain majors may allow for a "double dip," such as:
 - An approved course taught in English that counts toward both the major requirements and the French requirements
 - A course completed in French off-campus that counts toward both the major requirements and the French requirements
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Psychology+French candidates have a major advisor in Psychology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

64

Religion+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for a Religion major (36 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a Religion course taught in French (normally only an option through off-campus studies)
 - A course in Religion that has been approved as a "double dip" (see note)
 - An internship related to Religion, conducted in French
 - An oral presentation of the senior project (or equivalent) in French, open to the public
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Religion major
- **Notes**
 - Certain majors may allow for a "double dip," such as:
 - An approved course taught in English that counts toward both the major requirements and the French requirements
 - A course completed in French off-campus that counts toward both the major requirements and the French requirements
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.

- Religion+French candidates have a major advisor in Religion, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

60

Sociology+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for a Sociology major (36 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a Sociology course taught in French (normally only an option through off-campus studies)
 - A course in Sociology that has been approved as a "double dip" (see note)
 - An internship related to Sociology, conducted in French
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Sociology major
- **Notes**
 - Certain majors may allow for a "double dip," such as:
 - An approved course taught in English that counts toward both the major requirements and the French requirements
 - A course completed in French off-campus that counts toward both the major requirements and the French requirements
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Sociology+French candidates have a major advisor in Sociology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

60

French and Francophone Studies Major

Program of Study Type

Major

- **36 Credits**
- **Required Courses**
 - French 497

- At least 22 additional credits taught in French at the 200-level or above, or equivalent
- French language courses numbered below 200 do not count toward the major.
- Up to 16 credits composed of any combination of the following:
 - Up to 4 AP or IB credits (see note)
 - Up to 12 credits from approved courses taught in English
 - Up to 12 credits transferred from off-campus studies or another institution.
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Senior Requirements**
 - French 497 (senior capstone project), including oral defense and public presentation
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulate at least 87 credits.
 - Complete two semesters of residency at Whitman.
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining Honors no later than the beginning of Week 12 of the semester.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Students who start at the 100-level will need a total of 44 credits to complete the major.
 - Courses numbered 25X may be taken at any point following completion of or credit for one semester at the 200-level.
 - No courses may be taken P-D-F after declaration.
 - Within the 12-credit transfer limitation, any university-level courses taught entirely in French may count toward the major, regardless of topic.
 - A score of 4 or 5 on the AP French exam or an IB French B score of 5 or higher will be recognized as the equivalent of credit for French 205 (4 credits).
 - Independent study credits may *not* be applied toward the major, with the exception of French 497.
 - Students ask for a faculty member of their choice to be their major advisor. Majors are normally declared by the end of the fourth semester, but can be added at a later time. In all cases, we advise students to consult with French faculty early on, particularly if the student wishes to participate in off-campus studies.

Total Credits

36

French and Francophone Studies Minor

Program of Study Type

Minor

- **20 Credits**
- **Required Courses**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the minor.
 - Up to 8 credits composed of any combination of the following:
 - Up to 4 AP or IB credits (see note)
 - Up to 4 credits from an approved course taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
- **Attainment of the level of B2 or Advanced Low level on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Notes**
 - Students who start at the 100-level will need a total of 28 credits to complete the minor.

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

Total Credits

20

Global Literatures Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**

- At least 18 credits chosen from any combination of:
 - Global Literatures courses
 - Classics 130, 205, 217, 226, 319, and 377
 - Environmental Studies 205, 217, 226, 230, 335, and 339
 - French courses numbered 320-325
 - French courses at the 400-level
 - German Studies courses at the 300- or 400-level
 - Hispanic Studies courses numbered 341-344
 - Hispanic Studies courses at the 400-level
 - Theater and Dance 210, 235, 372, and 377

Total Credits

18

French and Francophone Studies Course Descriptions

French and Francophone Studies 105 : French I

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

Credits 4

French and Francophone Studies 106 : French II

French II situates the student in time, emphasizing past and future narrative structures in predictable contexts through the study of culturally specific examples from the francophone world. Themes may include urban culture and media, health and the environment, travel and technology, and personal and national celebrations. Weekly readings and compositions, grammatical exercises, exercises in spontaneous and recorded oral production, and active participation required. Conducted in French; meets four times per week plus one half-hour conversation session with a French Language Assistant.

Credits 4

Prerequisites

French 105; or placement exam.

French and Francophone Studies 205 : French III

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

Credits 4

Prerequisites

French 106 or placement exam; or consent of instructor.

French and Francophone Studies 206 : French IV

French IV develops skills in intellectual exchange and debate. Students engage with increasingly complex issues and learn to articulate critical comparisons with an emphasis on the respectful and nuanced articulation of multiple points of view. Weekly readings and writing assignments, grammatical exercises, focused vocabulary development, spontaneous and recorded oral production, and active participation required. Conducted in French; meets four times per week plus one half-hour conversation session with a French Language Assistant.

Credits 4

Prerequisites

French 106 or placement exam; or consent of instructor.

French and Francophone Studies 225 : Senegalese cinema

Migration and language are central themes in Senegalese cinema. Beginning with the work of Ousmane Sembene, Senegalese filmmakers assert the importance of African languages in film at the same time as they document and critique the conflicting roles of French language in Senegalese society. Through the work of Sembene Ousmane and successors Djibril Diop Mambéty, Moussa Sene Absa, and Matti Diop, we will explore the central preoccupations and visual and verbal languages of Senegalese cinema. Course work will include screenings, short readings, written assignments, and presentations. Conducted in French.

Credits 2

Prerequisites

French 205 or 206; or equivalent.

French and Francophone Studies 230 : Story building in French theater

We will read contemporary and classical examples of French theater with our voices and our bodies, exploring how the text exists in space and time as well as words. We will take these insights and apply them to texts of our own creation, that we will then also read and revise together. This course integrates the practice of improvisation in its use of theater to generate writing, and personal writing to generate theater.

Credits 2

Prerequisites

French 205 or 206; or equivalent.

French and Francophone Studies 250 : La Télé

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

Credits 2

Prerequisites

French 205 or 206; or placement exam; or consent of instructor.

French and Francophone Studies 251 : What's in a monument?

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

Credits 2

Prerequisites

French 205 or 206; or placement exam; or consent of instructor.

French and Francophone Studies 252 : Contemporary Cinema of the Francophone World

Cinema continues to be a prominent part of cultural production in the Francophone world. This course will focus on contemporary production in France, with possible inclusions from other French-speaking countries. Screenings will provide the basis for discussion, analysis of cinematic techniques, and exploration of contemporary issues as represented in recent films. Course work will include additional readings, written assignments such as film reviews and scene analyses, and presentations. Conducted in French. May be repeated for credit. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French.

Credits 2

Prerequisites

French 205 or 206; or placement exam; or consent of instructor.

French and Francophone Studies 253 : La Chanson

This 2-credit course will be devoted to the study of Francophone popular song culture from the early twentieth century to the present. Artists considered will come from North America, sub-Saharan Africa, and Europe. Students will analyze not only song lyrics but also cultural norms surrounding performance, the social construction of the singer's persona, and the historical context for particular works. Assigned work will include short papers, class presentations, a curated playlist, and a final project. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French.

Credits 2

Prerequisites

French 205 or 206; or placement exam; or consent of instructor.

French and Francophone Studies 255 : Actualités

This course will focus on recent cultural and political events in France and the Francophone world. Students will explore a variety of media outlets and examine common journalistic formats, working with print, visual and audio sources. Course work will include the discussion of current news reports and major developments from recent months, vocabulary exercises, analysis of a broad range of news media platforms, and a final research project. Two course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French.

Credits 2

Prerequisites

French 205 or 206; or placement exam; or consent of instructor.

French and Francophone Studies 256 : Special Topics in French and Francophone Studies

A one-time offering focused on a specific aspect of French and Francophone studies. See course schedule for any current offerings.

Credits 2

Prerequisites

French 205 or equivalent.

French and Francophone Studies 260 : Improv(ing) in French

Students will develop speed, fluency and range in register in oral communication skills in French through exercises in theatrical improvisation. In-class exercises will blend traditional theater sports games with scene work and improvisation around existing texts. Two class meeting per week. Homework includes extensive vocabulary development, reading and preparing scenes using text and video sources and practice writing dialogue in French. Conducted in French. May be repeated for a maximum of four credits.

Credits 2

Prerequisites

French 205 or 206; or placement exam; or consent of instructor.

French and Francophone Studies 300 : Cuisine et gastronomie

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

Credits 4

Prerequisites

French 205 and 206; or placement exam; or consent of instructor.

French and Francophone Studies 305 : Paris dans tous ses états

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

Credits 4

Prerequisites

French 205 and 206; or placement exam; or consent of instructor.

French and Francophone Studies 310 : Translation: Theory and Practice

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

Credits 4

Prerequisites

French 205 and French 206; or placement exam; or consent of instructor.

French and Francophone Studies 315 : French Fried: Stories of Franco-American Exchange

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

Credits 4

Prerequisites

French 205 and 206; or placement exam; or consent of instructor.

French and Francophone Studies 320 : French Beyond France

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

Credits 4

Prerequisites

French 205 and 206; or placement exam; or consent of instructor.

French and Francophone Studies 325 : French Comics

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

Credits 4

Prerequisites

French 205 and 206; or placement exam; or consent of instructor.

French and Francophone Studies 330 : (Un)natural Spaces

From the royal gardens of Versailles to the impressionist garden of Monet, from the Expedition in Egypt to the Musée nationale de l'histoire naturelle, from the pastoral wanderings of Rousseau to the eco-tourism of WWOOFing, this course will explore human relationships with cultivated spaces through French eyes. Course texts will include close reading of literary passages, media analysis of contemporary and historical images, exhibits, and practices, and short theoretical texts. Assignments will include frequent short writing assignments, a visual portfolio, active oral participation, and a final project. Three class meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French.

Credits 4

Prerequisites

French 205 and 206; or placement exam; or consent of instructor.

French and Francophone Studies 335 : Migrations

We will explore migration in the Francophone world from multiple angles—historical, political, social, and economic—with particular attention to personal accounts and creative works. Who migrates, for what reasons, and with what results? What role does the French language play in these movements? Students will develop and refine advanced language skills through the critical exploration of text and media content. Coursework will include structured language exercises, frequent short writing assignments, active participation, and a final project. Three class meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French.

Credits 4

Prerequisites

French 205 and 206; or placement exam; or consent of instructor.

French and Francophone Studies 405 : Paris littéraire dans tous ses états

Students enrolling in French and Francophone Studies 405 will meet two times per week with students from French 305. A third, separate meeting each week will focus on more extended literary readings that will complement the materials from 305. Coursework includes short papers, class presentations, and a final project. Three course meetings per week plus one half-hour conversation session with a French Language Assistant. Conducted in French. Students may not receive credit for both French 305 and 405.

Credits 4

Prerequisites

At least one French course at the 300-level; or consent of instructor.

French and Francophone Studies 491, 492 : Independent Study

Directed readings of topics or works selected to complement, but not substitute for, the regular period offerings of the French program. The proposal for independent study must be approved by the tenure-track staff. The number of students accepted for the course will depend on the availability of the staff.

Credits 1-3

Prerequisites

Consent of instructor.

French and Francophone Studies 497 : Independent Study Senior Capstone

An original critical or creative project on an interdisciplinary topic of relevance to French and Francophone studies. Junior majors should begin identifying a project and supervisor at the end of their junior year. The proposal for the senior capstone project must be submitted for approval by the start of the fall semester.

Credits 2

Prerequisites

Consent of instructor.

French and Francophone Studies 498 : Honors Thesis

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in French.

Credits 4

Prerequisites

Admission to honors candidacy.

Global Literatures 210 : Quebec's Quiet Revolution and the Making of a Bilingual Nation

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

Credits 2

Global Literatures 230 : Unsettling Masculinities in French Fiction and Film

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

Credits 4

Cross-Listed

Gender Studies 230,

Indigeneity, Race, and Ethnicity Studies 230

Gender Studies

Director: Nicole Simek, Gender Studies and Indigeneity, Race, and Ethnicity Studies

Susanne Beechey, Politics

Matthew Bost, Rhetoric, Writing, and Public Discourse

Giramata, Gender Studies

Nina Lerman, History

Lydia McDermott, Rhetoric, Writing, and Public Discourse

Zahi Zalloua, Indigeneity, Race, and Ethnicity Studies

About the Program

How do ideas about gender roles and expectations vary over time and across place? What really is the sexuality spectrum and how can one begin to interpret it both accurately and equitably? Courses in Gender Studies approach questions like these from a range of academic perspectives, including anthropology, history, language and literature, politics, psychology, rhetoric, writing and public discourse, sociology, and visual culture, among others. Through a focus on gender identity, sexuality, and gendered representation as central categories of analysis, Gender Studies enriches students' understanding of the complexity of human experience. Although many of the field's lines of argumentation are inspired by feminism, Gender Studies courses take a broad variety of theoretical approaches to topics in women's studies, men's studies, and gay, lesbian, bisexual, and transgender studies. Courses also investigate the entanglements of knowledge, power, privilege, and exclusion, and the important ways that these dynamics influence and are influenced by the experience of gender and sexuality on a personal level and on a broader social scale.

Students are encouraged to work with their advisor to select complementary electives broadening their scope of view and providing training in disciplines of particular interest to them.

Gender Studies intersects with many other fields and pairs well with a range of second majors and minors. Students considering graduate study are strongly advised to pursue study of a second language and to minor in a related discipline.

Gender Studies Major

Program of Study Type

Major

Total credit requirements for a Gender Studies major: Students who enter Whitman with no prior college-level coursework in Gender Studies will need to complete 36 credits to fulfill the requirements for the Gender Studies major.

- **Required Courses**
 - Gender Studies 100, 210, and 490
 - Gender Studies 210 may be elected as Indigeneity, Race, and Ethnicity Studies 210.
 - Gender Studies 497 or 498
 - At least 20 additional credits in elective courses, which must include:
 - Gender Across Time foundation area: at least 3 credits
 - Gender in Global Context foundation area: at least 3 credits
 - Theory and Methods foundation area: at least 3 credits
 - At least 12 credits at the 300-level and above
- **Senior Requirements**
 - Gender Studies 490
 - Gender Studies 497 or 498, which includes a senior capstone project
 - Oral examination
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Director of the program will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - A single course may not be used to satisfy more than one foundation area.
 - No more than 12 credits earned in off-campus programs and transfer courses.
 - No more than 4 credits in independent study may be applied toward the major.
 - Gender Studies allows courses from other majors and minors to be applied toward the Gender Studies major.

Item #	Title	Credits
	Gender Studies Foundation Electives	
	Gender Studies General Electives	
	Total Credits	36

Gender Studies Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - Gender Studies 100
 - 16 credits in general or foundational Gender Studies electives, with at least 8 credits at the 300-level or above
- **Notes**
 - Gender Studies allows up to 8 credits from other majors and minors to be applied toward the Gender Studies minor.
 - Students are encouraged to consult with a Gender Studies faculty member to plan a program which will meet requirements of special interest and intellectual coherence, and will include courses across academic departments.

Item #	Title	Credits
	Gender Studies Foundation Electives	
	Gender Studies General Electives	
	Total Credits	20

Gender Studies Course Descriptions

Gender Studies 100 : Introduction to Gender Studies

This interdisciplinary course is designed to introduce students, particularly those intending to complete a gender studies major or minor, to questions in which gender is a significant category of analysis. Topics will include the construction of gender identity and sexuality and the relationship of gender to past and present social and cultural institutions, gendered representations in the arts and literature, and feminist and related theoretical approaches to various disciplines. Open to first- and second-year students; others by consent of instructor.

Credits 4

Gender Studies 110-119 : Special Topics

This course explores selected topics in gender studies. See course schedule for any current offerings.

Credits 4

Gender Studies 210 : Problems with Privilege

This course engages the now widespread liberal activist slogan "check your privilege" so prevalent on U.S. college campuses. What does it mean today to "check" privilege? Is "checking privilege" enough? When consuming the news and educating ourselves in class, whose voices get to be heard? Who aren't we hearing from? What questions haven't we raised? How do we listen effectively? Intersectionality as theory and method responds to many of these questions. It posits that various structures of discrimination and privilege (such as sexism, racism, and colonialism among others) intersect, influencing our daily lived experience as well as our social institutions and policies. This course presents foundational concepts that allow us to understand power through debates in the field of Gender Studies, and a genealogy of intersectionality and its discontents. The course explores theories and methods based on intersectionality beyond a race/gender pairing, engages critiques of intersectionality, and facilitates a more nuanced understanding of challenges and opportunities surrounding social justice and identity through the lens of intersectional analysis. May be elected as Indigeneity, Race, and Ethnicity Studies 210.

Credits 4

Cross-Listed

Indigeneity, Race, and Ethnicity Studies 210

Gender Studies 230 : Unsettling Masculinities in French Fiction and Film

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

Credits 4

Cross-Listed

Global Literatures 230,
Indigeneity, Race, and Ethnicity Studies 230

Gender Studies 238 : Men and Masculinities

In her introduction to *The Second Sex*, Simone de Beauvoir states, "A man never begins by presenting himself as an individual of a certain sex; it goes without saying that he is a man." Feminists have long taken up the cause of breaking down male privilege rooted in assigning certain, naturalized characteristics to male bodies. But what does it *mean* to be a man, to be constructed and construed (or not) as masculine? How is masculinity experienced in variable ways across time and space? What are the underpinnings of toxic masculinity and how are dominant ideologies of "appropriate" masculinity challenged? What do alternative and non-dominant masculinities look like and how and why do they evolve? In addition to using this class to consider what it means to be masculine, we will examine the very emergence of masculinity studies and what the discipline brings to discussions and disruptions of the "masculine."

Credits 4

Gender Studies 250 : Rhetoric, Gender and Sexuality

This class examines the ways that rhetorical practices and theories rooted in gender and sexuality can and do create, reinforce, adjust and sometimes overcome sex and gender based bias in society. The nature of this bias is addressed as a rhetorical construct that continues to serve as a basis for social, political, and economic conditions of existence for many. In the class, we will critique communication in the media, daily discourse, the law, politics, and in personal experiences. The goal of this examination is to increase awareness of difference and bias in communication based on gender and sexuality, to challenge theoretical assumptions about what constitutes inequity, to analyze the rhetorical practices that constitute gender and sexuality, and to offer new perspectives from which to view gender-based rhetorical practices. May be elected as Rhetoric, Writing and Public Discourse 250.

Credits 4

Cross-Listed

Rhetoric, Writing, and Public Discourse 250

Gender Studies 291, 292 : Independent Study

Discussion and directed reading on a topic of interest to the individual student. The staff must approve the project.

Credits 1-4

Prerequisites

Consent of instructor.

Gender Studies 300-309 : Special Topics

This course explores selected topics in gender studies. See course schedule for any current offerings.

Credits 4

Gender Studies 320 : Trauma & its Aftermath: Narrative, Witnessing & Remembrance

Trauma has attracted critical attention as a limit case through which to explore the nature of selfhood, language, memory and power, and the ethical and political implications of representing violence. Taking contemporary examples of race- and gender-based violence, their intersections, and their specificities as a point of departure, students will examine debates in scholarship and activism over definitions of trauma, its personal and collective impacts, and the social, cultural, and political actions to be taken in its wake. We will pay particular attention to questions of narrative genre, medium and transmission, as well as the role of commemoration in projects to combat violence. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor or the Global Literature minor. May be elected as Global Literatures 320 or Indigeneity, Race, and Ethnicity Studies 320.

Credits 4

Cross-Listed

Global Literatures 320,
Indigeneity, Race, and Ethnicity Studies 320

Gender Studies 328 : Queer Desires

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

Credits 4

Gender Studies 330 : Affect Theory and Gendered Subjectivities

In this course students will examine the impact of the “affective turn” within gender studies. Affect theory complicates the boundaries between mind and body, stressing how social life—of which gender embodiment is a significant part—is irreducible to cognitive processes alone. It is particularly attentive to the role of emotions and feelings in the formation of gendered subjectivities. Affect—such as joy, pride, shame, and anger—exceeds the disciplining powers of consciousness and representation, pointing (back) to the body, to a reality that is viscerally felt. We will read and critically discuss some of the most important contributions in “Affect Theory” with an eye for gender and subjectivity formation.

Credits 4

Gender Studies 331 : Feminism and Psychoanalysis

This course explores feminism’s critical dialogue with psychoanalysis. We will be drawing on the works of Jacques Lacan and French Feminism—as articulated by its leading representatives Julia Kristeva, Luce Irigaray, and Hélène Cixous—as well as those of queer feminists, such as Judith Butler, Lynne Huffer, Jasbir Puar, and Elizabeth Grosz. Particular attention will be given to the psychoanalytic critique of the subject and to questions of gender and sexual difference: Is sexual difference an ontological condition? What role does the unconscious play in the perpetuation of patriarchy? How are women and men interpellated as sexed subjectivities?

Credits 4

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

Sex and gender have been framing, analytical categories throughout the history of anthropology. This course explores why sex and gender are invaluable to understanding the human condition. Yet, “sex” and “gender” are not stagnant categories. Instead, they vary across time, place and researcher. Thus, while considering cross-cultural expressions of sex and gender in the ethnographic record, this course is also designed to examine theoretical developments in the field. May be elected as Anthropology 358.

Credits 4

Cross-Listed

Anthropology 358

Recommended Prerequisites

Anthropology 201 or Gender Studies 100.

Gender Studies 460 : Queer Latinidades: Gender and Sexuality in the Americas

This course analyzes articulations of queerness in contemporary Latin American and U.S. Latinx narrative. In the first half of the course we will sample queer narratives from the Caribbean and Latin America, and will conclude by attending to the narrative production of queer Latinxs in the United States. Our work will consist of examining the various narrative techniques that shape understandings of queerness across the continent, while tracing the configurations of race and class, ethnicity and nationality, and immigration and legal status that routinely intersect with queerness. Primary readings may be drawn from authors such as Ricardo Piglia, Pedro Lemebel, Luis Negrón, Rita Indiana, Reinaldo Arenas, Sonia Rivera-Valdés, Achy Obejas, John Rechy, Manuel Muñoz, and Ana Castillo, among others. Evaluation is based on class participation, oral and written assignments, and a final research paper. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies the 400 level requirement for Hispanic Studies minor. Course is taught in Spanish. May be elected as Hispanic Studies 426.

Credits 4

Cross-Listed

Hispanic Studies 426

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Gender Studies 490 : Senior Seminar

Senior Seminar engages students in sustained discussion of contemporary theoretical and topical issues in gender studies, as well as reflection on students' course of study. Coursework includes discussion and assignments related to the daily readings. Class time and assignments will also be devoted to conceptualizing the senior capstone project and carrying out its preparatory groundwork. Required of and limited to senior gender studies majors. Offered fall semester only. Fall degree candidates should plan to take this seminar in a semester preceding completion of the capstone project (not concurrently with their project).

Credits 4

Gender Studies 491, 492 : Independent Study

Directed study and research on a topic of interest to the individual student. The project must be approved by the staff.

Credits 1-4

Prerequisites

Consent of instructor.

Gender Studies 497 : Senior Capstone Project

Execution of a capstone project putting into practice knowledge and skills developed over the course of study. Senior projects are designed in close consultation with faculty and may be completed individually or in collaboration with team partners. Projects will vary in structure according to students' interests and preparation. They may integrate or complement capstone work in a student's second major with the approval and supervision of both departments. In all cases, projects will involve original research, a scholar statement, and an oral defense. Projects will be evaluated by the senior project director and two additional faculty committee members. Required of all senior Gender Studies majors.

Credits 4

Prerequisites

Gender Studies 490; or consent of instructor.

Gender Studies 498 : Honors Capstone Project

Students register for Gender Studies 497, not for Gender Studies 498. The registration will be changed from Gender Studies 497 to 498 for those students who attain honors in Gender Studies. Open only to senior Gender Studies majors.

Credits 4

General Studies

About the Program

Whitman's General Studies program challenges students to explore their interests from multiple perspectives, while helping them discover new areas of inquiry and make creative connections across seemingly unrelated ideas. The program balances freedom to pursue paths unique to each student with common requirements that express our beliefs about the value of a liberal arts education: that curiosity makes us not only better learners but better members of our communities; that diverse perspectives are essential for solving complex problems; and that education is a site for addressing issues of power and privilege. In General Studies, all students engage with materials and methods from the sciences, social sciences, humanities, and arts, as well as from disciplines that fall in between or outside traditional categories. With an emphasis on writing and deliberative dialogue, the General Studies program empowers students to develop their voice while listening generously to others, so that learning happens in community and has impact beyond the classroom.

Learning Goals

Over the course of the program, students will learn to:

1. Develop grounding competencies in particular disciplines.
2. Analyze and evaluate information presented in multiple forms.
3. Articulate and explore the nature of complex relationships.
4. Create original work in multiple forms and genres.
5. Communicate effectively and intentionally, in multiple modalities.

Liberal education values intellectual curiosity and an approach to learning informed by multiple perspectives. The General Studies Program is the primary means of achieving such breadth and perspective. The program consists of the Whitman First-Year Seminars (The First-Year Experience) and the Distribution Requirements. The First-Year Seminars provide a foundation for learning at Whitman through interdisciplinary fall learning communities exploring complex questions and spring seminars focused on making powerful arguments. Through the Distribution Requirements, students gain insights into disparate areas of knowledge and ways of knowing emphasized in different disciplines, while also coming to understand the ways in which disciplines often overlap or merge with one another. Students are encouraged to explore connections and divergences between fields and approaches to knowledge through their distribution studies. Courses in each area will vary in the emphasis they give to the elements described and in the approach they take to their study.

Writing Proficiency Requirement

Nearly all courses at Whitman require proficiency in writing, so the college will evaluate the writing skills of all entering students before the start of the fall semester. All entering students will write in response to a prompt. Those writing samples, with names removed, will be evaluated by a panel of Whitman writing professors to identify those entering students who require additional attention to their writing skills. This information will be added to student's academic evaluation, and students should plan to take Rhetoric, Writing, and Public Discourse 170 in their first year (and preferably their first semester). The registrar will automatically enroll students into the sections of RWPD 170 that do not conflict with their chosen schedules.

First-Year Experience

All students, with the exceptions noted below for transfer students, are required to successfully complete the two-semester sequence of the Whitman First-Year Seminars (General Studies 175 and 176) during their first year of study at Whitman College. In addition, the Distribution Requirements must be completed.

The two-semester First-Year Seminars sequence combines a fall semester focused on interdisciplinary intellectual exploration and risk-taking with a spring semester focused on in-depth investigation of and argumentation about an important topic.

First-Year Seminars cultivate students' intellectual curiosity, developing their abilities to inquire into complex issues, formulate and support coherent arguments, and engage in constructive, transformative dialogue with their professors and peers. All first-year seminars are developed with consideration of difference, cultural inclusiveness, and contending perspectives.

The two semesters are taught as separate courses, with separate instructors and student cohorts. The P-D-F grade option may not be elected for this course.

General Studies Requirements: Before Fall 2024

Program of Study Type

General Studies Requirements

Students who started at Whitman College before Fall 2024 are required to complete the following:

Foundations

- Fulfill the writing proficiency requirement.
- Take the First-Year Seminars:
 - Fall: General Studies 175 *Exploring Complex Questions*
 - Spring: General Studies 176 *Making Powerful Arguments*

Cultural Pluralism

The **cultural pluralism** requirement focuses primarily on underrepresented cultural perspectives. In addition, courses in this area foster a greater understanding of the diversity or interconnectedness of cultures. Such courses must offer in-depth coverage of, and must focus on, at least one of the following: cultural pluralism; power disparities among social groups; methodological or theoretical approaches used in the interpretation of cultural difference; marginality within categories such as gender, age, race, ethnicity, sexual orientation, religion, or class; and/or the perspectives of non-dominant groups.

Learning Goals

Students will be able to do one or more of the following:

- Engage with ideas and people that expand one's cultural perspectives.
- Articulate how different cultural backgrounds affect interactions or relationships with others.
- Articulate complex relationships arising from the intersection of various aspects of culture, such as language, gender, history, values, politics, religious practices, and unequal distributions of power and resources.
- Navigate differences by drawing on relevant cultural frames of reference and adapting perspectives accordingly.
- Apply different methodological and theoretical approaches to interpret cultural difference.

Students must complete **two courses totaling at least six credits** designated as fulfilling the requirement in cultural pluralism.

Note: Some departments offer special topics in any given year that may or may not be applicable toward the cultural pluralism requirement. For more information, see the individual course descriptions.

Many courses taken while on a study abroad program or on a domestic urban studies program may be approved to fulfill this requirement. Contact the Off-Campus Studies Office or the General Studies Committee for more information.

Fine Arts

Courses in the **fine arts** develop creative problem solving skills, the ability to exercise artistic expression, and an understanding of theoretical and analytical approaches to the process of making a work of art. Courses in this area engage students in artistic production and help students critically analyze their own or others' works of music, visual and verbal art, dance, film, media and theater.

Learning Goals

Students will be able to do one or more of the following:

- Solve problems in creative ways.
- Recognize the techniques used in at least one art form.
- Understand different theoretical approaches to artistic production.
- Develop their ability to express themselves artistically.
- Critically analyze their own and others' artistic work.

Students must complete **at least six credits** in the fine arts.

Note: Courses designated Independent Study may not be used to satisfy the fine arts distribution requirement.

A student may not use more than eight credits from any one department to satisfy the requirements in humanities and fine arts.

Humanities

Courses in the **humanities** focus attention on the ways that human beings have understood and interpreted the world around them as well as the processes by which humans come to see life as meaningful. Study in the humanities equips students with the tools to analyze and interpret texts, artistic works, material objects, beliefs and values through close reading and consideration of components such as cultural and historical context, genre, and language.

Learning Goals

Students will be able to do one or more of the following:

- Read texts, be they literary, philosophical, artistic, religious, or material in nature, with precision and generosity.
- Analyze and interpret texts with precision, assessing their form and content both on the texts' own terms and through critical lenses informed by other texts.
- Understand how language, genre, cultural, and historical context can shape a text and our interpretation of it.
- Effectively communicate, through written and spoken words, insights drawn from the works they are reading and interpreting.
- Recognize and appreciate the aesthetic, moral, and linguistic dimensions of complex problems.

Students must complete **at least six credits** in the humanities.

Note: Courses designated Independent Study may not be used to satisfy the humanities distribution requirement.

A student may not use more than eight credits from any one department to satisfy the requirements in humanities and fine arts.

Quantitative Analysis

Courses with a significant **quantitative focus** students develop the skills necessary to critically analyze numerical or graphical data, to develop abstract quantitative frameworks, and to develop a facility and acumen with quantitative reasoning techniques and their applicability to disciplines across the liberal arts.

Learning Goals

Students will be able to do one or more of the following:

- Perform computations associated with a model and make conclusions based on the results.
- Represent, communicate, and analyze ideas and data using symbols, graphs, or tables.
- Analyze and interpret data using statistical methods.

Students must complete **one course of at least three credits** in quantitative analysis.

Note: Courses designated Independent Study may not be used to satisfy the quantitative analysis distribution requirement.

Sciences

Courses in the **sciences** give students the background necessary to inquire about how the natural world is structured and operates. Students will be exposed to methodologies and techniques that allow them to form hypotheses, then to examine, justify, or refute their hypotheses through scientific evidence and analysis of observations.

Learning Goals

Students will be able to do one or more of the following:

- Demonstrate familiarity with one or more scientific methods of inquiry.
- Articulate fundamental theories in a science using precise terminology of the field.
- Formulate a hypothesis, given a problem or questions, and design a valid experiment to test it.
- Collect, interpret, and analyze scientific data.
- Apply the principles of scientific inquiry to civic and personal issues.

Students must complete **at least six credits** in science, including at least one course with a laboratory.

Note: Any laboratory or course with a regularly scheduled laboratory may be used to fulfill the laboratory component of this requirement — see the individual course descriptions.

Courses designated Independent Study may not be used to satisfy the sciences distribution requirement.

Social Sciences

Studies in the **social sciences** help students analyze complex relationships and interconnections within and/or among individuals, social formations, texts and institutions across time and/or across local, national, and/or global contexts.

Learning Goals

Students will be able to do one or more of the following:

- Compare and contrast social institutions, structures, and processes across a range of historical periods, cultures, and societies around the globe.
- Analyze complex behavior and relationships within and across individuals and social contexts.
- Demonstrate familiarity with social science methods in the context of explaining or predicting individual and collective behavior and decision-making.
- Apply social science principles to personal, social, and/or organizational issues.

Students must complete **at least six credits** in the social sciences.

Note: Courses designated Independent Study may not be used to satisfy the social sciences distribution requirement.

Additional Information

All courses in sports studies, recreation and athletics, and those courses in environmental studies not specifically designated in the distribution areas listing above, do not count toward the completion of the distribution requirements.

A student may not apply any individual course toward more than one of the distribution areas, with the exception of the courses used to fulfill the requirement in quantitative analysis. For example, a student may use History 212 to meet either the requirement in social sciences or the requirement in cultural pluralism but not both. In the event that the same cross-listed class applies to different distribution areas, the course may be applied to either distribution area referenced by the indicated departmental registration rubric. For example, Classics 224 cross-listed with Art History 224 may be applied to the fine arts or humanities distribution area.

Distribution requirements may not be satisfied by credits obtained for work in the high school (e.g., Advanced Placement, International Baccalaureate). With the exception of Economics 493/494, courses taken with the P-D-F grade option cannot be used to satisfy distribution requirements.

Five of the six distribution requirements should be completed by the end of the sixth semester of college work. The total requirements must be fulfilled not later than the student's seventh semester.

Transfer students entering with fewer than 58 acceptable credits (i.e., below junior level) must complete the First-Year Experience unless, upon appeal, the Board of Review finds that they have passed comparable courses at another institution.

Item #	Title	Credits
	Courses that satisfy the Cultural Pluralism requirement	
	Courses that satisfy the Fine Arts requirement	
	Courses that satisfy the Humanities requirement	
	Courses that satisfy the Quantitative Analysis requirement	
	Courses that satisfy the Sciences requirement	
	Courses that satisfy the Social Sciences requirement	
	Total Credits	38-45

General Studies Requirements: Fall 2024 and Later

Program of Study Type

General Studies Requirements

Students who start at Whitman College in Fall 2024 or later are required to complete the following:

- **Foundations**
 - Fulfill the writing proficiency requirement.
 - Take the First-Year Seminars:
 - Fall: General Studies 175 *Exploring Complex Questions*
 - Spring: General Studies 176 *Making Powerful Arguments*
- **Explorations**
 - Take at least three credits in each of the following seven categories:
 - 1. Textual Analysis
 - 2. The Individual and Society
 - 3. Scientific Inquiry
 - 4. Quantitative Analysis
 - 5. Creative Production
 - 6. Global Cultures and Languages
 - 7. Power and Equity
- **Connections**
 - At least three credits of the above, or an additional three credits, in each of the following:
 - A. Writing Across Contexts
 - B. Studying the Past

Note: While courses may satisfy more than one of the seven Explorations categories, students may apply each course toward only one category in fulfilling their General Studies requirements. However, students may use the same course to fulfill both an Explorations requirement (categories 1-7) and a Connections requirement (category A or B).

General Studies requirements may not be satisfied by credits obtained for work in high school (e.g., Advanced Placement, International Baccalaureate). Courses taken with the P-D-F grade option cannot be used to satisfy General Studies requirements.

Categories and Descriptions

The courses that may be used to fulfill each distribution requirement are listed below, with the exception of Special Topics and Variable Topics courses. For Special Topics and Variable Topics courses, distribution areas are listed in the course description.

1. Textual Analysis

Courses in this category emphasize close textual analysis across a range of humanistic disciplines. They focus on the skills of open-minded yet disciplined reading and the construction of critical arguments, with "text" interpreted broadly to include the study of visual, musical, and performing arts, as well as film, media, and digital humanities. Courses in this category pay particular attention to the ways that language, form, and genre shape ideas, as well as to the way different disciplines explore fundamental questions of human experience. They situate these explorations in a rich variety of literary, cultural, historical, intellectual, and formal contexts, modeling the interplay between text, context, and interpretation.

Courses in this category provide opportunities for students to:

- Analyze and interpret texts with precision and fidelity, considering form and content.
- Articulate complex, evidence-based, and potentially competing interpretations of texts.
- Develop layered understandings through critical lenses informed by language, genre, textual traditions, and cultural and historical contexts.
- Trace genealogies of thought and forms of expression across individual texts and genres.

2. The Individual and Society

Courses in this category use social science methodologies to explore human behavior and social structures. Some courses focus more on individuals, and the factors that affect how people act individually or in the context of social groups. Other courses focus more on social structures, and the ways in which those structures are formed, sustained, and changed. All courses provide students with a foundation in theories or practices of the social science disciplines.

Courses in this category provide opportunities for students to:

- Describe mutual influences and intersections among individuals, groups, cultures, and/or societies.
- Use qualitative or quantitative data to develop an understanding of social structures, individual behaviors, and/or cultural contexts.
- Describe social science theories and methodologies that are used to study individuals, groups, cultures, or societies.

3. Scientific Inquiry

Courses in this category focus on methods for understanding the natural world: the development of hypotheses, collection of data through experiments and/or empirical observations, interpretation and evaluation of that evidence, and communication of results and engagement with others in the field. Courses in this area provide students with an understanding of how to approach today's challenges, such as rapid technological and environmental change, from a scientific perspective. Courses that fulfill this area will include substantial attention to the evaluation of data and/or a laboratory or field component.

Courses in this category provide opportunities for students to:

- Demonstrate familiarity with a method of scientific inquiry.

- Articulate fundamental principles in a field of science using appropriate terminology.
- Analyze, interpret, and evaluate scientific data.
- Given a problem or question about the natural world, formulate a hypothesis and design a realistic study to evaluate that hypothesis.
- Investigate how scientific processes impact the quality of human lives and ecosystems.

4. **Quantitative Analysis**

Courses in this category provide students with an opportunity to develop the skills necessary to critically analyze numerical or graphical data, to develop abstract quantitative frameworks, and to develop a facility with quantitative reasoning techniques and their applicability to disciplines across the liberal arts.

Courses in this category provide opportunities for students to:

- Perform computations associated with a model and make conclusions based on the results.
- Represent, communicate, and analyze ideas and data using symbols, graphs, or tables.
- Analyze and interpret data using statistical methods.
- Develop and evaluate arguments based on numerical or other quantitative evidence.
- Demonstrate an understanding of abstract mathematical concepts and be able to apply these concepts to solve problems.

5. **Creative Production**

Courses in this category focus on the production and performance of art with particular attention to the materials, forms, and processes of creative practice. These courses emphasize the creative act, exploring the ways we use different creative modes, materials, and artistic approaches to represent and interrogate ourselves and the world around us. Courses in this category also cultivate vocabulary for the examination and understanding of art, situating the student's own creative production within theories and genealogies of the particular artform.

Courses in this category provide opportunities for students to:

- Engage in the creative process of making or performing.
- Develop skills in the use of the unique materials/forms/processes associated with the different creative disciplines, and understand the significance and meaning of these methods.
- Understand different theoretical approaches to creative production.
- Solve problems in creative ways.
- Critically analyze their own and others' artistic work.

6. **Global Cultures and Languages**

Courses in this category prepare students to be informed citizens in an interdependent world. Courses focus both on individual cultures and global interconnections and interdependencies; they explore the rooted traditions of different locales as well as cultural and geopolitical migrations, displacements, and cross-fertilizations. Language classes in particular examine how different cultures construct and communicate meaning through language, encouraging ethical participation in a globalized society and a comparativist understanding of world culture, while providing critical tools for interacting in a multilingual world.

Courses in this category provide opportunities for students to:

- Become familiar with at least one realm of global interconnection, such as migration, international financial markets, climate change, or the movement of ideas.
- Examine how forces such as globalization, imperialism, and national identity have shaped ideas and interactions.

- Engage with difference across cultures and critically examine their own place in the world and their assumptions about it.
- Gain the skills necessary to participate in multilingual communities at home and around the world.
- Investigate, explain, and reflect on the nature of language and its connection to culture.

7. Power and Equity

Courses in this category help students explore issues related to power and equity across disciplines. In particular, courses address the ways in which inequalities are produced, experienced, and resisted. Courses engage critically with issues of diversity, inequality, and inclusivity, and address differences related to ability/disability, age, body size, citizenship status, class, color, ethnicity, gender, gender expression, geography, nationality, political affiliation, religion, race, sexual orientation, or socioeconomic background, etc. They also investigate issues of power, privilege, and social justice, both domestically and globally, providing students with a critical framework for ethical and engaged participation in society.

Courses in this category provide opportunities for students to:

- Demonstrate an understanding of economic, political, legal, cultural, natural, historical, or social forces that affect public problems or civic issues and responses.
- Engage critically with issues of difference, diversity, inequality, inclusivity, and justice.
- Demonstrate an understanding of how justice/injustice and equality/inequality have been distributed, enacted, problematized, and idealized in historical or contemporary settings.

1. Writing Across Contexts

Effective writing is a skill acquired over a lifetime, not mastered in one course or a single year. Whitman supports students' development as writers throughout their studies, as they move into more specific areas of interest and more sophisticated academic work. First Year Seminars and Rhetoric, Writing, and Public Discourse 170 engage students in writing to learn, to persuade, and to communicate with different audiences. Writing Across Contexts courses, taken primarily in the second or third year, challenge students to develop writing practices relevant to specific disciplinary areas of study. Writing across Contexts courses may be taken in a student's major, in a related field, or in a different area of interest chosen in consultation with their advisor. **As with the Studying the Past requirement, students may double-count courses in this category with courses counting toward categories 1-7.**

Courses in this category provide opportunities for students to:

- Employ writing as a method of increased engagement with course content.
- Select and use evidence in writing as appropriate to specific fields of study.
- Recognize and apply writing practices and conventions within distinct genres and academic disciplines.
- Reflect on their writing practices and revise their writing.

2. Studying the Past

Courses in this category focus on the study of historically remote cultures, texts, and phenomena, encouraging students to acquire temporal as well as disciplinary breadth within their studies. Courses broaden students' perspectives beyond the present by engaging with historical difference, processes of change, and continuities between past and present. **As with the Writing Across Contexts requirement, students may double-count courses in this category with courses counting toward categories 1-7.**

Courses in this category provide opportunities for students to:

- Investigate distant eras of history.
- Analyze and evaluate various types of historical evidence.

- Understand and critique diverse and potentially competing interpretations of past events.
- Develop a sense of chronology and how it's documented and measured.

Item #	Title	Credits
	Courses that satisfy the Textual Analysis (TA) requirement	
	Courses that satisfy The Individual and Society (TIS) requirement	
	Courses that satisfy the Scientific Inquiry (SI) requirement	
	Courses that satisfy the Quantitative Analysis (QA) requirement	
	Courses that satisfy the Creative Production (CPROD) requirement	
	Courses that satisfy the Global Cultures and Languages (GCL) requirement	
	Courses that satisfy the Power and Equity (PEQ) requirement	
	Courses that satisfy the Writing Across Contexts (WAC) requirement	
	Courses that satisfy the Studying the Past (STP) requirement	
	Total Credits	29-39

General Studies Course Descriptions

General Studies 175 : Exploring Complex Questions

Students are introduced to the liberal arts through interdisciplinary, collaborative, discussion-based courses, housed in 4-6 learning communities, which each include faculty from at least three different disciplines. Each Exploring Complex Questions learning community engages a common topic, either a theme explored through a series of questions, or a large question explored through a variety of subtopics. Common elements within a learning community might include one or more of the following: a shared syllabus, syllabi that share some common texts, or syllabi with common activities (speakers/symposia/excursions, etc.). All Exploring Complex Questions seminars incorporate some aspect of information literacy to increase students' abilities to independently explore complex topics. Distribution area: none.

Learning Goals

Students will be able to:

- Read inquisitively and generously.
- Read with attention to detail and nuance.
- Engage with texts of varied genres and mediums.
- Formulate productive questions that guide exploration of a complex text (broadly construed).
- Use discussion as a means to discover and reconsider ideas.
- Learn collaboratively with classmates and professor.
- Use writing as a means to discover and reconsider ideas.
- Adapt writing to different forms, genres, and/or audience.

Credits 4

General Studies 176 : Making Powerful Arguments

As students progress into the second half of their first year, they choose a seminar focused on in-depth investigation of an important topic and work on developing and supporting arguments. Making Powerful Arguments seminars are offered on a wide range of topics but all share common writing assignment parameters. All spring seminars incorporate library research skills and develop students' proficiency with and understanding of citation practices.

Learning Goals

Students will be able to:

- Read inquisitively and generously.
- Read with attention to detail and nuance.
- Practice respectful but rigorous debate.
- Learn collaboratively with classmates and professor.
- Use writing as a means to discover and reconsider ideas.
- Develop arguable and defensible thesis statements.
- Integrate appropriate evidence to support argumentative claims.

Credits 4

Geology

Chair: Lyman P. Persico

Nicholas Bader

Kirsten Nicolaysen

Patrick K. Spencer

About the Department

Geology integrates physical, chemical, and biological studies of the Earth from its inception to the present day. Courses in Earth Science increase every student's appreciation of the world's natural processes and of how current fluctuations in the magnitudes and frequency of geological events and in the availability of natural resources affect human societies and their integrated ecosystems. Serious students of geology find opportunities in the environmental, energy, mining, teaching, engineering, and geophysics fields, and in resource management, K-12 education, academia, hydrogeology, space science, hazard management, and oceanography.

A student who enters Whitman without any prior college-level preparation in geology will have to complete 49 credits (32 in geology) to fulfill the requirements for the geology major. After a geology or geology combined major is declared, no geology course, except Geology 158, may be taken P-D-F.

Learning Goals

Upon graduation, a student will be able to:

- Apply geologic concepts to the interpretation of geologic materials and landscapes.
- Apply quantitative techniques to geological questions.
- Read and interpret geological information, including graphical data, geologic and topographic maps, and scientific literature.
- Effectively communicate geologic concepts, including by written communication, oral communication, and mapmaking.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Geology count toward the science distribution area; selected courses count toward science or quantitative analysis.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Astronomy-Geology Major

Program of Study Type

Combined Major

Total credit requirements for an Astronomy-Geology major: 61-63 (20 in Astronomy, 27-28 in Geology, and 14-15 in supporting Science courses)

- **Required Astronomy Courses**
 - Astronomy 177, 178, and 179
 - One course chosen from Astronomy 310, 320, 330, 350, 360, or 380
 - At least two additional credits in Astronomy courses numbered 310-392
 - Two credits of Astronomy 490
- **Required Geology Courses**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, 358, and 470
 - Geology 470 must be taken during the senior year.
 - Two courses chosen from Geology 310, 405, and 420
 - Two credits of Geology 490
- **Required Supporting Science Courses**
 - Chemistry 125 and 135; or 140
 - Mathematics 124 or 125; and 126
 - Physics 145 or 155
- **Senior Requirements**
 - Astronomy 490
 - Geology 470 and 490
 - Senior assessment:
 - Comprehensive written exams in both Astronomy and Geology
 - One-hour oral exam by Astronomy and Geology faculty
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Major GPA of at least 3.500
 - Earn a grade of at least A- on the written thesis
 - Pass the senior assessment with distinction
 - Department chairs will notify the Registrar of students attaining honors no later than the third week of April.
 - An acceptable copy of the honors thesis must be submitted to Penrose Library by no later than Reading Day.
- **Notes**
 - No courses for the major may be taken P-D-F.
 - Students are strongly recommended to also take:
 - Computer Science 167
 - Chemistry 126 and 136
 - Mathematics 225 and 244
 - Physics 156, 245, and 255

Total Credits

61-63

Biology-Geology Major

Program of Study Type

Combined Major

- **Required Biology Courses (20-23 Credits)**
 - Biology 101, 101L, 102, and 102L
 - Four credits from each of the following categories of upper-level electives:
 - Organismal Biology
 - Ecology/Evolution
 - At least four additional credits in Biology and/or BBMB at the 200-level or above
 - Three credits of Biology 490 or 498 (or three credits of Geology 480, 490, or 498)
- **Required Geology Courses (26-29 Credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, and 358
 - Geology 312 or 368
 - Geology 301, 321, or 405
 - Three credits of Geology 480, 490, or 498 (or three credits of Biology 490 or 498)
 - During senior year: Geology 470
- **Required Supporting Science Courses (14-18 Credits)**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245
 - Mathematics 124 or 125
 - Mathematics 126 or a statistics course (Mathematics 128 or 247, Economics 227, Psychology 210, or Sociology 208)
- **Senior Requirements**
 - Geology 470
 - Three credits of Biology 490 or 498 or Geology 480, 490, or 498
 - Senior assessment:
 - Comprehensive written exams in both Biology and Geology
 - One-hour oral exam by Biology and Geology faculty
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - If thesis is in Geology, students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program (either Biology or Geology).
 - Earn a grade of at least A- on the honors thesis.
 - Pass the senior assessment with distinction.
 - Chairs of the departments will notify the Registrar of students attaining honors no later than the beginning of the 12th week of the semester.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.

Upper-Level Electives

Item #	Title	Credits
	Organismal Biology Electives	
	Ecology/Evolution Electives	
	Total Credits	63-67

Chemistry-Geology Major

Program of Study Type

Combined Major

Total credit requirements for a Chemistry-Geology major: 51-55 (16-20 in Chemistry, 25 in Geology, and 10 in supporting Science courses)

- **Required Chemistry Courses (16-20 Credits)**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 310
 - Choose two of the following options, including at least one lab (indicated with an asterisk *):
 - Chemistry 320*
 - Chemistry 346 (with or without 1-credit lab, Chemistry 352*)
 - Chemistry 305 or 388*
- **Required Geology Courses (25 Credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, 358, 405, 460, and 470
- **Required Supporting Science Courses (10 Credits)**
 - Mathematics 124 or 125, and 126
 - Physics 145 or 155
- **Senior Requirements**
 - Geology 470
 - Senior assessment:
 - Comprehensive written exams in both Geology and Chemistry
 - One-hour oral exam by Chemistry and Geology faculty
- **Honors**
 - Students do not apply for admission to candidacy for Honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project course (Chemistry or Geology 498).
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F may be applied to the major.
 - Majors are strongly encouraged to complete a senior research project, enrolling in:
 - One credit of Chemistry 401
 - Two credits of Chemistry 490 or 498, or three credits of Geology 490 or 498

Total Credits

51-55

Geology+French Major

Program of Study Type

Combined Major

- **Required Geology Courses (24-26 credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, 358, and 470
 - One course chosen from Geology 312, 321, or 368
 - Two courses chosen from Geology 405, 418, and 420

- **Required Supporting Science Courses (14-15 credits)**
 - Chemistry 125 and 135
 - Mathematics 124, 125, or 126
 - Physics 145 or 155
 - One 3- or 4-credit course numbered above 125 chosen from Chemistry, Computer Science, Mathematics and Statistics, or Physics
- **Senior Requirements**
 - Geology 470
 - Senior assessment:
 - Four-hour written Geology exam
 - Geology oral exam, which may be conducted in the field
- **A total of 20 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 8 credits may be comprised of any combination of the following:
 - Up to 4 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, earth materials from a Francophone country, etc.)
 - A grade of B or higher in a Geology course taught in French (normally only an option through off-campus studies)
 - A field camp conducted primarily in French
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Geology major
- **Notes**
 - AP credit may not be used to fulfill the required supporting Science courses. Students who have AP credit or have tested out of any of the required courses in Chemistry, Computer Science, Mathematics and Statistics, or Physics should take the next higher course in the department's sequence.
 - No course may be taken P-D-F after declaration of major, except Geology 158.
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Geology+French candidates have a major advisor in Geology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

66-69

Geology-Computer Science Major

Program of Study Type

Combined Major

Total credit requirements for a Geology-Computer Science major: 49-56 (17-21 in Computer Science, 18-20 in Geology, 10-11 in supporting Science courses, and 4-5 in senior coursework)

- **Required Computer Science Courses**
 - Computer Science 270 (with a prerequisite of Computer Science 167 or equivalent)
 - Computer Science/Mathematics 215
 - Computer Science 255 or 355

- Three additional credits of Computer Science at the 200-level
- Three additional credits of Computer Science at the 300-level
- **Required Geology Courses**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227 and 270
 - Two additional courses chosen from Geology 301, 310, 350, 418, 420, and 460
- **Required Supporting Science Courses**
 - Mathematics 124 or 125
 - Physics 145 or 155
 - Chemistry 125 or 140
- **Senior Requirements**
 - Geology 470
 - Computer Science 495 and 496; or 3 credits of Geology 490; or 3 credits of Geology 498
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F may be applied to the major.
 - Geology 158 is recommended.

Total Credits

49-56

Geology-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Geology-Environmental Studies major: 64-66 (26 in Geology, 13-15 in supporting Science courses, and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:

- Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
- Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
- Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Geology-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Geology Courses**
 - Geology 125 and 126 (or Geology 110 and 111; or Geology 120 and 121)
 - Geology 227, 270, 350, 358, 420, and 470
 - Geology 405 or 301
- **Required Supporting Science Courses**
 - Chemistry 125 and 135; or 140
 - Mathematics 124, 125, or 126
 - One 3- or 4-credit course numbered above 125, chosen from Chemistry, Computer Science, Mathematics and Statistics, or Physics
 - Choose one of the following:
 - One additional course from Chemistry, Computer Science, Mathematics and Statistics, or Physics
 - Biology 115, 130, or 177
- **Recommended Courses**
 - Geology 480
 - Courses in meteorology, physics, calculus, statistics, biology, and chemistry
- **Senior Requirements**
 - Geology 470
 - Senior assessment:
 - Four-hour written Geology exam
 - Geology oral exam, which may be conducted in the field
 - An Environmental Studies oral exam may be required for students who do not complete an interdisciplinary thesis.
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	64-66

Geology-Physics Major

Program of Study Type

Combined Major

- **Required Geology Courses (25 Credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 310, 358, 405, 420, and 470
- **Required Physics Courses (21-22 Credits)**
 - Physics 145, 155, or 347
 - Physics 156, 245, 255, and 267
 - Two courses chosen from Physics 325, 339, 347, 357, and 385
 - Physics 347 may not be used to satisfy multiple requirements.
- **Required Supporting Science Courses (17 Credits)**
 - Chemistry 125 and 135
 - Mathematics 125, 126, 225, and 244
- **Senior Requirements**
 - Geology 470
 - Senior assessment
 - Comprehensive written exams in both Geology and Physics
 - One-hour oral exam by Physics and Geology faculty
- **Honors**
 - Students submit an "Honors in Major Study" application to the department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.

Total Credits

61-62

Geology Major

Program of Study Type

Major

Total credit requirements for a Geology major: A student who enters Whitman College with no prior experience in geology will need to complete 49 credits with 32 credits in Geology.

- **Required Geology Courses**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 350, 358, 405, 420, and 470
 - One course chosen from Geology 312, 321, or 368

- At least 3 credits of Geology 480
- **Required Supporting Science Courses**
 - Mathematics 124, 125, or 126
 - Chemistry 125 and 135; or 140
 - Physics 145 or 155
 - At least 6 credits numbered above 125 in any of the following: Chemistry, Computer Science, Mathematics and Statistics, or Physics
- **Senior Requirements**
 - Geology 470
 - Senior assessment:
 - Four-hour written exam
 - Oral exam, which may be conducted in the field
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - AP credit may not be used to fulfill the supporting science coursework listed above. Students who have AP credit or who have tested out of any of the required courses in Chemistry, Computer Science, Mathematics and Statistics, or Physics should take the next higher course in the department's sequence.
 - No P-D-F after declaration, except Geology 158.

Total Credits

49

Geology Minor

Program of Study Type

Minor

- **Required Courses (16 Credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - One course chosen from Geology 227, 270, 301, 312, or 350
 - At least eight additional credits in Geology elective courses

Total Credits

16

Geology Course Descriptions

Geology 107 : Special Topics in Geology

See course schedule for any current offerings.

Credits 1-4

Geology 110 : The Physical Earth

Physical geology including earth materials, the processes responsible for uplift and erosion, landforms, plate tectonics and the earth's interior. Three lectures per week. Open only to first- and second-year students; others by consent of instructor. Students who have received credit for Geology 120 or 125 may not receive credit for Geology 110.

Credits 3

Corequisite Courses

[Geology 111: The Physical Earth Lab](#)

Geology 111 : The Physical Earth Lab

Laboratory exercises to accompany classroom instruction in The Physical Earth. Must be taken concurrently with Geology 110. Topics may include the identification of rocks and minerals, interpretation of topographic and geologic maps, and fluvial processes. One three-hour laboratory per week; field trips. Students who have received credit for Geology 121 or 126 may not receive credit for Geology 111.

Credits 1

Corequisite Courses

[Geology 110: The Physical Earth](#)

Geology 120 : Geologic History of the Pacific Northwest

An examination of the geologic history of the Pacific Northwest, including Washington, Idaho, Oregon, northern California, and southern British Columbia. Fundamental geologic processes that have shaped the Pacific Northwest will be examined through detailed study of different locales in the region. Three lectures per week. Open to first- and second-year students, others by consent of instructor. Students who have received credit for Geology 110 or 125 may not receive credit for Geology 120.

Credits 3

Corequisite Courses

[Geology 121: Geologic History of the Pacific Northwest Lab](#)

Geology 121 : Geologic History of the Pacific Northwest Lab

Laboratory exercises to accompany classroom instruction in Geologic History of the Pacific Northwest. Must be taken concurrently with Geology 120. Topics may include general geologic skills such as the identification of rocks and minerals, interpretation of topographic and geologic maps, and fluvial processes, with a particular focus on the topics examined in lecture. One three-hour laboratory per week; field trips. Students who have received credit for Geology 111 or 126 may not receive credit for Geology 121.

Credits 1

Corequisite Courses

[Geology 120: Geologic History of the Pacific Northwest](#)

Geology 125 : Environmental Geology

Natural geologic processes including Holocene deglaciation, landslides, flooding, volcanism, and earthquakes pose risks both to human wellbeing and societal infrastructure. Human decisions for how we choose to interact with the physical environment and its resources (atmosphere, soils, energy sources, minerals) may further imperil societies or may inform global and regional mitigation of Anthropocene climate change, water quality and quantity problems, resource use, and land erosion and mass movement. This introductory course provides exploration and discussion of geologic processes within the paradigm of plate tectonics. Three lecture/discussion periods per week. Students who have received credit for Geology 110, 120, or 210 may not receive credit for Geology 125. Open to first- and second-year students; others by consent of instructor.

Credits 3

Corequisite Courses

[Geology 126: Environmental Geology Lab](#)

Geology 126 : Environmental Geology Lab

Laboratory exercises to accompany classroom instruction in Environmental Geology. Must be taken concurrently with Geology 125. Topics may include general geologic skills such as the identification of rocks and minerals, interpretation of topographic and geologic maps, and fluvial processes, with a particular focus on natural hazards such as floods and mass movement. One three-hour laboratory per week; field trips. Students who have received credit for Geology 111 or 121 may not receive credit for Geology 126.

Credits 1

Corequisite Courses

[Geology 125: Environmental Geology](#)

Geology 130 : Weather and Climate

An introductory course in meteorology designed for nonscience majors with an emphasis on the weather patterns and climate of the Pacific Northwest. Topics covered include Earth's heat budget, atmospheric stability, air masses, midlatitude cyclones, global circulation patterns and climates, and the origins of violent weather phenomenon.

Credits 3

Geology 140 : Tactics for Scientific Study of Societal Challenges

Human communities must adapt to gradual and abrupt changes in the physical environment. Sea-level rise, storm surge, flooding, and landslides are examples of hazardous environmental events requiring mitigation. While enhancing the infrastructure that copes with these physical changes, geoscientists ensure energy, water, and mineral resources and mitigate toxic legacy waste. Necessary first steps in associated geoscience investigations require identifying the scope and scale of a research question and evaluating which scientific instrument to implement during a project. This 1 credit course provides a science experience for incoming first-year students interested in pursuing any science major. The course is intended for students whose high school science had few hands-on science lab experiences. This course may include one or two half-day field trips to local county and city infrastructure and to local geologic features. The course also introduces scientific instrumentation including the imaging capabilities of electron microscopes, chemical analysis using X-Ray fluorescence spectroscopy, and/or laser analysis of particle sizes. Other activities include guest speakers, discussion of science articles written for the general public, and one short writing assignment. For first-year students only; participation pending approval of a short application. No distribution credit. This course does not count toward the Geology major. Graded credit/no credit.

Credits 1

Geology 150 : Earth's Climate: Past, Present, & Future

The land we live on, the air we breathe, and the water we drink are all part of the Earth's climate system. This remarkably complex system has changed dramatically over the past four and a half billion years. Changes in climate have occurred for a variety of reasons and on a variety of timescales. Some of those changes are well understood while others are still being studied today. Recently, we have reached a new paradigm where human activity is the predominant cause of climate change. In the 21st century, arguably no other scientific field has made such broad inroads into the public's consciousness and no other topic has been so thoroughly misunderstood, demonized, and misrepresented as climate science. This course will cover the complexities of natural and anthropogenic climate change through the fields of paleoclimatology and Earth systems science. We will explore the many methods of paleoclimatic reconstruction using proxy climate indicators, how the carbon cycle is connected through Earth's four major subsystems, how climate affects biota and vice versa, and what past abrupt climate changes can tell us about future climate changes. We will end the semester by contemplating the future of Earth's climate including climate mitigation strategies such as geoengineering.

Credits 4

Geology 158 : Regional Geology

The geology of part of the United States or elsewhere, with emphasis on geologic history, including petrology, stratigraphy, tectonics, and geomorphology. Lectures on the geology and other aspects of the area will precede field trips, which will take place during vacations and on long weekends. Geologic mapping may be involved. May be repeated for credit for different areas. Graded credit/no credit.

Credits 1-3

Prerequisites

Geology 110, 120, or 125; and consent of instructor.

Geology 227 : Sedimentology and Stratigraphy

Fundamental principles of analysis pertaining to sedimentary rocks and rock sequences. Fluid flow, weathering, sediment transport, sedimentary structures, depositional systems. Geologic time and chronostratigraphy. Principles of Lithostratigraphy. Three one-hour lectures and one three-hour lab/week. Field trips. Textbook, professional articles, in-class presentations, research paper.

Credits 4

Prerequisites

Geology 110, 120, or 125.

Corequisites

Includes a required corequisite lab, Geology 227L.

Geology 229 : Geology and Ecology of Soils

Soils provide nutrients, water and support for growing plants, host an amazing variety of organisms, and even influence global climate. This class will focus on the dynamic systems in soil and on the interactions between soils and larger ecosystem properties. Course topics will include pedogenic processes, agricultural ecosystems, the interpretation of paleosols, and the role of soils in the global biogeochemical cycling of organic carbon and nutrients. Lectures, field trip(s).

Credits 3

Geology 258 : Geology in the Field

An exploration of the geology of a region, followed by a field trip to that area. Likely to include geomorphology; structure and tectonics; minerals, rocks, and sediments; fossils and stratigraphy. Classes followed by a field trip at least a week long. Students will make maps and presentations and keep a detailed notebook. May be repeated as location changes. See course schedule for any current offerings.

Credits 1-3

Geology 270 : Minerals, Society, and the Environment

This intermediate-level course examines the role of minerals in human societies and Earth systems with particular emphasis on internal structure of minerals, the carbon cycle and carbon sequestration, the nuclear fuel cycle, and the growing concern regarding mining and resource scarcity. Skills include hand sample identification of minerals, analysis of crystal structure by X-Ray Diffraction, analysis of mineral composition by X-Ray Fluorescence or electron microscopy, primary literature searches and science writing. Lectures, discussions, and laboratory exercises. Open to seniors only by consent of instructor.

Credits 4

Prerequisites

Chemistry 125 and 135; and Geology 110, 120, or 125.

Corequisites

Includes a required corequisite lab, Geology 270L.

Geology 301 : Hydrology

A class devoted to understanding water resources, including both surface water and groundwater. We will study the hydrologic cycle and the properties of water, the shape and behavior of streams, the recharge and movement of groundwater, and environmental management of water including wells, dams, irrigation, and water contaminants. Lab topics will include stream gauging and the construction of hydrographs and hyetographs, determining peak discharge, water sampling, flow nets, well tests, and computer modeling of groundwater and contaminant flow. Three lectures and one three-hour lab per week.

Credits 4

Recommended Prerequisites

Chemistry 125 and Mathematics 126.

Prerequisites

Geology 110, 120, or 125.

Corequisites

Includes a required corequisite lab, Geology 301L.

Geology 307 : Special Topics in Geology

See course schedule for any current offerings.

Credits 1-4

Geology 310 : Geophysics

An introductory course in the application of seismic, gravitational, thermal, and magnetic methods for the study of the structure and composition of the interior of the Earth.

Credits 3

Prerequisites

Geology 110, 120, or 125; and Mathematics 124 or 125.

Geology 312 : Earth History

The physical and biological events during the geologic past. Special consideration given to plate tectonics and fossils in the lectures, and to fossils and geologic maps in the laboratories. Three lectures and one three-hour lab per week; required and optional field trips.

Credits 4

Prerequisites

Geology 110, 120, or 125; or consent of instructor.

Corequisites

Includes a required corequisite lab, Geology 312L.

Geology 321 : Sedimentary Basin Analysis

An intermediate-level course that examines the evolution of selected marine and nonmarine sedimentary basins primarily in North America. Consideration of sedimentary features ranging from small-scale sedimentary structures and grain textures and composition to bedform geometry, unit contacts and tectonic significance of depositional features represented. Fossil succession, biostratigraphy and paleoenvironmental indications. Hydrocarbon and other economically significant mineral potential. Geologic map interpretation of important sedimentary basins. Lectures, presentations, and field trips. Professional articles, Internet sources, reference sources. Offered in alternate years.

Credits 4

Prerequisites

Required: Geology 110, 120, or 125; and Geology 227.

Recommended: Geology 368.

Geology 338 : Pages of Stone: The Literature of Geology

Critical reading of the work of writers on Earth science. Examination of works demonstrating different styles, from scientific to poetry to descriptive prose, and how those writers incorporate Earth into their work. Two lectures per week, papers, in-class presentations, field trip. Offered in odd-numbered years.

Credits 3

Prerequisites

Geology 110, 120, or 125; or consent of instructor.

Geology 340 : Volcanoes

An investigation of volcanoes, including morphology, composition, eruption processes, periodicity, and impacts on climate and humans. Exploration of the topic will occur through lecture, in-class experiments, computer simulations, discussion of primary literature, and several field trips. Offered in alternate years.

Credits 3

Prerequisites

Geology 110, 120, or 125.

Geology 350 : Geomorphology

Description, origin, development, and classification of landforms. Relationships of soils, surficial materials, and landforms to rocks, structures, climate, processes, and time. Maps and aerial photographs of landscapes produced in tectonic, volcanic, fluvial, glacial, periglacial, coastal, karst, and eolian environments. Exercises on photo-geology. Lectures, discussions, laboratories, and field trips. Open to Geology majors; others only by consent of instructor.

Credits 4

Prerequisites

Geology 110, 120, or 125.

Corequisites

Includes a required corequisite lab, Geology 350L.

Geology 358 : Field Geology of the Northwest

The geology of part of the Pacific Northwest, with emphasis on geologic history, including petrology, stratigraphy, tectonics, and mineralogy. Geologic mapping, paleontology, and mineralogy may also be involved. Most field trips will take place on long weekends. Each student will be required to write a report. May be repeated for credit for different areas. Required of all Geology and Geology combined majors.

Credits 1

Prerequisites

Geology 110, 120, or 125; and consent of instructor.

Geology 368 : Paleobiology

A comprehensive examination of the fossil record through Earth history. Taxonomy and classification of important fossil groups, evolution and extinction, functional anatomy and morphology, ecologic significance of individual taxa and assemblages through time, paleogeographic reconstruction based on the fossil record, time-significance of fossil groups. Two lectures, one three-hour lab/week. Textbook, journal articles, research paper, and weekend field trip. Offered in alternate years.

Credits 3

Prerequisites

Geology 110, 120, or 125; and Geology 227.

Geology 390 : Independent Study

A reading or research project in an area of the earth sciences not covered in regular courses and of particular interest to a student. Maximum of six credits.

Credits 1-3

Prerequisites

Consent of instructor.

Geology 405 : Volcanoes and the Solid Earth

The geologic history of the Pacific Northwest provides excellent examples of an active tectonic margin including accretion of oceanic crust and arc terranes and current arc volcanism. We examine magma generation and differentiation, volcano morphology, and physio-chemical processes of volcanoes from Earth's mantle to the surface through interpretation of rock suites from the Stillwater Complex, the Cascade and Alaska-Aleutian arcs, and the Columbia River Basalt Group. Lab activities include reading the primary literature, hand sample identification, use of petrographic microscopes, interpretation of thermodynamic phase diagrams, an introduction to computer modeling of magmas (e.g., MELTS), and field trips possibly including one overnight field trip.

Credits 4

Prerequisites

Chemistry 125 and 135 (or Chemistry 140); and Geology 270 (formerly Geology 343).

Corequisites

Includes a required corequisite lab, Geology 405L.

Geology 410-411 : Problems in Earth Science

Specific problems in the geological sciences will be considered. Textbook and/or professional articles, discussions, paper, possible field trips. May be repeated for credit with different topics. See course schedule for any current offerings.

Credits 1-4

Prerequisites

Consent of instructor.

Geology 415 : Terroir

Terroir is a French word that refers to the idea that agricultural products derive unique sensory characteristics from the physical and cultural environment in which they are produced. The focus of the course will be on the science, philosophy, economics, and politics of terroir, in particular as they relate to the production and marketing of wine. The course will only be open to seniors or others by consent, providing they are 21 years of age.

Credits 3

Prerequisites

Geology 110, 120, 125, or 229; or consent of instructor.

Geology 418 : Introduction to Geographic Information Systems

A geographic information system (GIS) is a powerful computer tool designed for exploring, creating, and displaying spatial information. GIS has become the primary way in which spatial information is managed and analyzed in a variety of fields. Any data that has a spatial component (including most data in the Earth and environmental sciences) can potentially benefit from a GIS. Lectures will examine the applications and the conceptual framework for computer GIS, and lab exercises will teach students to use GIS software. The final third of the course is dedicated to individual projects.

Credits 3

Prerequisites

Consent of instructor.

Geology 420 : Structural Geology

The description and analysis of intermediate- to large-scale rock structures. Topics include the analysis and graphical representation of stress and strain in rocks, deformation mechanisms, fabric development in metamorphic rocks, the geometry and mechanics of folding and faulting, and structures related to intrusive bodies. Geologic map interpretation and cross-section construction are used to analyze the structural geology of selected regions. Three lectures and one three-hour lab per week; field trip(s).

Credits 4

Prerequisite Courses

[Geology 227: Sedimentology and Stratigraphy](#)

[Geology 270: Minerals, Society, and the Environment](#)

Corequisites

Includes a required corequisite lab, Geology 420L.

Geology 430 : Cordilleran Tectonics

An in-depth study of the tectonic events that shaped the western United States. A review of plate tectonic theory emphasizing plate interactions and orogenesis and the tectonic evolution of the western U.S. beginning with the amalgamation of Precambrian basement and ending with the development of the San Andreas transform and Cascadia subduction systems. Each week two class periods are devoted to lectures, discussions and student presentations. The third class period is reserved for practical exercises, particularly geologic map interpretation. There is one required weekend field trip.

Credits 3

Prerequisite Courses

[Geology 227: Sedimentology and Stratigraphy](#)

Geology 460 : Geochemistry

An investigation of Earth's systems and environmental problems using the principles of equilibrium, thermodynamics, diffusion, oxidation-reduction, solution chemistry, and isotope geochemistry. Skills will include discussion of primary scientific literature, statistical analysis of geochemical data, conditions of mineral formation via mineral equilibria models, and calculation of rock ages by radioactive decay. Themes of assigned readings may include carbon sequestration, water quality, or spent nuclear fuel disposal. May incorporate use of analytical equipment such as the Scanning Electron Microscope and Portable X-Ray Fluorescence Spectroscopy.

Credits 3

Recommended Prerequisites

Geology 270 and Chemistry 126

Prerequisites

Geology 110, 120, or 125; and Chemistry 126 or 140; or consent of instructor.

Geology 470 : Senior Seminar

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

Credits 1

Geology 480 : Field Mapping

An advanced course in geological field methods. In a typical course students make maps in stratified and crystalline terranes, with rocks in varying degrees of deformation. Maximum of nine credits. Note: Geology 480 is not regularly offered by Whitman College. Students wishing to complete major requirements with a field experience should plan to complete an approved summer field course offered by another collegiate institution.

Credits 1-4

Prerequisites

Geology 227, 420, and consent of department.

Geology 490 : Senior Research

A project involving field and laboratory research in the geological sciences. Written and oral reports are required during the senior year. Maximum of six credits.

Credits 1-3

Prerequisites

Consent of instructor.

Geology 498 : Honors Thesis

Designed to further independent research or projects leading to the preparation of an undergraduate thesis. Required of and limited to senior honors candidates in geology.

Credits 2-3

Prerequisites

Admission to honors candidacy.

German Studies

Chair: Julia Ireland

Emily Jones

Robert Mottram

Daniel Schultz

Affiliated Faculty:

Patrick Frierson, Philosophy

Paul Luongo, Music

About the Department

German Studies at Whitman helps students develop the critical skills to be informed global citizens through the study of German language and the literature, culture, and history of the German-speaking world from a variety of academic perspectives. German language and culture are often thought to be homogenous, and the canonical literature and thinkers taught in many German Studies programs reproduce this image. Whitman's German Studies Department is committed to representing German languages and cultures in their diversity by introducing students to authors and thinkers whose different identities regarding their race, sex, gender, and class often contribute to their exclusion from the field. Students will also learn to read canonical texts and cultural products critically with regard to their elisions and appropriations of marginalized peoples and voices. German Studies courses bring German-language texts and artworks into dialogue with the challenges and priorities we find in our local and contemporary communities. We strive to understand how we can better make sense of our global and local problems by studying German texts, thought, and art.

German Studies is committed to the creation of inclusive classroom spaces where diverse perspectives can be formulated and exchanged and where collaboration is valued over competition. Collectively, we aim to suspend our judgements and come to a more differentiated and generous understanding of ourselves, our peers, and the positions we encounter in German-language cultural artifacts. Students also participate in German-speaking communities across contexts, including curricular, co-curricular, and the broader community beyond college.

Through close mentoring relationships with the German Studies faculty, students will develop the skills necessary to propose individual projects and make connections between the academic field of German Studies and their lives beyond Whitman.

Placement in language courses: Students with previous German language experience must take the German language placement test.

Learning Goals

- **Major-Specific Areas of Knowledge**
 - Students will gain an understanding of the interdisciplinary field of German Studies, including its literary, historical, philosophical, aesthetic and other perspectives.

- Students will develop disciplinary flexibility by working within and across disciplines to explore questions related to German-speaking cultures.
- **Communication**
 - Students will attain Advanced Mid-level German proficiency according to the ACTFL Proficiency Guidelines in all main language skills, including speaking across a variety of registers, listening, reading, and writing. Students will be able to communicate across several modes, including written, oral, presentational, and analytical.
 - Students will gain advanced writing skills, including project creation, management, drafting, and revision in German and English.
- **Critical Thinking**
 - Students will be able to analyze and make evidence-based arguments about German-speaking texts and cultural products in German and English.
 - Students will gain proficiency in information literacy, learning how to find, assess, and incorporate research materials from libraries, databases, archives, etc. into their own projects.
 - Students will be able to articulate the importance of cultural diversity within German-speaking cultural contexts.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in German Studies count toward the humanities or cultural pluralism distribution areas, with the following exceptions:

No distribution: 352, 391, and 392

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

German Studies Major

Program of Study Type

Major

- **Required Courses**
 - German Studies 352
 - 4 credits in a German Studies course taught at Whitman at the 350 level or above
 - 12 credits in courses taught in German Studies at the 300-level or above
 - 18 credits of coursework that may include German Studies courses at the 200-level or above, or may be a combination of German at the 200-level or above and up to 12 credits in approved affiliated German Studies electives. Regularly approved affiliated electives are available in a variety of departments.
- **Senior Requirements**
 - Comprehensive examination
 - Discussion of an assigned significant text in German literature
 - Discussion of an assigned selection of current scholarly work in German Studies, chosen by the faculty. In the course of the examination, students will need to demonstrate engagement in the interdisciplinary field of German Studies as well as a broad knowledge of German literature, history, and culture.
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - The thesis is written in English, but students must work with texts in the original German. Because these theses are so interdisciplinary in nature, we require an outside reader whose area of academic specialization can enhance the development and assessment of the thesis. The outside reader is not necessarily from the affiliated faculty, but rather the person on the Whitman faculty who has the most expertise in the student's subject matter and is willing to serve.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.

- Chair of the program will notify the Registrar of students attaining honors no later than the beginning of Week 12.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Up to 12 credits of transfer or study abroad courses may be applied toward the German Studies major with consent of the German Studies faculty.
 - German Studies allows up to eight credits in approved courses from other majors to count toward the German Studies major requirements.
 - No courses taken P-D-F after declaration of the major.
 - Independent study courses may count toward the major.

Item #	Title	Credits
	German Studies Electives	
	Total Credits	36

German Studies Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - 12 credits in German Studies courses at the 300-level or above
 - 8 additional credits chosen from:
 - Additional German Studies courses at the 200-level or above
 - Up to 8 credits in approved affiliated German Studies electives
- **Notes**
 - Up to 8 credits from other majors or minors may count toward the German Studies minor requirements.
 - No courses taken P-D-F after declaration of the minor.
 - Independent study credits do not count toward the minor.

Item #	Title	Credits
	German Studies Electives	
	Total Credits	20

Global Literatures Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**
 - At least 18 credits chosen from any combination of:
 - Global Literatures courses
 - Classics 130, 205, 217, 226, 319, and 377
 - Environmental Studies 205, 217, 226, 230, 335, and 339
 - French courses numbered 320-325
 - French courses at the 400-level
 - German Studies courses at the 300- or 400-level
 - Hispanic Studies courses numbered 341-344
 - Hispanic Studies courses at the 400-level
 - Theater and Dance 210, 235, 372, and 377

	Total Credits	18
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German Studies Course Descriptions

German Studies 105, 106 : Elementary German

This course sequence introduces students to the German language and German-speaking cultures through interactive instruction in speaking, listening, writing, and reading. Students explore cultural topics through history, literature, film, and comparisons to students' home cultures while being introduced to the foundations of German grammar and various modes of communication. The primary language of instruction is German, although no prior experience is assumed. This course is not appropriate for students with previous knowledge of German. Students with any previous coursework in German are required to take the German placement exam before registering. Open only to first-year, sophomores and juniors students; other students by consent of instructor.

Credits 4

Prerequisites

Prerequisite for German 106: German 105.

German Studies 200-204 : Topics in Applied German Studies

A course meeting once per week, designed to provide students with supplementary language practice. May be offered in conjunction with an English-language course on a German cultural topic or as a stand-alone course. One-two credits, depending on course requirements. See course schedule for any current offerings.

Credits 1-2

Prerequisites

German Studies 205.

German Studies 205, 206 : Intermediate German

Intermediate German is a discussion-based course that deepens students' knowledge of German-speaking cultures through authentic materials in various media, including text, film, pop culture, and cross-cultural comparisons. This course provides a comprehensive review of German grammar with a special emphasis on developing students' writing skills while increasing their communicative and cultural competency through reading, speaking, and listening practice. The primary language of instruction is German. Students who have not taken German at Whitman are required to take the German placement exam before registering.

Credits 4

Prerequisites

Prerequisite for German 205: German 106.

Prerequisite for German 206: German 205.

German Studies 210 : European Philosophy and the Fate of Freedom

This course studies major philosophers from the European continent during the long nineteenth century, from Immanuel Kant at the end of the eighteenth century through Martin Heidegger and Edith Stein in the early twentieth. The course provides a general overview of philosophical perspectives of the period with a particular focus on the nature of human freedom. Course is taught in English; students who enroll in the German section of the course complete some reading, writing, and discussion in German. May be elected as Philosophy 203.

Credits 4

Cross-Listed

Philosophy 203

German Studies 214 : Thus Spoke Nietzsche: A Class for Everyone and Nobody

This course explores the fundamental concepts and ideas of the German philosopher Friedrich Nietzsche including the eternal return of the same, the will to power, the death of God, the Übermensch, the transvaluation of values, among others. We will read a selection of writings spanning Nietzsche's oeuvre and discuss how he navigates the politics of aesthetics, morality, genealogy, and beyond. Knowledge of German is not required.

Credits 2

German Studies 215 : Ethics after Auschwitz

of the concentration camp as a touchstone, it includes texts by Primo Levi, Victor Klemperer, Kant, Giorgio Agamben, Karl Jaspers, and Emmanuel Levinas, as well as poems by Nelly Sachs and Paul Celan, and the film *Son of Saul*. The course is appropriate for language students at the 200-level, who will read a subsection of texts in the original German. Course taught in English. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Philosophy 215. Open to Seniors by consent of instructor only.

Credits 4

Cross-Listed

Philosophy 215

Prerequisites

German 106 or equivalent level of proficiency; or consent of instructor.

German Studies 219 : Modern Jewish Thought

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

Credits 4

Cross-Listed

Religion 219

German Studies 230 : Conceiving and Re-conceiving Race

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

Credits 4

German Studies 300-301 : Topics in Applied German Studies

See course schedule for any current offerings.

Credits 1-4

German Studies 302 : Murder, Mayhem, Madness: Crime and Justice in the German-Speaking World

What drives a person to murder? How does society assign guilt and (hopefully) achieve justice? How do historical circumstances and changes in society influence our thinking about crime and punishment? This course explores these and other questions through a study of the rich tradition of crime literature in the German speaking world from the nineteenth century to today. Students will read prose and drama texts as well as view film and theatrical productions that deal with crime, detection, and punishment, both by official and unofficial means. Students continue their linguistic and communicative development in this course with instruction in speaking, listening, and cultural competency with a focus on the development of advanced reading and writing skills. Language skills will be developed through regular readings, writing assignments, grammar exercises, student presentations, and discussion. Course taught in German. Offered every three years.

Credits 4

Prerequisites

German 206; or any 300-level German course; or placement exam; or consent of instructor.

German Studies 303 : German Drama: From the Bourgeois Tragedy to Bertolt Brecht

What can the stage do that the page cannot? What are the fundamental flaws of a tragic hero? What are the differences between a tragedy and a comedy? What is an epic drama? This course introduces students to German drama from the nineteenth century to today, including bourgeois tragedy and expressionist drama. Students will read plays and theoretical essays by playwrights such as Johann Wilhelm von Goethe, Bertolt Brecht, and Elfriede Jelinek, and continue their linguistic and communicative development with a focus on advanced reading and analytical writing skills. The language skills will be obtained through regular readings, writing assignments, grammar exercises, student presentations, and discussion. Course taught in German. Offered every three years.

Credits 4

Prerequisites

German 206; or any 300-level German course; or placement exam; or consent of instructor.

German Studies 304 : The German Fairy Tale: From World-Building to Nation-Building

Fairy tales are not just for children. They show us how daily life becomes magical, how national changes effect fantastical ones, and they allow us to observe literature's transformations through the ages. This course explores German folk and fairy tales from the Grimms through the art fairy tales of the Romantics and up to modern day interpretations. We study the fairy tales in the historical context of the long nineteenth century as well as from a variety of academic perspectives. Students continue their linguistic and communicative development in this course with instruction in speaking, listening, and cultural competency with a focus on the development of advanced reading and writing skills. The language skills will be developed through regular readings, writing assignments, grammar exercises, student presentations, and discussion. Course taught in German. Offered every three years.

Credits 4

Prerequisites

German 206; or any 300-level German course; or placement exam; or consent of instructor.

German Studies 307 : Small Print: Short Forms in German Literature

What can short texts—both fictional and non—tell us about the society and culture from which they emerge? How do they negotiate controversial timely matters, introduce us to psychologically complex characters, or break new ground in the ways we tell stories? In this course, we read novellas, essays, speeches, blog posts and other short prose texts from across German cultural history, with special attention paid to writers who are marginalized and often left out of this history. Small Print will provide the students with an overview of literary history in the German-speaking world. We will review and practice key concepts of German grammar, as well as improve reading, speaking, and writing skills in German. Course taught in German.

Credits 4

Prerequisites

German 206; or any 300-level German course; or placement exam; or consent of instructor.

German Studies 310 : Migration and Identity in Contemporary Germany

The question of whether Germany is an "Einwanderungsland" or not is one defining political questions of the twenty-first century. The arrival of large numbers of refugees in Germany and other central European countries since the early 2000s has made this debate more urgent. This course asks what it means to be German in the globalizing world through the in-depth study of German-language texts primarily by authors with an immigration background. Authors studied may include Yoko Tawada, Abbas Khider, Zafer Senocak, Emine Özdamar, and others. In this course, literary inquiry is accompanied by the further development of high-level language skills with a focus on discussion skills, presentational language, advanced grammar, and regular writing assignments. Students will gain additional conversation practice through required weekly conversation groups with the language assistant. Course taught in German.

Credits 4

Prerequisites

German Studies 206; or any 300-level German course; or placement exam; or consent of instructor.

German Studies 312 : Fantasy or Nightmare? Heimat in German Culture

Heimat is perhaps the most politically and historically loaded term in the German language: it was appropriated by National-Socialism, to help reclaim German culture after World War II, and is being used by resurgent right wing movements in Germany today, only to name a few. This course traces Heimat's roots in German culture, art, and literature since the nineteenth century and examines the way that it excludes people on the basis of their (perceived) gender, sexuality, race, religion, etc. We will criticize the concept of Heimat, reading texts by authors who are skeptical about the value or even existence of Heimat, asking where its baggage comes from, how it shapes and is shaped by German aesthetic contexts, and whether this term is useful or could be reimagined or reclaimed in contemporary German society. This course is an advanced interdisciplinary German Studies course that encourages students to challenge dominant narratives in German Culture by studying a cultural problem from a variety of perspectives. Students will also continue developing high-level German language with a focus on discussion skills, presentational language, advanced grammar, and regular writing assignments. Students will gain additional conversation practice through required weekly conversation groups with the language assistant. Course taught in German.

Credits 4

Prerequisites

German 206; or any 300-level German course; or placement exam; or consent of instructor.

German Studies 314 : Apparitions of Otherness: Primitivism and the Modern

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

Credits 4

Prerequisites

German 206; or any 300-level German course; or placement exam; or consent of instructor.

German Studies 318 : Hannah Arendt as Political Thinker

Hannah Arendt disavowed the title of philosopher, instead describing herself as a "political thinker." This seminar will investigate what Arendt means by this description, focusing in particular on the notions of "world," "natality," and what she terms the *vita activa*. Texts will include selections from *Origins of Totalitarianism*, *The Human Condition*, and *Eichmann in Jerusalem* as well as essays from Arendt's work on cultural theory. Course taught in English. Students will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Philosophy 318.

Credits 4

Cross-Listed

Philosophy 318

Prerequisites

German 106 or proficiency equivalent; or consent of instructor.

German Studies 319 : Frankfurt School Critical Theory

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

Credits 4

Cross-Listed

Philosophy 319

Prerequisites

German 106; or consent of instructor.

German Studies 335 : Romantic Nature

Why does nature inspire us? Where did our understanding of nature come from? We have inherited our interactions with nature from a variety of sources: The Enlightenment was marked by political, intellectual, and scientific revolution and attempted to explain the world through science. The Romantics, on the other hand, reacted by trying to restore some mystery to Nature and to acknowledge its sublime power. This Nature ideal spread throughout Europe and then on to America, where European Romanticism inspired writers like Emerson, Thoreau, Whitman, and their contemporaries' nature writing, which continues to exert influence on the American understanding of the natural world. This course will look at where American Transcendentalists and Romantics found inspiration. Students will read key literary and philosophical texts of the Romantic period, focusing on Germany, England, and America and explore echoes of these movements in the twentieth and twenty-first centuries: How do the Romantics continue to influence the discourse of environmentalism in America and around the world? Is the Romantic impulse at work in the establishment of the national parks system? Can we see echoes of the Romantic Nature ideal in narratives of toxic, post-industrial landscapes? Course taught in English. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Environmental Studies 335.

Credits 4

Cross-Listed

Environmental Studies 335

Prerequisites

Any 300-level German course; or consent of instructor.

German Studies 339 : Writing Environmental Disaster

From natural disasters (earthquakes, floods, storms) to man-made ecological catastrophe (nuclear accidents, oil spills, the thinning ozone layer), environmental disaster inspires fear, rage, and action. This course will focus on fiction and non-fiction that meditates on these events and our reactions to them. We will examine the ways in which literature and the other arts depict disaster, how natural disaster descriptions differ from those of man-made environmental crisis, whether humans can coexist peacefully with nature or are continually pitted against it, and how literature's depiction of nature changes with the advent of the toxic, post-industrial environment. Authors discussed may include Kleist, Goethe, Atwood, Ozeki, Carson, Sebald, and others. Course taught in English. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Environmental Studies 339

Credits 4

Cross-Listed

Environmental Studies 339

Prerequisites

Any 300-level German course; or consent of instructor.

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

Academic research projects require planning and specialized skills. This senior seminar introduces advanced German Studies students to the research and writing process including instruction on how to design interesting research projects, find and use a variety of materials from the library and relevant databases both in English and German, organize their research, cite properly, and plan for writing. Students will design and execute an independent research project. This course is required for German Studies majors.

Credits 2

Prerequisites

Any 300-level German course; or consent of instructor.

German Studies 353 : Heidegger: Art, Thing, Technology

What makes a work of art a work of art? How are artworks distinguished from everyday things like tools and use objects? Where does technology fit in this schema? This upper level seminar explores these questions through some seminal writings by 20th-century German philosopher Martin Heidegger. Readings will include selections from *Being and Time*, "The Origin of the Work of Art," "The Thing," and "The Question Concerning Technology." The selections from Heidegger will be supplemented by Plato and Aristotle, Walter Benjamin's "Art in the Age of Mechanical Reproduction," Derrida's *The Truth in Painting*, and Giorgio Agamben's "The Apparatus." Students will be asked to explore works of art by German, Austrian, and Swiss artists as well as works of their own choosing. The course is taught in English, and culminates in a Final Portfolio that includes a Final Seminar Paper. Applies toward the German Studies major requirement for a course taught at the 350 level or above. May be elected as Philosophy 353.

Credits 4

Cross-Listed

Philosophy 353

German Studies 354 : German Cinema Culture

How does culture cope with modernity? Do old narrative forms still work in the twentieth century? What are the limits of text and the abilities of film? What does a new medium tell us about a new time? This course grapples with these and other questions in its study of the development of cinema in Germany from early German expressionist films to present day films that grapple with contemporary cultural issues, including immigration and ongoing attempts to process German history. In studying these films, students will discuss propaganda, identity politics, film adaptation, and mass culture in context. Students will develop film and text analysis, advanced research, and writing skills through sophisticated discussion, presentation, and writing assignments. The course is conducted in English, and readings will be available in both German and English. Students with advanced German language skills will complete reading, some writing, and discussion in German. This class will require a screening. May be taken for credit toward the Film & Media Studies major or minor. Formerly German 405; may not be taken for credit if completed 405.

Credits 4

German Studies 355 : Seeing and Being Seen: Framing Perception, Meaning, and the Gaze

What happens when what is being looked at looks back? What is the relationship between framing devices and fantasies of domination or experiences of vulnerability? How does the male gaze shape society's perception of women? What is the role of the gaze in film theory? Frames attempt to set the parameters of perception and meaning. Whether they appear in literary works as windows or as the formal device of the frame story, whether they appear as the literal frame of a painting or as the shot in a film, frames focus attention and delimit contexts. This course examines both how frames function in literature, painting and film from the Enlightenment to World War II and beyond, as well as how diverse methodologies frame cultural material. Through close readings we will fix a critical eye on the political and epistemological stakes of attempts to fix the gaze. The course is conducted in English, and readings will be available in both German and English. Students with advanced German language skills will complete reading, some writing, and discussion in German. May be taken for credit toward the Film & Media Studies major or minor.

Credits 4

German Studies 356 : Rebels with a Cause: Rebels and Revolutionaries in the German Speaking World

This course introduces unconventional thinkers and political activists of the German-speaking world in the late nineteenth and throughout the twentieth century. From the suffragist movement and communist and anarchist theories in the Weimar Republic to dissent in the GDR and anti-imperialist critique in Western Postwar Germany via antifascist activism in Nazi Germany, students will study German history and culture through the lens of political essays, poetry and short stories. Students will read works by well-known thinkers and activists such as anarchist Rosa Luxemburg, Jewish writer Anne Frank, and RAF activist Ulrike Meinhoff, and explore texts by writers who are now mostly ignored by the literary canon, for example, the early feminist writer Elsa Asenijeff. The course is conducted in English, and readings will be available in both German and English. Students with advanced German language skills will complete reading, some writing, and discussion in German. Formerly German 409; may not be taken for credit if previously completed 409.

Credits 4

German Studies 358 : Special Studies

Designed to permit close study of one or more authors, a movement, or a genre in German literature. Conducted in German or English, at the discretion of the instructor. See course schedule for any current offerings.

Credits 4

Prerequisites

Consent of instructor.

German Studies 387, 388 : Special Studies

Designed to permit close study of one or more authors, a movement, or a genre in German literature. Conducted in German or English, at the discretion of the instructor. See course schedule for any current offerings.

Credits 4

Prerequisites

Consent of instructor.

German Studies 391, 392 : Independent Study

Directed reading and preparation of a critical paper or papers on a topic suggested by the student. The project must be approved by the staff. The number of students accepted for the course will depend on the availability of the staff.

Credits 1-3

Prerequisites

Consent of instructor.

German Studies 400 : Advanced Special Studies

Designed to permit close study of one or more authors, a movement, or a genre in German literature. Conducted in German. See course schedule for any current offerings.

Credits 4

Prerequisites

Any 300-level German course; or consent of instructor.

German Studies 422 : Heidegger's Being and Time

Martin Heidegger's *Being and Time* (1927) is arguably one of the most groundbreaking works of philosophy published in the 20th century. This seminar is an intensive exploration of Heidegger's most important conceptual innovations in that work. These innovations include the relationship between Dasein, care, and world; the analysis of being-toward-death, anxiety, and the call of conscience; and the "destructuring" of the Western philosophical tradition. The seminar will be focused on the close reading of *Being and Time* supplemented by other primary and secondary sources intended to facilitate the understanding of basic terms and concepts. Course taught in English. Students will complete some reading in the original German and may complete some writing, and discussion assignments in German. May be elected as Philosophy 422.

Credits 4

Cross-Listed

Philosophy 422

Prerequisites

German 106 and one course in Philosophy at the 200-level or above; or consent of instructor.

German Studies 492 : Senior Thesis

In-depth research concluding in the preparation of an undergraduate senior thesis on a specific topic in German studies. Required of German Studies majors.

Credits 4

German Studies 498 : Honors Thesis

Designed to further independent research or project leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in German.

Credits 4

Prerequisites

Admission to honors candidacy.

Global Literatures

About the Program

Courses in Global Literatures are designed to enable students to pursue their interests in literature beyond linguistic boundaries. Courses are taught by faculty members who teach languages other than English, but all readings are in English, and classes are conducted in English. Students with adequate language proficiency are encouraged to consult with the instructor if they wish to complete part of the reading in the original version.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Global Literatures count toward the humanities or cultural pluralism distribution areas, with the following exceptions:

No distribution: 391 and 392

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Global Literatures Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**

- At least 18 credits chosen from any combination of:
 - Global Literatures courses
 - Classics 130, 205, 217, 226, 319, and 377
 - Environmental Studies 205, 217, 226, 230, 335, and 339
 - French courses numbered 320-325
 - French courses at the 400-level
 - German Studies courses at the 300- or 400-level
 - Hispanic Studies courses numbered 341-344
 - Hispanic Studies courses at the 400-level
 - Theater and Dance 210, 235, 372, and 377

Total Credits

18

Global Literatures Course Descriptions

Global Literatures 201-204 : Special Topics in Global Literatures, Intermediate Level

Courses under this category explore selected topics in global literatures at the intermediate level. See course schedule for any current offerings.

Credits 1-4

Global Literatures 210 : Quebec's Quiet Revolution and the Making of a Bilingual Nation

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

Credits 2

Global Literatures 222 : Introduction to Modern Japanese Literature and Culture

This course introduces students to selected works of Japanese literature from the 20th century. The course will cover a wide range of prose fiction including autobiographical fiction, realist and fantastic novels as well as works in popular literature genres, including detective and satirical fiction. We will explore the ambivalent ways in which Japanese writers incorporated Western literary theories and concepts into the domestic literary tradition in their efforts to create a "modern Japanese literature." In addition to the impact of industrialization on human perception and writers' narrative modes, we will consider how modern printing technologies changed reading practices. Course taught in English. May be elected as Japanese 400.

Credits 4

Cross-Listed

Japanese 400

Global Literatures 223 : Youth in Precarious Japan

This course explores the theme of youth and adolescence in literary and cinematic works from late 19th-century to contemporary Japan. It examines how the development of industrial capitalism, Japanese colonialism, World War II, the US occupation, the regional Cold War order, the Japanese economic miracle, and the recent recession have been presented differently when we employ the perspective of youth. The course introduces the following key topics: sexuality, romance, friendship, same-sex love, education, family, ethnic identity, disability and anxiety. Particular issues that young people wrestle with have varied in each period. However, youth and adolescents have continuously grappled with the idea of "social identities" that navigate them into mature adulthood or socially expected gender norms, such as masculinity and femininity. Young people's hopes, dreams, disillusionment, frustrations, and struggles will be examined through selected literary and cinematic works, as well as music, visual images, and magazines. The historical approach to literary, cinematic, and other media works provides comparative context to bridge our understanding of representation and the social context negotiated by creators and recipients. May be elected as Japanese 423. This course may be taken for credit toward the Japanese major. May be taken for credit toward the Film and Media Studies or Gender Studies major or minor.

Credits 4

Cross-Listed

Japanese 423

Global Literatures 225 : Exploring Human-Nonhuman Dynamics in Japanese Literature

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

Credits 4

Cross-Listed

Japanese 425

Global Literatures 226 : Race, Class, and Gender through Japanese Film and Literature

This course examines the social construction of minority groups and the intersections with race, class, gender, and sexuality through the prism of films, literature, and other visual media. By examining the legacy of Japanese colonialism in Asia, the US occupation, the creation of the regional Cold War order, and the consumer society, the course will engage students with discussions of current literary and cultural systems, minority literature, Ainu and Okinawan cultures, non-fictional works on the Brazilian community and Filipino workers, residential Korean literature, Chinese literary culture, and African American culture. This course is based on the premise that films and literature are never merely diversion or entertainment. Instead, they provide us with stories, images, and scripts that enable us to understand different social identities, cultural ideologies, community formations, and institutional arrangements. By looking at literary and cinematic works, we aim to gain insights into how these representations consequently shape and influence our understanding of "people" in the real world. We will read literary works by Oe Kenzaburo, Kirino Natsuo, Ri Kaisei, Hirabayashi Taiko, Hayashi Fumiko, Murakami Haruki, and Yoshimoto Banana and examine films by Imamura Shohei, Ichikawa Kon, Kurosawa Akira, Kawase Naomi, Miyazaki Hayao and Mizoguchi Kenji. May be taken for credit toward the Film & Media Studies major or minor or the Gender Studies major or minor. May be elected as Asian and Middle Eastern Studies 226.

Credits 4

Cross-Listed

Asian and Middle Eastern Studies 226

Global Literatures 230 : Unsettling Masculinities in French Fiction and Film

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

Credits 4

Cross-Listed

Gender Studies 230,

Indigeneity, Race, and Ethnicity Studies 230

Global Literatures 301 : Chinese Literature and Film Adaptation

Since the 1920s, the rise of cinema has reinvented the Chinese artistic sphere, providing artists and producers alike with a modern medium of expression. While the emergence of a movie-going culture has created new audiences in a shifting society, the stories and their subject matter have been largely carried over from literature. Currently, over 65% of Chinese films are adapted from literary works, a statistic that suggests Chinese literature as an extension as well as reinterpretation of the culture's literary tradition. This class will discuss literary works and their movie adaptations comparatively. By considering both types of media, it will analyze the emergence of the new cinematic tradition while fostering a debate over the emergence of the 20th and 21st Century Chinese identity. May be taken for credit toward the South Asian and Middle Eastern Studies, Film and Media Studies major or Chinese minor.

Credits 4

Global Literatures 305 : Youth & Revolution in Contemporary Chinese Literature & Culture

Nearly all important literary experiments and movements in contemporary Chinese culture and literature refashion the image of the young generation. This image often serves as the vehicle for cultural revolution and offers a window into major genres and structures within contemporary Chinese culture. This course explores the conceptions and formulations of the “new generation” through selected writers, playwrights, and artists, and in relation to larger socio-historical, cultural and geopolitical movements. This course will expand students’ understanding of youth culture to include a wide array of aesthetic and political appropriations within different frameworks, developing a nuanced understanding of changing cultural constructions of the youth beyond the traditional binary of the alternative and the oppositional. May be taken for credit toward the South Asian and Middle Eastern Studies major or the Chinese minor.

Credits 4

Global Literatures 312 : Solitude and Literary Imagination

A theme of solitude runs through the veins of much of Japanese literature. Through studies of selected works of some of significant writers from Japan, we will explore various literary renditions of solitude. Our concern in this course extends beyond a sense of alienation from others to a more essential sense of estrangement from self, one’s own language, and conventional temporality. We will also ruminate on solitude as an origin of literary imagination. The list of writers may include Yukio Mishima, Kobo Abe, Kenzaburo Oe, Mieko Kanai, Haruki Murakami and Toh Enjoji. May be taken for credit toward the South Asian and Middle Eastern Studies major or Japanese major or minor.

Credits 4

Global Literatures 320 : Trauma & its Aftermath: Narrative, Witnessing & Remembrance

Trauma has attracted critical attention as a limit case through which to explore the nature of selfhood, language, memory and power, and the ethical and political implications of representing violence. Taking contemporary examples of race- and gender-based violence, their intersections, and their specificities as a point of departure, students will examine debates in scholarship and activism over definitions of trauma, its personal and collective impacts, and the social, cultural, and political actions to be taken in its wake. We will pay particular attention to questions of narrative genre, medium and transmission, as well as the role of commemoration in projects to combat violence. May be taken for credit toward the Gender Studies major or the Indigeneity, Race, and Ethnicity Studies major. May be elected as Gender Studies 320 or Indigeneity, Race, and Ethnicity Studies 320.

Credits 4

Cross-Listed

Gender Studies 320,
Indigeneity, Race, and Ethnicity Studies 320

Global Literatures 325 : Imagining Community through Contemporary Japanese Fiction and Film

In this course we will explore selected works of Japanese fiction and film created during the “postmodern” period (from 1980 to the present.) During this period, the sense of belonging to a traditional community such as nation and family is said to have weakened—or perhaps dissipated altogether—in Japan. The overarching question we engage with is what kinds of different communities and subjectivities are imagined in and through literary and filmic texts during this period. Hence, we will not treat these works merely as representations of contemporary Japanese society but also as the sites where creative efforts to imagine different forms of community are unfolding. We will conduct close readings of each literary and filmic text and examine their varying functions within their socio-historical context particularly the economic bubble and subsequent recession. In order to do a contextual reading, along with assigned fiction and filmic texts, we will read works from such fields as cultural studies, anthropology, and critical theory. In so doing, students will be expected to constantly question their assumptions about contemporary Japanese culture and society. May be taken for credit toward the South Asian and Middle Eastern Studies major or Japanese major or minor.

Credits 4

Global Literatures 338 : Undoing the Japanese National Narrative through Literature and Film

In this course we focus on the literary works and films of Japan's post-WWII period from the mid-1940s through the 1970s and explore the ways in which writers and filmmakers responded to the social and cultural transformations brought about by war, defeat, occupation, and recovery. The main questions to be addressed include: How did writers and filmmakers engage with the question of war responsibility in and through their works? What does it mean to "take responsibility for war"? How do their works, at both levels of form and content, critique and undo the official national narrative that largely coincided with the modernization theory put forth in the early 1960s? How long does the "postwar" last? Taught in English. May be taken for credit toward the South Asian and Middle Eastern Studies major or the Japanese major or minor. May be elected as Japanese 438.

Credits 4

Cross-Listed

Japanese 438

Global Literatures 351 : Maid in Latin America: The Image of the Domestic Worker in Contemporary Cinema

Can cinematic representations of the domestic worker (maid, nanny, butler), once merely a disparaged stock character relegated to supporting roles, embody the complex intersectionality of gender, racial, ethnic, and socioeconomic differences? This course examines the degree to which contemporary films from Hollywood and Latin America reinforce, challenge, or subvert traditional stereotypes of the subservient and docile housekeeper in depicting complex subjectivities that expose and contest outdated tropes, calling into question both social and cultural conventions. Together we will examine structural and aesthetic devices that accompany this shift in representation from marginalized invisibility to an increasingly empowered, independent subject under the scrutiny of the camera's gaze. Students can expect to discuss recurring thematic issues including classism, sexism, ethnic bias, strained family dynamics, repressed conflicts, and clashing class expectations. We also will consider how these films, while centered on the ways in which individuals navigate hierarchical power dynamics within the intimate confines of the private home, critique social and economic inequalities within the broader context of a society or nation. Potential works under study include those produced in countries with rich cinematic histories including Argentina, Brazil, Mexico, and the United States alongside recent productions from Bolivia, Chile, Colombia, Peru; genres under study include filmic shorts, fictional features, and documentary films. Course taught in English, coursework in English. Evaluation will be based upon class participation, formal oral presentations, written responses, and a final research project. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major, Film and Media Studies major, or Gender Studies major. May be elected as Hispanic Studies 451 with a prerequisite of Hispanic Studies 341, 342, 343 or 344, or consent of instructor.

Credits 4

Cross-Listed

Hispanic Studies 451

Global Literatures 387-390 : Special Studies in Global Literatures

Selected problems of developments in a non-English literature. Such topics as Medieval Courtly Literature, Scandinavian Drama, European Romanticism, Twentieth Century German Fiction, Existentialism, the Enlightenment, the Picaresque and Symbolism may be studied. All material will be read in English translation. See course schedule for any current offerings.

Credits 4

Global Literatures 391, 392 : Independent Study

Directed reading and preparation of a critical paper or papers on a topic suggested by the student. The project must be approved by the staff. The number of students accepted for this course will depend on the availability of the staff.

Credits 1-3

Prerequisites

Consent of instructor.

Global Literatures 395 : Contemporary Literary Theory

This course will expose students to the major contemporary theoretical approaches to literary studies. We will examine a broad array of critical schools and perspectives, including reader-response theory, feminism, poststructuralism, and postcolonial studies. We will pay special attention to the recent "Ethical Turn" in literary studies influenced by the works of French philosophers Emmanuel Levinas and Jacques Derrida. May be taken for credit toward the French and Francophone Studies major, Gender Studies major, or Indigeneity, Race, and Ethnicity Studies major.

Credits 4

Global Literatures 407 : Visual Narrations: The Art and Architecture of the Graphic Novel

Since the publication of *Maus*, graphic novels and comics have come to be understood as challenging, artistic hybrid texts that employ complex literary and visual strategies to engage diverse themes of historical, social and aesthetic import. In this course we will study the works of prominent creators within the Hispanic graphic novel tradition alongside renowned graphic novelists from around the world. After considering the role of translation with respect to graphic narratives, we will explore the formal qualities and artistic innovations of landmark, transnational works. Theoretical, structural and semiotic analyses (Scott McCloud, Santiago García, Ana Merino, Thierry Groensteen) will be read together with primary texts. Readings may include wordless masterpieces (such as the works of Lynd Ward, Frans Masereel, Shaun Tan, Fábio Moon and Gabriel Bá); experimental texts that overtly deconstruct traditional book formats (such as Guillermo Peña's *Codex Espangliensis*, Joe Sacco's *The Great War*, Pascal Rabaté's *Fenêtres sur rue, matinées, soirées*, Richard McGuire's *Here* and Chris Ware's *Building Stories*), and highly stylized, intertextual or metafictional masterworks (such as Antonio Altarriba and Kim's *"La casa del sol naciente"* and David Mazzucchelli's *Asterios Polyp*). All works will be read in English translation. Course will be taught in English. May be taken for credit toward the Hispanic Studies major or the Film and Media Studies major. Applies to the Narrative/Essay or Visual Cultures requirement for the Hispanic Studies major.

Credits 4

Global Studies

Director of the Center for Global Studies: Nicole Simek

About the Concentration

The Concentration in Global Studies is a framework for students to demonstrate and be recognized for in-depth interdisciplinary engagement with global themes, processes, and problems, regardless of their majors or minors.

Please contact the Director for the Center of Global Studies for a complete list of concentration-affiliated faculty who may serve as advisors. Students may declare the Concentration at any time after they have declared a major and before the final semester of their Senior year.

Learning Goals

After completing the concentration in Global Studies, students should be able to:

- Move beyond seeing "the global" as exclusively "foreign." They will be able to place themselves and their communities in webs of natural, economic, cultural, and social connections that defy geopolitical borders.
- Articulate how they have worked to defamiliarize their own assumptions about the world and their positions in it through rigorous, sustained engagement with difference.
- Demonstrate the ways that their education at Whitman has helped them make complex connections among various disciplinary perspectives on important global issues. More specifically, students should be able to demonstrate how they have engaged with the concepts of "global systems and histories," "global circulations and movements," and "global places and events" (as described below) from multiple disciplinary perspectives.

Global Studies Concentration

Program of Study Type

Concentration

- **Global Thematic Courses**
 - At least one elective course in each of the following Global Thematic Areas, each from a different department:
 - Global Systems and Histories
 - Global Circulations and Movements
 - Global Places and Events
- **Global Engagement Areas**
 - Language Immersions: 6 credits of language study

- May be completed on-campus, through advisor-approved off-campus studies coursework, or a combination of the two.
- May be completed with more than one language. Advisors will work with off-campus studies staff to assess the rigor of off-campus language study when approving programs for this requirement.
- Off-Campus Education, completed via one of the following:
 - One semester of off-campus study in a country other than the U.S.; U.S.-based programs may be approved by the student's Global Studies advisor on a case-by-case basis.
 - An advisor-approved, short-term off-campus study program (3-6 credits)
 - A globally-focused internship approved by the CGS Director.
- Analysis and Reflection:
 - Interdisciplinary Studies 210
 - 2 credits of approved coursework in Interdisciplinary Studies 400
 - Approved Analysis and Reflection course, chosen from Film and Media Studies 340, Politics 331, Environmental Studies 321, or English 376
- **Capstone Project and Assessment**
 - Student learning assessment consisting of:
 - Integrative essay
 - E-portfolio
 - Outgoing interview with faculty advisor

Item #	Title	Credits
	Global Systems and Histories Electives	
	Global Circulations and Movements Electives	
	Global Places and Events Electives	
	Total Credits	0

Greek

Hispanic Studies

Chair: Aarón Aguilar-Ramírez

Janis Be

Mariana Ruiz-González

Carlos Vargas-Salgado

About the Program

Courses in Hispanic Studies focus on critical thinking, academic writing, Hispanic culture and Spanish language skills.

Placement in Hispanic Studies courses: Students who have previously studied Spanish in secondary school, college, or elsewhere must take a placement test before enrolling in a Hispanic Studies course at Whitman College. The Spanish language placement test provides information on the appropriate course level in which students should register. Students with no previous language experience are not required to take the placement examination. Note: In order to evaluate effectively the student's target language ability, the Spanish language test should be taken without notes or outside assistance.

Students who have already taken a Spanish or Hispanic Studies course at the college level cannot repeat the same level course and receive both transfer and Whitman credit for it. Placement of students who wish to continue studying in Hispanic Studies will be based on placement test results. Repeat of equivalent coursework will result in Whitman credit with the forfeiture of equivalent transfer credit.

Learning Goals

Upon graduation, a student will be able to:

- Attain advanced Spanish language proficiency skills, which include listening, reading, writing, and speaking across a variety of registers.
- Demonstrate awareness of the cultural, social, and political identities of Hispanic communities residing in the United States, Latin America, and Spain.
- Develop mechanics and critical literacies in diverse genres and modes of expression (scholarly/academic, visual, creative, etc.).
- Perform increasingly complex textual analyses and close readings using an array of methods and approaches.
- Effectively engage literary and cultural theories, and apply complex theoretical frameworks in nuanced analyses of Hispanic cultural production.

Hispanic Studies Major

Program of Study Type

Major

Total credit requirements for a Hispanic Studies major: 34

- **Required Courses**
 - 8 credits in two courses chosen from Hispanic Studies 341, 342, 343, and 344
 - Hispanic Studies 490
 - At least 22 additional credits, distributed as follows:
 - Narrative/Essay: at least one course taught in Spanish at the 400-level
 - Theatre/Performance: at least one course taught in Spanish at the 400-level
 - Visual Cultures: at least one course taught in Spanish at the 400-level
 - Lyric/Verse: at least one course taught in Spanish at the 400-level
 - Upper-level language skills: at least one course chosen from Hispanic Studies 306, 308, 320, 321, 322, 325, 326, or 328; or the equivalent in transfer or study abroad credit
 - Remaining credits may be earned through the completion of additional courses taught in Spanish numbered above 306; one course numbered 320 or above taught in English at Whitman by a member of the Hispanic Studies faculty in Global Literatures, Film and Media Studies, or another Humanities department; or the equivalent in transfer or study abroad credit. Hispanic Studies 143, 144, and 145 may also count toward the major.
- **Senior Requirements**
 - Hispanic Studies 490
 - Senior assessment
 - Completion of an original research project analyzing an aspect of Hispanic Studies (Peninsular, Latin American, and/or U.S. Latinx essay/narrative, lyric/verse, theatre/performance, and/or visual cultures). This project will be written in Spanish, use primary and secondary sources, be approximately 15 pages in length (not including footnotes and bibliography), and be approved and guided by the Hispanic Studies senior seminar advisor.
 - An hour-long oral exam conducted in Spanish, in which the student will defend their research project, answer questions about the project, and answer general questions about the student's Hispanic Studies major.
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.

- The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

- **Notes**

- The genre course requirements may be partially fulfilled by one 300- or 400-level seminar taught in English if the course is taken at Whitman and taught by a member of the Hispanic Studies faculty.
- No courses may be taken P-D-F or as independent study.
- Courses taught in English at other institutions may not be applied to the major.
- All courses taught in English used to fulfill the major requirements must be taken at Whitman and taught by members of the Hispanic Studies faculty; these may include Hispanic Studies 143, 144, 145, and seminars taught at the 300- and 400-level.
- No more than 8 credits toward the major can be from courses taught in English.
- AP and IB credit may not be applied to the major.
- At least 23 credits must be completed at Whitman.

Total Credits

34

Global Literatures Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**

- At least 18 credits chosen from any combination of:
 - Global Literatures courses
 - Classics 130, 205, 217, 226, 319, and 377
 - Environmental Studies 205, 217, 226, 230, 335, and 339
 - French courses numbered 320-325
 - French courses at the 400-level
 - German Studies courses at the 300- or 400-level
 - Hispanic Studies courses numbered 341-344
 - Hispanic Studies courses at the 400-level
 - Theater and Dance 210, 235, 372, and 377

Total Credits

18

Hispanic Studies Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**

- Two courses chosen from Hispanic Studies 341, 342, 343, and 344
- One 400-level Hispanic Studies course, or equivalent credit earned in off-campus studies
- Additional credits to fulfill the minor may be earned from Hispanic Studies 143, 144, 145, or any other course taught in Spanish numbered above 305, or equivalent.

- **Notes**

- Only 8 credits may be counted from Hispanic Studies 305, 306, 308, 320, 321, 322, 325, 326, and the equivalent.
- At least 12 credits must be taken on campus.
- No courses can be taken P-D-F or by independent study.
- AP and IB credit may not be applied to the minor.

Total Credits

18

Latin American Studies Minor

Program of Study Type

Minor

For Hispanic Studies majors.

- **Required Courses (18 Credits)**

- Three Latin American history courses, at least eight credits of which must be taken at Whitman
- Eight credits chosen from any of the following:
 - Anthropology 250
 - History 283, 286, 287, 384, 387, and 495
 - Hispanic Studies 457
 - Global Literatures courses numbered 387-390, when the topic is Spanish American cinema or literature
 - Other courses by consent

- **Notes**

- No courses P-D-F or as independent study.
 - Courses applied to the Hispanic Studies major or minor may not be applied to the Latin American Studies minor.

Total Credits

18

Hispanic Studies Course Descriptions

Global Literatures 351 : Maid in Latin America: The Image of the Domestic Worker in Contemporary Cinema

Can cinematic representations of the domestic worker (maid, nanny, butler), once merely a disparaged stock character relegated to supporting roles, embody the complex intersectionality of gender, racial, ethnic, and socioeconomic differences? This course examines the degree to which contemporary films from Hollywood and Latin America reinforce, challenge, or subvert traditional stereotypes of the subservient and docile housekeeper in depicting complex subjectivities that expose and contest outdated tropes, calling into question both social and cultural conventions. Together we will examine structural and aesthetic devices that accompany this shift in representation from marginalized invisibility to an increasingly empowered, independent subject under the scrutiny of the camera's gaze. Students can expect to discuss recurring thematic issues including classism, sexism, ethnic bias, strained family dynamics, repressed conflicts, and clashing class expectations. We also will consider how these films, while centered on the ways in which individuals navigate hierarchical power dynamics within the intimate confines of the private home, critique social and economic inequalities within the broader context of a society or nation. Potential works under study include those produced in countries with rich cinematic histories including Argentina, Brazil, Mexico, and the United States alongside recent productions from Bolivia, Chile, Colombia, Peru; genres under study include filmic shorts, fictional features, and documentary films. Course taught in English, coursework in English. Evaluation will be based upon class participation, formal oral presentations, written responses, and a final research project. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major, Film and Media Studies major, or Gender Studies major. May be elected as Hispanic Studies 451 with a prerequisite of Hispanic Studies 341, 342, 343 or 344, or consent of instructor.

Credits 4

Cross-Listed

Hispanic Studies 451

Global Literatures 407 : Visual Narrations: The Art and Architecture of the Graphic Novel

Since the publication of *Maus*, graphic novels and comics have come to be understood as challenging, artistic hybrid texts that employ complex literary and visual strategies to engage diverse themes of historical, social and aesthetic import. In this course we will study the works of prominent creators within the Hispanic graphic novel tradition alongside renowned graphic novelists from around the world. After considering the role of translation with respect to graphic narratives, we will explore the formal qualities and artistic innovations of landmark, transnational works. Theoretical, structural and semiotic analyses (Scott McCloud, Santiago García, Ana Merino, Thierry Groensteen) will be read together with primary texts. Readings may include wordless masterpieces (such as the works of Lynd Ward, Frans Masereel, Shaun Tan, Fábio Moon and Gabriel Bá); experimental texts that overtly deconstruct traditional book formats (such as Guillermo Peña's *Codex Espangliensis*, Joe Sacco's *The Great War*, Pascal Rabaté's *Fenêtres sur rue*, *matinéés*, *soirées*, Richard McGuire's *Here* and Chris Ware's *Building Stories*), and highly stylized, intertextual or metafictional masterworks (such as Antonio Altarriba and Kim's "*La casa del sol naciente*" and David Mazzucchelli's *Asterios Polyp*). All works will be read in English translation. Course will be taught in English. May be taken for credit toward the Hispanic Studies major or the Film and Media Studies major. Applies to the Narrative/Essay or Visual Cultures requirement for the Hispanic Studies major.

Credits 4

Hispanic Studies 105, 106 : Elementary Spanish

An introductory language course taught principally in Spanish for students that have had little or no formal contact with the language. Students will learn grammatical structures and vocabulary to facilitate discussion of topics relating to daily life including friends, family, leisure activities, work, food culture, etc. through the study of culturally specific texts and situations. Evaluation includes participation, homework, quizzes, exams and conversation groups. Students with any previous coursework in Spanish are required to take the Spanish placement exam before registering.

Credits 4

Hispanic Studies 108 : Introductory Spanish

In this one semester intensive introductory language course students will learn grammatical structures and vocabulary to facilitate discussion of topics relating to daily life including friends, family, leisure activities, work, food culture, etc. through the study of culturally specific texts and situations. Evaluation includes participation, homework, quizzes, exams and conversation groups. Students with any previous coursework in Spanish are required to take the Spanish placement exam before registering. This course is open only to first- and second-year students; other students by consent of instructor.

Credits 4

Hispanic Studies 143 : U.S. Latinx Literatures and Cultures: An Introduction

Is there such a thing as a U.S. "Latinx" literary tradition? If so, what are its core narrative characteristics, social and cultural concerns, and political interventions? In this introductory course, students will read major works by U.S. Latinx writers and cultural producers from the twentieth and twenty-first centuries, particularly texts pertaining to the nationalist movements of the 1960s and 1970s, the feminist and queer turns of the 1980s and 1990s, as well as the formal innovations of twenty-first century Latinx writing. Students will examine the generic characteristics of Latinx narrative while considering the cultural, social, and political specificities of the various ethnic and national traditions that fall under the umbrella term "Latinx." Texts studied may be drawn from the work of authors such as José Antonio Villarreal, Rudolfo Anaya, Lucha Corpi, Piri Thomas, Esmeralda Santiago, Junot Díaz, Cristina García, and Carmen María Machado, among others. Evaluation is based on class participation, oral and written assignments, and a mid-term and final exam. This course is open only to first- and second-year students; junior students by consent of instructor. This course counts as elective credits toward Hispanic Studies major or minor. Course taught in English. May be taken for credit toward Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Hispanic Studies 144 : Contemporary Latin American Cinema: An Introduction

With the increasing globalization of the film industry, what might "national" cinema from Latin America mean today? This course offers a panoramic exploration of major thematic trends and innovative visual aesthetics of contemporary Latin American cinema. Together we will engage in debates about film as art, as social critique, as resistance, and/or as entertainment. Using approaches that both embrace and critique the study of national cinemas, we consider how landmark films produced in the 21st century highlight specific cultural and political issues as well as how cinematography, as an artistic medium, grapples with questions of filmic representation. Potential works under study include those produced by auteurs in countries with rich cinematic histories including Argentina, Brazil and Mexico (Albertina Carri, Lucrecia Martel, Walter Salles, Fernando Meirelles, José Padilla, Alejandro González Iñárritu, Alfonso Cuarón, and Guillermo del Toro) alongside recent productions from Bolivia, Chile, Colombia, Cuba, etc. Course activities include film screenings, discussion of scholarly articles focusing on film theory and analysis, oral presentations, and writing short, critical papers. This course is open only to first- and second-year students; junior students by consent of instructor. This course counts as elective credits toward Hispanic Studies major or minor. May be taken for credit toward the Film and Media Studies major or minor or the Latin American Studies minor. Course taught in English, all films will be screened in Spanish with English subtitles.

Credits 4

Corequisites

Includes a required corequisite screening, Hispanic Studies 144S.

Hispanic Studies 145 : Portraits of a Continent: An Introduction to Latin American Photography

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

Credits 4

Hispanic Studies 205, 206 : Intermediate Spanish

An intermediate language course focusing on grammar, oral communication skills and the critical analysis of culturally specific media, including films and short literary works from various Hispanic contexts and traditions. Evaluation may include weekly readings and compositions, grammatical exercises, role-plays, spontaneous oral production and active classroom participation. Weekly conversation groups with the Language Assistant are required. Course taught in Spanish. Students who have not taken Hispanic Studies at Whitman previously are required to take the Spanish placement exam before registering. This course is open only to first and second year students; other students by consent of instructor.

Credits 4

Prerequisites

Prerequisite for Hispanic Studies 205: Hispanic Studies 108.

Prerequisite for Hispanic Studies 206: Hispanic Studies 205.

Hispanic Studies 305, 306 : Advanced Spanish: Topics in Contemporary Hispanic Culture

Use of various text and media sources (literature, film, music, popular culture, etc.) to access contemporary topics in Hispanic culture for advanced conversation, academic writing, and grammar practice. Students will be required to do research projects using primary and secondary sources in Spanish, write short compositions, participate in all daily in-class discussions, complete advanced grammar exercises, and collaborate in at least one group creative project. Class participation, including attendance, is part of the grade for the course. Course taught in Spanish. Students who have not taken Hispanic Studies at Whitman previously are required to take the Spanish placement exam before registering. This course is open only to first- and second-year students; other students by consent of instructor.

Credits 4

Prerequisites

Prerequisite for Hispanic Studies 305: Hispanic Studies 206.

Prerequisite for Hispanic Studies 306: Hispanic Studies 305.

Hispanic Studies 308 : Culturas y Vivencias: Spanish as a Heritage Language I

Designed for heritage learners of Spanish, this course focuses on holistically enhancing abilities in Spanish while connecting language use with students' identities, ethnic and national cultures, and the broader Hispanic communities of Walla Walla and the world. Under the theme "vivencias," or life experiences, the focus is placed on experiential and project-based learning. Class activities may include hosting a radio show on KWCW, producing and showcasing artwork or film projects on campus, volunteering in local schools, or collaboration with student affinity groups and other campus entities. The goal is to enhance language abilities by applying existing competencies in culturally and socially meaningful contexts. Course taught in Spanish.

Credits 4

Prerequisites

Placement into Hispanic Studies 205 or above on the placement exam; or consent of instructor.

Hispanic Studies 320 : Reel Dialogues: Language, Conversation, and Introduction to Film Analysis

Spanish language cinema provides a stimulating medium for exploring issues of concern in Spain, Latin America and the United States including poverty, discrimination, urban violence, gender and sexuality. This course aims to improve proficiency in speaking and listening at the advanced-intermediate level as well as promote critical thinking through written responses to filmic texts. Course taught in Spanish. This course is open only to first- and second-year students; other students by consent of instructor.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 321 : El/la Problema: Advanced Grammar

The course is an intensive study of advanced Spanish grammar through literary and filmic texts. The course will focus on morphology (individual words and structures) and syntax (the order of the words). Topics may include: gender, subject-verb agreement, clauses, verb tenses, and vocabulary. Stress will be given to learning grammar and effective uses of language through class discussion and grammatical drills. Course taught in Spanish. This course is open only to first- and second-year students; other students by consent of instructor.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 322 : Acting Workshop in Spanish: Mastering Communication Skills through Drama

The use of drama in second language acquisition has long been recognized. The practice of drama, through ludic activities as well as the presentation of performative projects, can contribute to the mastery of cognitive, emotional, and cultural skills in a single artistic context, in a way that is quite similar to the experience of real communication. The Acting Workshop in Spanish course offers to advanced-level students the opportunity to create performances, write their original plays, improvise, as well as analyze written texts, similar to the process of staging a play. In the process, the student will extensively develop their phonetic, linguistic, pragmatic, literary, and communicative skills, through theatre games, creative practices, Total Physical Response situations, and rehearsal processes. The final class project will be shared with an audience from the Spanish-speaking community. No experience in Acting or Theatre is needed.

Credits 4

Prerequisites

Hispanic Studies 306.

Hispanic Studies 325 : Translation: Healthcare and Language

This course is designed for students with an interest in Spanish-English translation in the healthcare field, including nursing, medical science, human rights advocacy, and scientific research. Spanish-language literary texts and films will be used to explore the following topics: the uses of languages in patient/doctor relationships, health-care access, patients' rights, equality, development, and human rights. Stress will be given to class discussion. The course also requires student participation in a collective translation project focused on public health issues. Course taught in Spanish. This course is open only to first- and second-year students; other students by consent of instructor.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 326 : Translation: Public Affairs, the Law and Language

This course is designed for students with an interest in Spanish-English translation in fields such as law, immigration, human rights, and community development. Spanish-language literary texts and films will be used to explore the following topics: the uses of languages in the local and federal government, legal aid access, equality, and voters' rights. Special attention will be devoted to the Federal Court Interpreter Certification Examination. Stress will be given to class discussion. The course also requires student participation in a collective translation project focused on public affairs. Course taught in Spanish. This course is open only to first- and second-year students; other students by consent of instructor.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 327-329 : Themes in Hispanic Studies

This is an advanced language skills-based theme course that fulfills the advanced language requirement in the major and minor. See course schedule for any current offerings.

Credits 4

Hispanic Studies 341 : Writing in the Air: Theatre and Performance in the Contemporary Hispanic World

Reading, analysis, and discussion of contemporary dramas and performances from Spain, Latin America, and U.S. Latino communities in Spanish language. Writers/Theatre artists reviewed, are: Federico García Lorca, Ramón del Valle Inclán, Arístides Vargas, Grupo La Candelaria, Sara Joffré, José Sanchis Sinisterra, José Triana, Hugo Salcedo, Guillermo Gómez Peña, Griselda Gambaro, Gracia Morales, among others. Methodologically, this course focuses on critical thinking and academic writing in Spanish language through class discussions, reaction papers, and oral presentations. Material studied includes written texts as well as filmed plays, digital media, drama, and performance art. The class also includes attendance to a number of live performances on campus. Course taught in Spanish. Note: Hispanic Studies 341, 342, 343, and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 342 : Love, Nation and Religion: Contact and Exchange in the Development of Hispanic Poetry

In this course, we will investigate Hispanic poets and poetry from the Iberian Peninsula and Latin America, from the Middle Ages to the 21st century. As we travel through space and time through various cultural “frontiers” and relevant literary movements—Medieval, Renaissance and Baroque, Modernism, and various manifestations of the Avant-garde—we will analyze elements of contact, exchange, and cultural multiplicity, as well, and in particular, the concepts and tropes of love, the nation and religion in the context of cultural identity and historical memory. We begin the course with discussion and analyses of the medieval forms and formations of these themes, moving more or less chronologically across Iberia towards Latin America in order to evaluate how different authors formulated original responses and/or adopted past forms to express similar notions of love, nation and religion. In this broad cultural space of contact and exchange, Hispanic poetry from the Middle Ages to the present, from Iberia to Latin America, reveals a Hispanic culture continuously—though not always consistently—preoccupied with cultural memory and rival notions of political, confessional and linguistic memory. As we discuss the various and variant poetic traditions across space and time, students are encouraged to question linguistic and religio-political hegemony, interrogate notions of ideological and aesthetic rupture and continuity, and consider competing visions of Spanish history. This course focuses on critical thinking and academic writing in Spanish through research papers, oral presentations, and class discussions. Texts studied may include lyric poetry, rhymed prose and music. Course taught in Spanish. Note: Hispanic Studies 341, 342, 343, and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 343 : The Stuff of Stories: Elements of Narrative in Hispanic Short-Form Fiction

This course is an introduction to the Hispanic narrative traditions of Latin America, Spain, and the United States. The main objective is to train students in practices of close reading, critical thinking, and academic writing. In this panoramic survey of Hispanic narrative, students can expect to analyze: the figures of the author, narrator, and reader; the characteristics of the novel, short story, and essay forms; issues of representation, knowledge and truth; the interventions of Hispanic narrative in the United States; and themes of gender and sexuality. Evaluation is based on short analytical essays, class participation, formal oral presentations, and a final research paper. Course taught in Spanish. Note: Hispanic Studies 341, 342, 343, and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 344 : Reading the Visual: Storytelling through Hispanic Comics, Films, and Graphic Novels

This course serves as an introduction to comic strips, films, and graphic novels from across Latin America, Spain, and Spanish speaking communities within the United States. Students can expect to engage in discussion and critical analysis of key works from renowned cartoonists, directors, and artists including Maitena, Quino, Liniers, Víctor Erice, Guillermo del Toro, Pablo Picasso, Diego Velázquez, Alberto Fuguet and Gonzalo Martínez. We will also study intertextuality and adaptation as methods for considering storytelling and visual form across media. The main objectives of this course are to train students in practices of close, contemplative readings of visual texts and to enhance skills in critical thinking and academic writing. Course taught in Spanish. Note: Hispanic Studies 341, 342, 343, and 344 can be taken in any order. Intended for first-year students, sophomores, and juniors; open to seniors by consent only.

Credits 4

Prerequisites

Hispanic Studies 306, placement exam, or consent of instructor.

Hispanic Studies 425 : Tropics of Disaster: Hispanic Speculative Fiction in the End of Times

This class examines narrative and visual representations of dystopia, utopia, and the apocalypse in the Hispanic Caribbean, US-Mexico borderlands and Central America. While speculative genres—fantasy, science fiction, horror—often envision what the future may have in store for humankind, they also compel us to reflect on the present limitations of our collective social, political, and cultural imagination in dealing with the pressing issues of the times; often, these genres also reflect on the enduring consequences of significant historical events. In this class we will consider the interventions of twenty-first century speculative fiction and visual narrative in the tropics, focusing on their critiques of the present, conjectures for the future, and assessments of the past. We will examine the possibilities speculative genres offer us for contending with twenty-first century problems relating to transnational migration and borders, revolution and civil war, colonialism and neocolonialism, drug and human trafficking, and environmental disaster. Evaluation is based on class participation, oral and written assignments, and a final research paper. Course taught in Spanish. May be applied to the narrative/essay or visual cultures requirement for the major in of the Hispanic Studies. Satisfies 400 level requirement for Hispanic Studies minor. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 426 : Queer Latinidades: Gender and Sexuality in the Americas

This course analyzes articulations of queerness in contemporary Latin American and U.S. Latinx narrative. In the first half of the course we will sample queer narratives from the Caribbean and Latin America, and we will conclude by attending to the narrative production of queer Latinxs in the United States. Our work will consist of examining the various narrative techniques that shape understandings of queerness across the continent, while tracing the configurations of race and class, ethnicity and nationality, and immigration and legal status that routinely intersect with queerness. Primary readings may be drawn from authors such as Ricardo Piglia, Pedro Lemebel, Luis Negrón, Rita Indiana, Reinaldo Arenas, Sonia Rivera-Valdés, Achy Obejas, John Rechy, Manuel Muñoz, and Ana Castillo, among others. Evaluation is based on class participation, oral and written assignments, and a final research paper. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies the 400 level requirement for Hispanic Studies minor. Course is taught in Spanish. May be elected as Gender Studies 460.

Credits 4

Cross-Listed

Gender Studies 460

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 427 : Crossing Borders: Latin American Narratives of Migration

Stories that vilify Latin American immigrants as invaders and criminals or, alternatively, that vindicate the immigrant as an example of bootstrapped determination and hard work abound in U.S. popular discourses. Yet these narratives flatten the complexity of the migrant experience to the United States, and erase the rich traditions of migrant and border writing by Latin Americans and U.S. Latinxs. This course offers a comprehensive study of Latin American and U.S. Latinx migrant and border narrative fiction, nonfiction, film, and poetry in Spanish and English. Students interrogate the categories "immigration" and "immigrant" by analyzing a diverse cast of migrant subjects: economic immigrants, exiles, colonial diasporic subjects, refugees, "atravesados" in the borderlands, and tourists and sojourners. Evaluation is based on class participation, written and oral assignments, and a final research paper. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies 400 level requirement for Hispanic Studies minor. Courses taught in Spanish.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 428 : Spanglish: Discourses of Language and Cultural Identity in the United States

What is Spanglish? Is it a Spanish "deformed" by the English language, as the Real Academia Española has traditionally defined it? Or is it instead a form of cultural resistance practiced in the Hispanic territories historically occupied by the United States? This course analyzes "Spanglish" as a capacious symbol for broad, long-standing issues of identity, belonging, and cultural citizenship in the United States. Our analysis of bilingual literary artifacts, personal essays, and cultural commentaries will attend to the ways in which discourses of language intervene in notions of Latinx belonging, ethnonational identity, and cultural citizenship in the United States. Primary texts may be drawn from authors such as Gloria Anzaldúa, Sandra Cisneros, Gary Soto, Giannina Braschi, Ana Lydia Vega, Tato Laviera, and Gustavo Pérez-Firmat, among others. Evaluation is based on class participation, oral and written assignments, and a final research paper. Course taught in Spanish. May be applied to the Narrative/Essay requirement for the Hispanic Studies Major. Satisfies 400 level requirement for Hispanic Studies minor. Course taught in Spanish.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 443 : Pre-Columbian dreams: Myth and Fiction in Latin American cultures

The disappearance of pre-Columbian memories after the European conquest has been a constant challenge for historical and cultural research on the Americas. Although some pre-Columbian key documents have survived, much of the pre-Columbian memory has been lost to time and oblivion. In the 20th century, some Latin American avant-gardes sought to reconnect with that memory, through literary and artistic creations that reimagined a pre-Columbian memory for the Continent while innovating languages, topics, and styles. Thus, the exploration of the pre-Columbian past through cultural creations dreamed of bridging the gap left by official history. In this seminar, students will first trace some colonial documents that retake the memory prior to the Conquest in Mesoamerica and the Andes, including Popol Vuh, Rabinal Achí, and Chilam Balam, among others. In a second moment, students will explore the contemporary approach to these memories through narrative and dramatic works, which appear as mythical references, or dreamlike images, in works by authors such as César Vallejo, Rosario Castellanos, Miguel Ángel Asturias, Carlos Fuentes, José María Arguedas, and more recently Rafael Dumett. Students will also consider contemporary discourses of popular culture which have sought to dialogue with the pre-Columbian images, in animes, soap operas, Hollywood cinema, mostly with problematic results. May be applied to the Theatre/Performance requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400-level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 444 : Decolonial Strategies in Latin(o) America

This course discusses the intellectual and artistic contributions of thinkers, activists and artists in the context of Latin American culture from Spanish colonization. The course starts with discussion of cultural liberation thought initiated after the Spanish Conquest (Inca Garcilaso, Guaman Poma, Espinosa Medrano). There will be emphasis on the persistence of a colonial matrix of power (Mariátegui, Fanon, Dussel, Quijano) that has been discussed through Liberation Theology, Philosophy of Liberation, Heterogeneity, Hybridization, Decolonization, as well as fictional works, performances, manifestos. A special section of this class is reserved to study thinkers/artists emerged as part of Latin American diaspora in the United States (Anzaldúa, Mignolo, Grosfoguel, Gómez Peña). May be applied to the Theatre/Performance or Narrative/Essay requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 445 : Theater for Social Change in Latin America: Theories and Practices

The course offers a comprehensive look at the rich tradition of alternative theater in several countries of Latin America, especially after the decade of the 70s. This alternative theater showed unique characteristics: using "collective creation" dramaturgy (similar to current "devised theater"), strong political commitment and social activism (influenced by Brecht and Piscator), and the direct influence of European avant-garde theater (Grotowski, Barba). Also, the Latin American popular theater exhibited a singular interest in theorizing its foundations, particularly through the writings of Augusto Boal (Teatro Arena, Theater of the Oppressed), in Brazil, and Santiago Garcia (Theorizing Collective Creation) in Colombia, as well as plays by iconic groups such as Yuyachkani (Peru), Teatro Experimental de Cali, La Candelaria (Colombia) Malayerba (Ecuador), Gran Circo Teatro (Chile) among others. This class provides students a direct learning experience of Latin American theater through the exploration of tools for producing a short play in Spanish. This class may include a production in Spanish for the community of Walla Walla. Course taught in Spanish. May be applied toward the Theatre/Performance requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 446 : Indigenous Performativity in the Andes

Based on the work of cultural critics on the Andean world (Cornejo Polar, Flores Galindo, Kusch, Reinaga, Rama) this class explores non-written cultural artifacts which explore community memory, particularly through dances, popular and religious Fiestas, performance art, popular storytelling, popular and community-based theater, in the context of various countries such as Argentina, Chile, Bolivia, Peru, Ecuador. A special section is devoted to the literature of the Andean indigenismo (Alegría, Arguedas, Icaza, Scorza, Colchado) and its relationship with the performativity of culture through the insertion of the Andes into the so-called lettered city (Rama). May be applied to the Theatre/Performance requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 447 : Staging Memory & Cultural Identities: Performative Discourses in the Contemporary Hispanic World

This seminar presents performative pieces that draw on elements of recent history across the Hispanic world. Such works can be understood as invitations to discuss historical issues—particularly memory of violent acts—as well as cultural identities at stake in global societies. Using performance studies and theatricality theories, this class analyzes works by contemporary Spanish (Sanchis Sinisterra, La Zaranda, Belbel), Latin American (Boal, La Candelaria, Yuyachkani, Ramón Griffero, Eduardo Pavlovski, Ariel Dorfman) and US Latino/a (Gómez Peña, Tanya Saracho, Luis Valdez) authors and companies. May be applied to the Theatre/Performance requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 448 : Soccer, Spectacle and Society in the Hispanic World

Soccer has become a social phenomenon of importance in the Hispanic world. Based on its immense popularity and diffusion, this sport has begun to be considered a symbolic space for the encounter of cultures, as well as relations of gender and power, in constant conversation with the political and historical contexts in countries as diverse as Spain, Chile, Argentina or Colombia. Our Seminar seeks to unravel the foundations of soccer as a social spectacle, aided by cultural semiotics and performative studies. Then we will focus on the interaction of soccer with literary genres such as the novel, the chronicle, short stories, especially in the work of authors such as Manuel Vásquez Montalbán, Osvaldo Soriano, Eduardo Galeano, Roberto Bolaño, Juan Villoro, among others. An important section will be dedicated to dramatic texts and films (Agustín Cuzzani, Alfredo Bushby, Emir Kusturica among others). We will also discuss the connection between soccer and the construction of masculinity in traditionally patriarchal societies in the Hispanic World, and the current growing importance of Women Soccer. Finally, we will explore the interaction between soccer and society, especially in the experience of Latin American violence, such as dictatorships (Chile, Peru, Argentina) as well as armed conflicts (Colombia, Central America). May be applied to the Theatre/Performance requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400-level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 450 : Anti/Fictions: Metafiction in Hispanic Fiction and Film

Self-referential novels and films unmask the conventions of literary and cinematic invention, openly scrutinizing their narrative and linguistic identity. The authors and directors of these (anti)fictions overtly thematize language and referentiality, techniques of artistic creation, and the complex relationship between fiction and reality. Our study of the theory and practice of metafiction emphasizes fictional creation (the world of the writer) and reader reception (the world of the reader) while considering recurring stylistic trends including parody and interior duplication. Does this self-conscious awareness signify a radical attack upon realism or a revolutionary continuation of social-realist tradition? May be applied to the Visual Cultures or Narrative/Essay requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 451 : Maid in Latin America: The Image of the Domestic Worker in Contemporary Cinema

Can cinematic representations of the domestic worker (maid, nanny, butler), once merely a disparaged stock character relegated to supporting roles, embody the complex intersectionality of gender, racial, ethnic, and socioeconomic differences? This course examines the degree to which contemporary films from Hollywood and Latin America reinforce, challenge, or subvert traditional stereotypes of the subservient and docile housekeeper in depicting complex subjectivities that expose and contest outdated tropes, calling into question both social and cultural conventions. Together we will examine structural and aesthetic devices that accompany this shift in representation from marginalized invisibility to an increasingly empowered, independent subject under the scrutiny of the camera's gaze. Students can expect to discuss recurring thematic issues including classism, sexism, ethnic bias, strained family dynamics, repressed conflicts, and clashing class expectations. We also will consider how these films, while centered on the ways in which individuals navigate hierarchical power dynamics within the intimate confines of the private home, critique social and economic inequalities within the broader context of a society or nation. Potential works under study include those produced in countries with rich cinematic histories including Argentina, Brazil, Mexico, and the United States alongside recent productions from Bolivia, Chile, Colombia, Peru; genres under study include filmic shorts, fictional features, and documentary films. Coursework in Spanish. Evaluation will be based upon class participation, formal oral presentations, written responses, and a final research project. May be applied to the Visual Cultures requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor, Film and Media Studies major or minor, or Gender Studies major or minor. May be elected as Global Literatures 351 with no prerequisites.

Credits 4

Cross-Listed

Global Literatures 351

Prerequisites

Hispanic Studies 341, 342, 343 or 344; or consent of instructor.

Hispanic Studies 456 : Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina

This interdisciplinary class crosses the borders of history and literature, considering the genres of literature, testimony, oral history, and visual representation as ways of knowing. The focus will be on the late twentieth-century dictatorships of Guatemala and Argentina. While both countries are in Latin America, they are dramatically different: Guatemala is a poor, underdeveloped nation with a majority indigenous population, while Argentina is more highly developed and prides itself on a majority European population. Yet both countries were ruled by dictatorships that carried out gruesome torture against their own citizens. The class questions how and why these dictatorships came to power and were able to operate with impunity. We will also explore how the history of the period can be known and its horrors expressed in meaningful ways. Readings include theoretical approaches regarding testimony and oral history as methods, truth commission reports, memoirs, fictionalized accounts, and filmic representations. Course taught in English. May be elected as History 313. Course may count toward the Latin America geographical area, and the Comparisons and Encounters major requirement in History, but must be taken as History 313 for it to apply toward the major in History. May be applied to the Visual Cultures or Narrative/Essay requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Cross-Listed

History 313

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 457 : The Persistence of Memory: Cultural Representations of Argentina's "Guerra Sucia"

This course analyzes aesthetic representations and denunciations of state terrorism, especially forced disappearance and torture, committed during Argentina's latest dictatorial regime (1976-1983). We will explore the artistic and social character of memory culture in Buenos Aires from a variety of perspectives: historical, political, philosophical, psychological and aesthetic. We will consider ethical and epistemological issues arising from remembrance and commemoration, the construction of collective memory, the possibility of adequately knowing the past and the responsibilities of remembering and forgetting. May be applied to the Visual Cultures or Narrative/Essay requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 458 : Visual Voices/Voces visuales: Hispanic Graphic Narrative

Graphic novels and comics (novelas gráficas, historietas, tebeos, cómics) maintain a rich literary tradition and strong popular appeal in Spain, Latin America, and Latino/a communities. We will study the relationship of text and image, visual composition, the impact of genre (conventions, limitations, expectations), and the nature of adaptations across media, particularly film. Thematic topics may include fantasy and the imagination, identity politics (gender, sexuality, and representations of queer/transgender identity), border issues and immigration, aging and illness, and social justice issues such as poverty, discrimination, homelessness, war, and human rights. Possible authors to be read: Carlos Giménez, Lalo Alcaraz, Jaime and Gilbert Hernández, Paco Roca, Maitena, Miguelanxo Prado, Oesterheld, and Quino, among others. Evaluation will be based upon class participation, an oral presentation, written essays/ responses throughout the semester, and a final research project. May be applied to the Visual Cultures requirement for the major in Hispanic Studies. Satisfies the 400 level requirement for the Hispanic Studies minor. Course taught in Spanish.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 459 : Visual Memory/Memorias visuales

This course examines the roles of graphic novels, film, photography and/or other visual media in creating and preserving collective memory in Spain and Latin America. We explore how nations can be reimagined, recreated and redefined through popular culture and artistic works following periods of social, economic and/or political upheaval. Historical contexts under study may include the Spanish Civil War; dictatorships and transitions to democracy, particularly Argentina's "guerra sucia"; and Latin American revolutions. Possible authors, directors and artists may include Carlos Giménez, Paco Roca, Guillermo del Toro, Robert Capa, Alberto Breccia, Eduardo Risso, Daniel Bustamante, Marco Bechis, Marcelo Brodsky and Susan Meiselas, among others. Evaluation will be based upon class participation, oral presentations, written essays and a final research project. May be applied to the Visual Cultures requirement for the major in Hispanic Studies. Course taught in Spanish. Satisfies the 400 level requirement for the Hispanic Studies minor.

Credits 4

Prerequisites

Hispanic Studies 341, 342, 343, or 344; or consent of instructor.

Hispanic Studies 460-469 : Special Topics Taught in Spanish

These courses cover topics in Spanish, Latin American, and U.S. Latino/a literature, film, theater, and culture generally not considered in other courses offered by the department. The specific material will vary from semester to semester. These courses can be counted toward the major and minor in Hispanic Studies. Each course description includes information about the major distribution areas covered by each course. See course schedule for any current offerings.

Credits 4

Hispanic Studies 470-479 : Special Topics Taught in English

These courses cover topics in Spanish, Latin American, and U.S. Latino/a literature, film, theater, and culture generally not considered in other courses offered by the department. These courses taught in English include Spanish-language material in translation and/or present English-language literary and cultural production by Hispanic and Latino/a populations in the United States. The specific material will vary from semester to semester. These courses can be counted toward the major in Hispanic Studies as electives, but do not count toward the minor in Hispanic Studies as they are taught in English. See course schedule for any current offerings.

Credits 4

Hispanic Studies 490 : Senior Seminar

This seminar will introduce students to relevant theory and research methodologies in Spanish, Latin American, and U.S. Latina and Latino literary and cultural studies. The seminar will focus on the process of academic writing, devoting special attention to the development and completion of the senior project and assessment in Spanish. Topics in academic writing will include: project proposal, analysis of primary and secondary sources, methodology, and theoretical frameworks. Readings will include primary and secondary sources reflecting both established and current directions and research in the discipline. Course taught in Spanish. Required of and open only to senior Hispanic Studies majors.

Credits 4

Hispanic Studies 491, 492 : Hispanic Studies: Independent Study

Designed to allow the advanced student to pursue an individually designed project, expressing a specific interest or topic in Peninsular literature, Latin American literature, film and/or theater, and/or U.S. Latino and Latina literature and culture. Independent study courses do not count toward the major or minor in Spanish literatures and cultures; and under no circumstances will an independent study be designed as a language skills course. The student must propose a project, arrange a scheduled time to discuss (in Spanish) the project and its progress with the faculty member, complete the project and submit written evidence (in Spanish) of the work. Evidence of the work also may be presented in an oral or multimedia format in Spanish, but the presentation must include or be accompanied by some written component commensurate to the credit awarded for the course.

Credits 2-4

Prerequisites

All of the following:

- Hispanic Studies 306; or any other Hispanic Studies course taught in Spanish above 306.
- Consent of a tenure-track member of the faculty in Hispanic Studies to direct the project.
- A one-page proposal, written in Spanish and approved by a majority of the tenure-track members of the faculty in Hispanic Studies, which sets forth a summary of the project and includes at least a preliminary bibliography.

Hispanic Studies 498 : Honors Thesis

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in Hispanic Studies. Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in Hispanic Studies.

Credits 4

Prerequisites

Admission to honors candidacy.

History

Chair (Fall 2024): Jakobina Arch (*on sabbatical, Spring 2025*)

Chair (Spring 2025): Brian R. Dott

John Cotts

Sarah H. Davies

Nina E. Lerman

Camilo Lund-Montaña

Nassima Neggaz

Lynn L. Sharp

Catherine Īmaikalani Ulep

Jacqueline Woodfork

About the Department

The History department engages in the “five C’s of historical thinking”: Context, Causality, Change over time, Complexity, and Contingency. These tools help students formulate both fact-based arguments drawing on primary sources and scholarly debates about the meaning of the past. The department offers courses in seven “geographical areas”: Africa/African Diaspora, Ancient Mediterranean, Asia, Europe, Islamic World, Latin America, and North America/United States. History majors choose a “Global” track, a “Thematic” track, or the combined major in Environmental Studies.

For first-year students, either 100-level or 200-level classes are the best place to start; very few History classes have prerequisites.

Learning Goals

Upon graduation, a student will be able to:

- Develop depth of understanding and mastery of subject matter in a chosen field of history.
- Demonstrate critical thinking in exploring the interconnections of the past to the present and the present to the past.
- Understand, digest, and analyze scholarly historical monographs, with attention to the author's thesis, structure of argument, and use of evidence.
- Deploy research skills and develop analytical understanding in sophisticated thematic projects.
- Conduct substantial research in both primary and secondary sources. Write an extended analytical essay building on that research.
- Construct and document a historical argument with attention both to the existing literature and to the use of historical evidence and its interpretation.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in History count toward the social sciences distribution area; selected courses count toward either the social sciences or cultural pluralism areas.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

History-Environmental Studies Major

Program of Study Type

Combined Major

Environmental History studies the interactions between humans and the natural world in the past. Understanding environmental influences on human society and vice versa means using historical evidence from scientists that go beyond the written record (studies of ice cores, tree rings, animal behavior, chemical processes, etc.) This highly interdisciplinary field also draws on artistic and literary sources to delve into nature's cultural impact on human societies and illustrate changing attitudes towards the natural world both before and after the concepts of environmentalism and the Anthropocene emerged. As an environmental historian, you will be able to better grasp the human condition as embedded in the broader environment through the ages. This leads to a deeper sense of the possibilities and limitations of humanity, how we have shaped our world and how the world has shaped us, from antiquity to our contemporary situation of environmental crisis.

Total credit requirements for a History-Environmental Studies major: 57 (32 credits in History and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for History-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required History Courses**
 - History 299 and a 390-level History seminar

- History 401; and 402 or 498
- History 231 or 232
- Two additional History courses chosen from the following list of core Environmental History courses: History 120, 155, 205, 206, 231, 232, 262, 263, 307, 321, and 355
 - Other courses may be substituted with the approval of Environmental History faculty.
- 8 credits in additional History courses not on the list of core Environmental History courses
- **Senior Requirements**
 - History 401
 - History 402; or 3 credits of History 498 and 1 credit of Environmental Studies 498
 - Senior assessment in History, consisting of:
 - A substantive integrative essay (bringing together coursework across Environmental Studies), or a substantive research essay (conducting further research on an environmental history topic including environmental humanities and environmental science aspects), or an honors thesis
 - Oral exam based on the senior essay or thesis, touching on all three areas within Environmental Studies
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Candidates enroll in three credits of History 498 and one credit of Environmental Studies 498.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Only two History courses may be taken at the 100-level.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	57

History Major

Program of Study Type
Major

Total credit requirements for a History major: A student who enters Whitman without any prior college-level preparation in history will need to complete 36 credits.

Students declare a major in one of two tracks: History (Global) or History (Thematic).

- **Required Courses for All Tracks**
 - History 299 and 401
 - A minimum grade of C is required in History 299.
 - One History seminar at the 390-level
 - History 402 or 498
 - At least one course in pre-modern history

- At least one course in modern history
- **Elective Courses for Global Track**
 - A total of four courses distributed across four of the following geographical areas:
 - Africa/African Diaspora
 - Ancient Mediterranean
 - Asia
 - Europe
 - Islamic World
 - Latin America
 - North America/United States
 - Two elective courses in any area
- **Elective Courses for Thematic Track**
 - Four courses in one of the following pathways:
 - Cultures and Ideas
 - Empires and Colonialism
 - Revolution, War, and Politics
 - Social Justice
 - Before Modernity
 - Two elective courses in any area
- **Senior Requirements**
 - History 401
 - History 402, in which students choose to write either:
 - An *integrative essay* (bringing together coursework completed in their Track)
 - A *research essay* (conducting further research on a topic related to their Track)
 - Honors candidates take History 498 instead of 402.
 - Oral defense of the senior essay
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No more than 8 credits at the 100-level may be applied toward the major.
 - No more than 8 credits earned in off-campus studies and transfer credits may be applied toward the major.
 - No courses may be taken P-D-F after declaration of major.
 - Students receiving a 5 on the AP U.S. History exam earn 4 credits for History 106.
 - Students receiving a 5 on the AP World History or European History exam earn 4 credits, but no course equivalency.

Item #	Title	Credits
	Cultures and Ideas Electives	
	Empires and Colonialism Electives	
	Revolution, War, and Politics Electives	
	Social Justice Electives	
	Before Modernity Electives	
	Total Credits	36

History Minor

Program of Study Type
Minor

- **Required Courses (19 Credits)**
 - Two geographical areas
 - No more than two 100-level courses count toward the minor.
- **Notes**
 - History 299 is recommended.
 - No more than four credits from off-campus study or transfer credit may be applied toward the minor.
 - No courses taken P-D-F may be applied to the minor.

Total Credits

19

History Course Descriptions

History 105 : Histories of North America, c.1600-1890

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

Credits 4

History 106 : Development of the United States (1877-present)

The purpose of this class is to study the development of American society from the end of Reconstruction to the present. Emphasis will be placed on the institutions, ideas, and movements that have shaped modern American society. Using both primary and secondary material, the course will not only discuss the chronological development and changes in American society, but also will discuss such topics as industrialization, urbanization, consumption, and popular culture, rise of mass society and mass politics, America as a world power, civil rights and women's movements, Vietnam, and Watergate.

Credits 4

History 109 : Historical Roots of East Asia

This course considers selected moments in the early history of East Asia which have become the foundations for the identities of the Chinese, Korean, Japanese, and Vietnamese peoples. We will critically assess both how common traditions linked these groups together, and also how the processes of reinterpretation, migration, and trade imbued these traditions with distinctive cultural flavors. We will examine the varied historical moments that have become the different origin points for the peoples of East Asia, along with the development and spread of some of the major innovations during early East Asian history such as agriculture, writing, and state formation. We will also consider the influence of systems of thought such as Confucianism and Buddhism on societies and cultures within East Asia. Readings include secondary texts, archaeological evidence, and primary sources in translation.

Credits 4

History 110 : East Asian History 1600 to the Present

This course examines the intertwining histories of Japan, Korea, China and Vietnam from 1600 to the present. We will focus both on the common characteristics as well as the differences between these cultures. We will look comparatively at these four societies, their struggles to preserve or regain their independence, to refashion their national identities, and to articulate their needs and perceptions of a rapidly and violently changing world. Topics for analysis will include nationalism, imperialism, modernization, westernization, democratization, the Cold War, Indigenous rights, and globalization. Assignments will include short papers and exams.

Credits 4

History 112 : Modern Africa

This survey course studies the history of Africa's modern period from the precursors to formal imperialism to the post-colonial era. We will examine colonial rule, looking at the ways in which European policies affected African political authority, economic systems, generational and gender dynamics, and cultural and ethnic identities as well as diverse African reactions to these changes. The period of political liberation movements and their results will be studied through the lenses of continued ethnic strife and neo-colonialism. The course is designed for first- and second-year students; previous experience in History 218 or an equivalent course is desirable, but not required. Assignments include written examinations, short papers, a map quiz, and a group research project and its presentation to the class.

Credits 4

History 120 : History and Politics of Mexican Food

"Mexican food" is a contested, global category cross-cut with Indigenous, Spanish, African, Middle Eastern, French, German, Filipino, and other influences. It is deeply intertwined with histories of nationalism, transnationalism, revolution, Indigeneity, environmental transformation, internal and external migrations, rural-urban transitions, international politics, identity, culture, and industrialization. In this class, students will explore Mexican food as an entry point to engage with these and other historical and political questions, always in relation to food's central role in constructing and reinforcing categories of race, class, gender, and sexuality. We will examine Mexican food at the level of consumption, production, ecology, and representation in Mexico and beyond. This class combines rigorous analysis of academic texts along with community-based learning. In the community-learning portion of the class, cooking, eating, and discussing Mexican food will deepen and expand students' understanding of the history, politics, and significance of Mexican food, while nurturing relationships between Whitman and Mexican-American communities in Walla Walla. May be elected as Politics 120.

Credits 4

Cross-Listed

Politics 120

History 127 : Islamic Civilization I: The Early and Medieval Islamic World

This course will examine the rise of Islam as a religion and as a political and cultural system, from the time of Muhammad (sixth century) to the early Ottomans (15th century). Attention will be given to Islamic dynasties and states from Central Asia to Spain, and to the spread of Islamic religion and culture to South Asia and Africa. Themes will include the interaction of nomad and sedentary societies, dissenting groups and minorities, relations between Muslims and Europeans, slavery and social organization, and developments in science and literature. The format will include lecture and discussion. Readings will include primary and secondary sources. Written work will include several response papers, a final exam, and participation in an email class discussion list.

Credits 4

History 128 : Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat

This course will examine the history of the Islamic World from the 15th century to the present. Attention will be given to the rise and spread of the Ottoman state, the Safavid dynasty and formation of Iran, European interactions with Islamic countries from Southeast Asia to West Africa, 19th century imperialism and reforms, and the emergence of nation states in the 20th century. Themes will include the paradigm of decline, Orientalism, fundamentalism and political Islam, the idea of the caliphate, secularism and nationalism, minorities and women, and developments in art and literature. The format will include lectures and discussions. Primary and secondary sources, film and slides will be used. There will be several response papers, a final exam, and an email class discussion list.

Credits 4

History 150 : Special Topics: Reading History through Sources

These courses introduce students to history through first-year seminars designed to provide an in-depth exploration of a specific topic or problem. Courses will delve into primary sources to explore how historians ask and answer questions. Areas included might be Ancient Mediterranean, Africa, Latin America, Europe Medieval and Modern, U.S. early and contemporary, Asia, Middle East, Environmental. Courses will be primarily reading and discussion, with supplementary lectures. See course schedule for any current offerings.

Credits 4

History 151 : Before Germs and Genetics: Wellness, Healing, and Meaning in Early America

Before germ theory, before genetics, before x-rays -- how did various Americans experience and understand bodily change, and diagnose signs and symptoms? Historical study of the realm we now call "medicine" or "health sciences" highlights the fundamental challenge of reading evidence left by people who understood their bodies through vocabularies, categories, and modes of meaning strikingly different from our own. In this course we will consider how ideas about wellness, illness and healing varied among people of different cultures and across time in the US from the late 18th century to around 1900. Topics may include specific diseases (such as smallpox or cholera), reproductive bodies and childbirth, and meanings of classificatory systems (such as type of fever or sweat, shape of nose, bumpiness of skull). Along the way we will begin to consider how Americans came to understand and deploy (or resist) the new explanatory frames of their era, ranging from microbes and heredity to new professions and spaces of bodily examination. Seminar readings include primary sources as well as recent scholarship.

Credits 4

History 155 : Animal, Vegetable, and Mineral: Natural Resources in Global Environmental History

This course will focus on the ways in which the search for and use of natural resources has profoundly affected human history. We will examine the work of environmental historians along with primary sources relating to the history of conflicts over access to resources, resource extraction and transportation, and the resulting pollution (organic, chemical, and radioactive). Using these sources, we will discuss how historians ask and answer questions about the ways that resource availability has shaped human societies and cultures worldwide, as well as how particular societies have had dramatic impacts on the distributions of water, forests and other ecosystems, minerals, and plant and animal populations. While there will be some brief lectures, this course is primarily focused on reading, writing, and discussion. Assignments include analysis of primary sources, short papers, and a final paper project with presentation to the class.

Credits 4

History 160 : Troy & the Trojan War

In antiquity, the fall of Troy marked the beginning of history: a universal point from which all subsequent cities and communities could anchor their own stories of the past. Over 2,700 years later, the narratives of Troy and the Trojan War continue to accumulate significance, as successive generations have used them to work through their own experiences of war, the shape of history, the rise-and-fall of greatness, and in the end, what it means to be human. This course is an exploration of these layered encounters between past and present, in both written and material culture. It begins by considering the traditions of the Iliad and Odyssey in their geographic, poetic, and historical settings, and it then traces the myriad inflections of these traditions in the subsequent "worlds" of the Greco-Roman Mediterranean. All the while, it investigates the site of Troy as the locale for the ancient imagination: a place of memory and of the framing of history. The course then considers subsequent receptions of Troy and the Trojan War, in the wake of the fall of Rome, and leading up to the modern "epic" of searching for the "lost" Troy. It surveys the 19th-century search for historical "truths" that gave rise to early classical archaeology, to Schliemann's controversial activities at Hisarlik and Mycenae, the decipherment of Linear B, and to 20th and 21st -century discussions of war and trauma, cultural heritage, and the place of "antiquity" itself in modern and post-modern arenas. May be taken for credit toward the Greek and/or Roman history elective requirement of the Classics major.

Credits 4

History 165 : Pompeii: Beyond the Time Capsule

On a fall day in 79 CE, the Roman city of Pompeii was engulfed by a catastrophic eruption of nearby Mt. Vesuvius. Over a millennium later, this once unremarkable small city began to be rediscovered, and it quickly captured the imaginations of early archaeologists, collectors, travelers, and writers of the Grand Tour era. To this day, Pompeii remains one of the most popular, informative, and yet vastly misunderstood archaeological sites. For Pompeii is more than a city entombed, a time capsule buried in one moment, to be uncovered in another, and then preserved for eternal display. This course explores what lies beyond this immediate image of Pompeii. It reveals the many layers with which the remains from the site tell of multiple phases in the city's history and multiple geologic events both prior to and during the 79 eruption. At the same time, it highlights the history of intervention at the site as emblematic of some of the deepest problems inherent in the archaeological acts of excavation, interpretation, and preservation. The course then considers the extent to which Pompeii constitutes a "typical" Roman city, by on the one hand studying what its remains can reveal about Roman society, culture, and daily life, while on the other hand viewing those remains in both a regional and an empire-wide context. We will explore the streets, homes, shops, sanctuaries, and tombs of Pompeii but with an eye looking outward, not only to the complexities of the ancient Roman world but also to an ongoing, ever fluid history of engaging with the past. May be taken for credit toward the Greek and/or Roman history elective requirement of the Classics or Classical Studies major.

Credits 4

History 180 : Antiqui-tea: Spilling the Ancient Mediterranean

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

Credits 4

History 181 : Europe Transformed, c. 300-1400

This course examines the creation of "Europe" starting with Rome's slow disintegration in the third century and ending with the formation of a new medieval synthesis by the middle of the 14th century. It explores continuing tensions between local and central interests in religion, politics, and culture, including the development of feudal social and political structures, the transformation of free peasants into serfs, the growth of church authority, and the rapid expansion of towns and trade. Medieval people reacted to these changes in many ways, including widening the scope of intellectual exploration, reassessing social status, and engaging in warfare and in the Crusades. The course requires short analytical papers, exams, and historical analysis of primary sources.

Credits 4

History 182 : Expansion and Enlightenment: Europe, c. 1400-1789

This course introduces students to Early Modern Europe, a period that began with the Renaissance in the 14th century, was torn by the Reformation and war in the 16th century, secularized by the rise of the modern state, and challenged by the 18th century Enlightenment. Topics discussed include the beginnings of European economic and political expansion, the development of modern diplomacy and the state system, and the foundations of modern western society. The course emphasizes reading and a variety of historical analysis; assignments include short papers and exams.

Credits 4

History 183 : Revolution and the Impact of Mass Culture: Modern Europe

The French Revolution introduced concepts of liberty and equality that helped shape much of the 19th and 20th centuries as people struggled to achieve them — or to reject them. This course studies Europe from 1789 to the end of the Cold War and the fall of Communism in 1991, exploring the increasing importance of “the people” in shaping modern European politics, culture, and society. Industrialization and socialism rested on the working people; new cities and mass popular culture on the expansion of literacy and population. The growth of capitalism and the spread of nationalism contributed to European imperialism and the overwhelming destruction that characterized World War I, Nazism, and World War II. The course emphasizes reading and historical analysis of primary sources including literature and popular culture without neglecting ideologies and politics. Assignments include short papers and exams.

Credits 4

History 188 : Modern Latin America

Latin America often exists in the North American popular imagination as a series of colorful stereotypes — suave Latin lovers, peasants sleeping under sombreros, wild-eyed revolutionaries in banana republics. This class will replace those myths with a view of the Latin Americans as people, not stereotypes. We will look at shared social, political, and economic problems while also appreciating the diversity of the region by examining the specific cases of various nations. The class, which covers the 19th and 20th centuries, beginning with independence from Spain, will be conducted by lecture and discussion.

Credits 4

History 202 : The Age of Cathedrals: European Thought and Culture, 1100-1350

Europe's Romanesque and Gothic cathedrals are not simply important architectural achievements but the products of a complex nexus of intellectual and social developments during the High Middle Ages. This course explores the intellectual history of the period that produced these buildings, including “high culture” (philosophy, theology, and science), as well as vernacular literature and oral traditions. Broader cultural issues such as the rise of literacy, the development of lay piety and heretical religious movements, and the origins of universities will also be considered. Readings will include the thought of such philosophers as Anselm and Thomas Aquinas, as well as examples of Arthurian romance, Norse sagas and literary monuments like Dante's *Divine Comedy*.

Credits 4

History 204 : Syria: From Ruin(ation) to Restoration

This course surveys the formation of modern Syria from the Ottoman period, the French mandate, national independence, to civil war. Students will learn about the country's ethnic and religious diversity and how sectarianism and imperialism assisted the rise of military dictatorships culminating in a half-century of Asad rule. Special attention will be given to Syria's major cities (Aleppo, Hama, Homs, and Damascus) and how siege warfare, indiscriminate killing of civilians, and urbicide—deliberate violence against the city—characterized the last decade of fighting. From autonomous Kurdish Rojava to the rise of the Islamic State and experiments with democracy in Idlib province, students will analyze the origins and outcomes of the Syrian war. The course finishes with the restoration of the regime and the struggle to rebuild post-war Syria. Course materials are a mix of historical texts, media and human rights reports, and documentary films. Assignments include presentations, short papers, and a final paper. May be taken for credit toward the South Asian and Middle Eastern studies major or the Indigeneity, Race, and Ethnicity Studies major or minor. Formerly History 302-may not be taken if previously completed 302.

Credits 4

History 205 : East Asian Environmental History

This course will examine human-environment interaction within the large, diverse area known as East Asia (approximately covering modern China, Korea and Japan). We will begin with pre-agricultural history and then focus on environmental topics within three broad time periods. The first period will cover from approximately 1000 BCE to 1300 CE, the period in which intensive rice cultivation spread through East Asia; the second period covers the early modern era, broadly defined as ~1300 CE to the mid-1800s, a period of imperial expansion outside and within East Asia; the final period covers the modern industrial era and its particular impacts on the environment. This course assumes no familiarity with East Asian history. If you are familiar with some East Asian history, the focus on the environment should provide you with a new perspective on what you know. Class will be conducted in a combined lecture/discussion format.

Credits 4

History 206 : European Environmental History to 1800

This course explores how Europeans interacted with and thought about the natural world between the end of the Roman Empire and the beginning of the Industrial Age. We will trace this interaction from the early medieval migration period through the changing demographic patterns of the central and later Middle Ages, and conclude with the industrialization of the late eighteenth century. Archaeological evidence, along with primary and secondary sources will allow us to discuss climactic shifts, the active changes humans made to the landscape (such as reclamation and deforestation), and changing cultural attitudes toward nature. We will continually consider how this history can inform contemporary debates about the environment and its degradation.

Credits 4

History 207 : Renaissance and Reformations in Europe, 1400-1650

This course traces the development of European thought and culture from the early Italian Renaissance to the beginnings of the Scientific Revolution. We will explore not only such high cultural elements as philosophy and science but also the development of popular culture, the impact of print, and the reception of religious ideas by ordinary Europeans. Among the topics to be considered are the Italian and northern "renaissances," the development of Reformation thought, the use of vernacular languages, and the theory and practice of science.

Credits 4

History 208 : Latinx in the US: A History

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

Credits 4

History 209 : Religion in Latin America

Religion has been a central component of cultural, political, social, and economic life in Latin America since before the Conquest. This class will cover pre-Columbian beliefs and practices, introduction and institutionalization of Catholicism, syncretic religious beliefs, African-based religions (santería, candomblé), the challenge of Liberation Theology, the rise of Evangelical Protestantism, and the treatment of minority religious practices.

Credits 4

History 210 : Topics in African History

A course which examines special topics in African history. See course schedule for any current offerings.

Credits 4

History 211 : The World Wars in Africa

From the first shots of the First World War to the release of African POWs in Germany in 1945, this course will investigate how Europe's need for manpower and resources fettered Africans and at the same time opened up new opportunities for them to effect their interactions with colonialism and themselves. With forced agricultural production, commercial sex work, and young men sent to battlefronts in Africa and Europe, the World Wars changed Africa and Africans in numerous ways. While the course will address traditional aspects of military history, it will also investigate the social, cultural, and political changes that took place as intended and unintended outcomes on the part of European rulers as well as colonized Africans. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

History 214 : Sex in the Casbah: Sex, Gender & Islam

How have categories of sexuality and gender been defined, maintained, and/or contested in Muslim societies? This course will highlight debates concerning sexuality and gender as they relate to prescribed gender roles, the role of transgender bodies and same sex intimacy, and the construction of the category of illicit sexuality in classical and modern Islamic thought. This close study of gender and sexuality begins in the early Islamic period with primary texts about the Prophet Muhammad and his female companions. Gender roles and sexuality found in legal, medical, and sexual advice manuals will be studied. Students will learn how modern veiling debates in both the Middle East and France have taken shape in light of the emergence of Arab feminism, Muslim women's responses to Islamic conservatism, and immigration debates. The course will address Orientalist representations of "Oriental sex" in art and literature and how Muslim women have critically responded to that tradition. The format will be a combination of lecture and discussion. Materials for the course are scholarly monographs, articles, primary source documents, films, and art. Students will write a final research paper on a related topic of their choice. May be taken for credit toward the South Asian and Middle Eastern Studies major, the Gender Studies major or minor, or the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

History 215 : Special Topics in Ancient History

A course which examines special topics in the history of the ancient Mediterranean world. See course schedule for any current offerings.

Credits 2-4

History 217 : Decolonization in Africa

After the Second World War, the winds of change blew across Africa. Africans sought to end instead of reform the colonial project, and European nations lost the will and the financial wherewithal to maintain their African empires. This course examines the end of empire in Africa, investigating the ideologies that drove independence movements as well as the myriad of challenges these new nations faced, including the role of African "tradition" in the face of "modernity," the economic structure of the nation, citizenship, international relations, mitigating the effects of the colonial presence, and the "success" of decolonization. Reading assignments, discussion, a research paper and its presentation to the class are required.

Credits 4

History 218 : Africa to 1885

This survey course provides an introduction to the history of Africa from its earliest days to 1885. From this vast swath of time, select examples will be used to examine Africa's internal workings as well as its engagement with the wider world. Emphasizing continuity amidst change, the course's major themes include migration, trade systems, religious and cultural change, and the methods of studying the distant African past. The course is designed for first- and second-year students with no previous exposure to African history. Assignments include written examinations, short papers, and a map quiz. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major.

Credits 4

History 219 : Nation Creation: Latin America in the Nineteenth Century

Most Latin American nations won their independence from Spain and Portugal in the early 1800s and spent most of the century struggling with the task of creating new nations. This class will begin with the independence wars and cover the political, economic, and cultural struggles over national structures and identity.

Credits 4

History 220 : Ottomania! History, Politics, and Memory of the Ottoman Empire

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

Credits 4

History 223 : Topics in Middle East History

A course which examines special topics in Middle East history. See course schedule for any current offerings.

Credits 2-4

History 224 : Powerful Art/facts: Greece/Rome

This course explores the art, architecture, and archaeology of the ancient Greek and Roman worlds. Beginning with the Bronze Age and ending with the Roman Imperial period, we will examine the material evidence for key areas in Greek and Roman society and history, from class and socio-political change, to cultural identity, religious practice, and daily life. We will consider the nature of the surviving archaeological record, from public monuments to works of sculpture and pottery, to coins and other remains. All the while, we will highlight the ways in which the visual heritage of a "classical" and "Greco-Roman" past have been and continue to be exploited in the construction of subsequent self-images and claims to supremacy. In this light, we will not only encounter the histories of "classical" archaeology and art history, but we will also emphasize the ways in which the material cultures of ancient Greece and Rome have been manipulated – both in antiquity and modernity – for a wide array of cultural and ideological aims. May be elected as Art History 224 or Classics 224.

Credits 4

Cross-Listed

Art History 224,
Classics 224

History 225 : Cleopatra: History & Myth

Cleopatra VII Philopator, the last Ptolemaic ruler of Egypt (69--30 BCE), has long intrigued the imaginations of her onlookers. She has been dubbed the "world's first celebrity," and her name and many guises have been immortalized in everything from perfume to cigarettes to the silver screen. And yet Cleopatra remains hidden in what has been called a "fog of fiction" – a multiplicity of meanings that the queen herself encouraged, but which have also resulted in a tangled profusion in her images and stories. At times a glamorous seductress, at others, a self-indulgent victim, a tragic romantic, or a power-crazed visionary, Cleopatra has been at once a worldly and alluring manipulator of men, the ruination of the last Hellenistic kingdom, and an inspirational rebel. This course explores the many "Cleopatras," from her own times to the present. It introduces the worlds of Hellenistic Egypt and Late Republican and Early Imperial Rome, and considers the ways in which the Ptolemaic queen constructed her own legend, as well as how her contemporaries responded in both writing and material culture. It examines the gendered nature of cultural politics between Egypt and Rome, as well as between Romans, in the wars between Pompey and Caesar, and Antony and Octavian. The course then reviews subsequent receptions of the Cleopatra legend, from later Greek and Roman authors to modern gendered, Orientalist, and racist versions of "Cleopatra," as she continued to evolve as an icon of the exotic, enigmatic, and ill-fated woman-in-power. May be taken for credit toward the Classics or Classical Studies major or minor or the Gender Studies major or minor.

Credits 4

History 226 : Meet the Ancient Greeks

This course surveys the history of the Greek-speaking world, from Bronze Age beginnings to the Roman occupation. Using a range of ancient sources, both archaeological and literary, we will examine the many definitions of "Hellenic" identity – from the Minoan and Mycenaean worlds, to the rise of the *polis* and the phenomenon of Greek colonization, to Alexander's conquests and "globalizing" visions of pan-Hellenism. At the same time, we will consider the reception of these Hellenic identities – not only in the Hellenistic and Roman periods, but also in the modern world, in the often-problematic framing of what it means to be male, female, human, beautiful, "civilized," or "democratic."

Credits 4

History 227 : Meet the Romans

This course presents an overview of Roman history, from early beginnings to the fourth-century CE. We will examine how a humble city-state became an international empire; how that empire evolved over centuries of interaction and tension between social classes, political powers, and vastly different cultures; and how particular ideals, philosophies, and technologies both shaped the "Roman" story and made an enormous impact on the modern world. Throughout the semester, we will follow a chronological core of political and military events, while continuing to ask the question of Roman identity: what did it mean to be "Roman"? We will do so by investigating social, economic, and cultural trends, focusing not only on the successes and failures of empire, but also on the negotiations of everyday life.

Credits 4

History 230 : International Relations of the Middle East

The history of international relations in the Middle East is the primary focus of this course as it examines the impact of U.S. and European foreign policy from the 19th century to the present. The course also pays special attention to the foreign policy of regional players in the Middle East. Course coverage includes the creation of the modern Middle East map, oil diplomacy, the diplomatic negotiations after World War I, and the influence of U.S. Cold War policy in the Middle East, particularly as it applied to Israel, Egypt, Turkey, and Iraq. Case studies of contemporary "hot spots" will vary; past case studies have included Israel, Iran, Iraq, Syria and an examination of nonstate actors and the phenomenon of suicide bombing. Assignments include media analyses, primary source analyses, as well as a short final paper.

Credits 4

History 231 : Oceans Past and Future: Introduction to Marine Environmental History

Even though oceans cover approximately 70% of the earth's surface, environmental historians have focused most strongly on the terrestrial environment. The maritime environment influences human life in many ways, from regulating the global climate to changing or eroding the land we live on; from offering connections between far-flung areas to providing a source of food and entertainment. By examining the history of the marine environment, and the political, economic, and cultural influence of the sea, we can better understand environmental problems covering the entire globe. The course is a mixture of discussion and lecture.

Credits 4

History 232 : Changing Landscapes: Introduction to Terrestrial Environmental History

Environmental history asks four main questions: what was the environment like in the past, how did it affect people, how did people affect it, and what did people think about it? This course will consider the answers to these questions by introducing major themes in environmental history. We will be looking at the ways that various landscapes around the world have shaped human history, and also how people have shaped these landscapes to better suit their needs and desires. Topics include the history and impact of agriculture, fire regimes, water use, urbanization, population growth, pollution, and energy regimes. We will also discuss the importance of changing perspectives of the terrestrial environment and the rise of environmentalism. Class will be conducted in a combined lecture/discussion format.

Credits 4

History 235 : The Arab Spring in Historical Context

The current wave of protests sweeping the Middle East inspires this critical examination of the historic roots of revolt. While mapping the sites of protest-Tunisia, Egypt, Yemen, Libya, and Syria, and lesser known protests in Turkey and Iraq-students will examine the individual modern histories and politics prompting these revolutions. The course will also compare the economic, political, and social factors that have inspired the so-called Arab Spring. Students will study academic arguments about the origins of authoritarianism in the Middle East, the role social media plays in creating new sites of social protests, and the impact of neoliberal economic policies in creating the conditions for the revolution. Students will also be introduced to the cultural politics of the Arab World, including new forms of religious expression, contemporary hip-hop, and revolutionary art found in both Islamist and post-Islamist cultural spheres. Assignments include critical analysis of media coverage, short papers, and a final paper project.

Credits 4

History 237 : Medieval England: Migrations, Kingdoms, and Conquests

This course explores English culture and society from Julius Caesar's invasion of Britain through civil wars of the 15th century. Readings include primary source documents, contemporary chronicles, as well as scholarly interpretations of such phenomena as the development of a pre-capitalist economy, the growth of English law, and medieval origins of the modern nation state. We also will consider the development of Christianity from the earliest missions through the English reformation, patterns of migration and population, the impact of the Black Death, and the formation of English traditions in literature and the arts.

Credits 4

History 241 : Early Japanese History

This class will trace the important socioeconomic, political and cultural developments in Japan from prehistory up to 1600. We also will examine evolving gender roles, the development of various schools of Buddhism, and their interactions with indigenous Shinto religion. We will discuss a variety of sources to become familiar with early Japanese views of their society and with modern scholars' interpretations of Japan's cultural and historical development. Offered in alternate years. May be taken for credit toward the Japanese minor.

Credits 4

History 243 : Japan's Modern Empire

From the collapse of samurai society in 1868 to the collapse of the Fukushima nuclear power plant in 2011, from the rise of the Japanese empire to the global spread of the Japanese entertainment industry, the modern history of Japan presents one of the more striking transformations in the interconnected history of the modern world. This course will explore how people in Japan have dealt with some of the major issues of modern global history: the fate of modern imperialism, the social upheavals and transformations of capitalism and democracy, the experience of total war, and the spread of mass consumer culture. Class meetings will be divided between lecture and discussion of primary and secondary texts. May be taken for credit toward the South Asian and Middle Eastern Studies major or Japanese minor. Formerly History 346 may not be taken if previously completed 346.

Credits 4

History 246 : Food, Ritual & Performance: Cultural History in Late Imperial China

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

Credits 4

History 247 : Early Chinese History

This course examines the history of China from ancient times up to 1600. We will explore Chinese society, culture, and religion through a variety of sources and media. The course is structured to move away from the traditional historiography, which focused predominantly on emperors and dynasties. While these political aspects of Chinese history will still be addressed, we also will look at groups and individuals outside of the central power structure, and at longer socioeconomic trends which transcended dynastic changes. Offered in alternate years.

Credits 4

History 248 : Topics in Asian History

A course which examines topics in Asian history. Distribution area: cultural pluralism. See course schedule for any current offerings.

Credits 2-4

History 250 : New Worlds, New Empires: North America 1600-1800

When British colonists arrived on the North American continent they met an array of people who made the French and the Germans look familiar, so different were their cultures, material practices, and social and political systems. Within decades, people from a third continent were added to the mix, as the trade in African chattel slaves became a standard feature of trans-Atlantic commerce and colonial economies. We will explore various encounters between Europeans, Africans, and original Americans, asking how they interacted with, adapted to, and influenced each other, and compare experiences both within and between these complex groups (poorer and richer Englishmen; Catawbas and Pequots and Algonkians; people enslaved in Pennsylvania or Virginia; more). Finally, we will examine the growth, government, economy, institutions, and social structures of British North America in the 18th Century, the changes and continuities of Revolutionary America, and the making of the "new" United States, the nation emerging from this complex colonial past.

Credits 4

History 254 : The Social History of Stuff: Power, Technology, and Meaning in the United States from the Cotton Gin to the Internet

The United States is known as a nation of consumers, of people who fill their lives with lots of "stuff," and who rely on an extensive technological infrastructure in creating what they think of as a normal lifestyle. But the particular material configurations we aggregate under terms like "stuff" and "infrastructure" have intended (and unintended) uses, users, costs, origins, and histories; they carry associated meanings and embed some set of human relationships. Thinking critically about things demands thinking simultaneously about their social and cultural context, and about the ways people make (and constrain) choices about the material dimensions of their experience. Using historical examples and museum artifacts, this course will explore the relations and techniques of production and consumption; the ways physical objects and social categories like gender, race, and class are intertwined both materially and symbolically; and changing ideas about disposability, convenience, waste, work, and energy.

Credits 4

History 258-259 : Special Topics in U.S. History

A course which examines special topics in U.S. history. See course schedule for any current offerings.

Credits 2-4

History 262 : People/Nature/Technology: North American Landscapes

This class explores human interactions with the environments they inhabit, asking a set of interrelated questions in a range of historical contexts: How have physical environments influenced human choices? How have human choices, assumptions, and cultural practices shaped physical environments? How have people at different places and times understood "nature" and their relationship to it? When do they see "nature" and when "natural resources" and when "technology"? What modes of control of the world around them have they found acceptable or problematic, why, and who should make the choices? The "people" we will attend to inhabit a continent of indigenous nations, colonizing settlers and imperial dreamers, forced migrants and voluntary ones, and (eventually) the full range of citizens primarily of the United States. We will interrogate vocabularies, such as: land, landscape, backcountry, rural, urban, wilderness, park, industrial park... and we will inevitably need to problematize the categories: how do we conceive of the slashes between people/nature/technology, and how does our historical vocabulary shape the questions we ask? This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion as well as lecture.

Credits 4

History 263 : From Farm to Fork: Slow Food Fast Food, and European Foodways

Over the last two centuries food production moved from peasant subsistence level to our contemporary factory farms and mass production of food. How and why did this happen? What role did urbanization, expanding markets, and globalization play? How important was the US in shaping European agriculture norms? This course explores the shift from an agricultural to an industrial economy and its impact on food, farms, and national food cultures. Concentrating on France and Great Britain, we'll look at the relationship between factory farms and artisanal production. We'll parse the powers of technology, the state, producers, and consumers. From agricultural science to back to the land movements to European Union regulations and how these shape farmers' choices, we'll explore how modern developments changed farming, eating, and the land. Based in the reading and discussion of primary and secondary sources, this seminar requires class presentations, short papers, and a final short research project. May be taken for credit toward the core requirement for the History-Environmental Studies major.

Credits 4

History 264 : People Called Female: US Perspectives

As the 21st-century adoption of "non-binary" as a label suggests, gender ideologies in the US have mostly presumed a binary: two categories, most often with a clear boundary separating them. If we instead approach historical materials in a spirit of interrogation, we can re-explore the old field of "women's history" with attention to the gender ideologies, intersectionalities, and identity spaces expected and creatively carved out in different contexts, for various and varied people called "female." May be taken for credit toward the Gender Studies major or minor.

Credits 4

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

This course looks at the dynamics between the United States and Latin America from the turn of the Twentieth century to the free trade agreements of the 1990s. We will focus on the transnational connections between communities and individuals, through the discussion of topics such as race, class, gender, imperialism, nationalism, globalization, migration, consumerism, social movements, and political ideologies. What perceptions did local and foreign people have of each other? How did they change over time? What interactions did migrants, exiles, artists, businessmen, and tourists have with local communities? Were the communities shaped or changed with these new arrivals? In what ways did different commodities, cultural practices, and political ideas travel and translate between the different countries? What role did national-level diplomatic and economic relations play in these histories? Throughout the semester, students will read a broad array of primary and secondary sources that will help them engage critically with these questions and will provide different ways to historicize and contextualize these transnational relationships.

Credits 4

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

This course examines the history of the United States, from Reconstruction to the present, through the lens of social movements. Analyzing a combination of primary and secondary sources, the class looks at significant moments and aspects of the Black Freedom Struggle, feminism and women's liberation, the labor movement, indigenous struggles for self-determination, antiwar and anti-imperialist organizations, Chicana and Puerto Rican nationalisms, the empowerment of LGBTQ communities, as well as the environmental and climate justice movements. The course explores these movements' ideologies, goals, and strategies as they challenged and were shaped by US political and social developments. We will analyze intersections of race, class, and gender, focusing on the formation of movements and the interactions between national leaders, grassroots organizers, and state institutions. Assignments will include primary source analyses, book discussions, and a short research paper. May be taken for credit toward the Gender Studies major or minor. May be elected as Indigeneity, Race, and Ethnicity Studies 267.

Credits 4

Cross-Listed

Indigeneity, Race, and Ethnicity Studies 267

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

Throughout the history of the United States, there have been people "already here" and people coming and going. Studying the histories of groups and (im)migrants, the experiences of movers and stayers, the ways people have defined themselves and understood others... is studying US history, and its various regionalisms and connections to other peoples and places. This course situates relocation and immigration through historical study of intersecting "big" issues: citizenship, freedom, democracy; race, ethnicity, labor systems; inclusion, exclusion, removal, integration; biology, culture, heritage. The focus will be on 19th and 20th centuries, concluding with a chance to consider 21st century issues in this long historical context.

Credits 4

History 275 : Modern European Imperialism

By 1900 the small island group of Great Britain ruled over one-fourth of the world's land mass and one-fifth of its people. How and why did Britain and other European states seize power over much of the world in the 19th and 20th centuries? Why did they think they had the right (or duty) to do so? What did this mean for Europe? For the people in the colonized lands? What is the legacy of European imperialism for the contemporary world? Did decolonization create truly independent states? Centering on British and French imperialism, the course seeks to answer these questions through intensive reading of primary and secondary sources. The course begins by studying theories of empire, then looks at how imperialism impacted history via a variety of themes, including geopolitics, capitalism, and expansion; the empire at home; gender and empire, and nationalist and racist visions of the world. Formerly History 335-may not be taken if previously completed 335.

Credits 4

History 276 : Europe: Global Dreams, National Nightmares, 1871-1945

Europe: Global Dreams, National Nightmares. From 1871 to 1945 the major nations of Europe battled for position and power, first competing for dominance across the globe, and later at home through two World Wars spreading across their sprawling empires. The year 1871 saw the formation of a new German Empire and a reborn French Republic, both vying with England for imperial dominance. By the end of the nineteenth-century nationalist and democratic ideas spread, destabilizing older Empires such as Austria and Russia. Socialism and Feminism matured and took their place on the European stage; anti-Semitism flared; Fascism, Soviet Communism, and Nazism were born. Together these movements upended norms and destroyed nations. New philosophies of the human emerged as art, music, and culture wrestled with and embraced new theories of the unconscious and questioned the Enlightenment vision of human reason as paramount. Course includes primary and secondary source readings, in-depth discussion, analytic papers; research paper option available. May be taken for credit toward the German Studies major.

Credits 4

History 277 : Revolutionary Europe: Democracy Rising

The French Revolution undermined the legitimacy of traditional monarchs and terrified elites across Europe. The industrial "revolution" completely upended the economy, created a new working class, and set off a race for world markets. From 1789-1871 ideas of liberty, equality, nation, race, merit, and free trade came to define European norms and cultures. Europeans and others carried these outward to much of the world. From the Fall of the Bastille to the Paris Commune; from Napoleonic Empire to German Second Reich, from nationalism to feminism, this course looks at the ideas and events that established modern European states and capitalist economies as the basis of our world today. Discussion-based with supplementary lectures; assignments include short papers, presentations, and exams.

Credits 4

History 278 : Twentieth-Century Europe

A social, cultural, and political history of Europe from World War I through the Fall of Communism in 1989. This course looks at the "Dark Century" of Europe: its (self) destruction in the First and Second World Wars and the Holocaust; its experiments with fascism, Nazism, and communism, and its attempts to overcome the past after 1945. The course looks at why Europeans were seduced by violence in the pre-1945 era and at how the post-1945 welfare state tried to answer earlier tensions. Significant time is spent on the early Soviet Union and Nazi Germany, but we also will look at social and cultural change in the post-1945 era, including decolonization and the rise of immigration to Europe. The class ends with a brief exploration of the Revolutions of 1989.

Credits 4

History 279 : Special Topics in European History

A course which examines special topics in European history. See course schedule for any current offerings.

Credits 2-4

History 280 : 280 The "Other" Greece & Rome

This course introduces the ways in which ancient Greeks and Romans defined themselves and represented various "others" in their understandings of human difference. From categories today defined under the labels of gender, race, ethnicity, and socio-economic status, this course explores the nature of diversity and identity in the Greek and Roman worlds and seeks to highlight groups traditionally silenced or marginalized in ancient and subsequent modern narratives. We will analyze ancient literary, archaeological, and iconographic evidence in our search, and in the process, we will not only uncover the ways in which various groups were "other-ized" and oppressed, but also find examples of resistance and self-empowerment. In the end, we will come to comprehend how much the "Classical" world was far from monolithic and thus cannot belong to any one group of people, past or present. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor. May be elected as Classics 280.

Credits 4

Cross-Listed

Classics 280

History 283 : Special Topics in Latin American History

A course which examines special topics in Latin American history. See course schedule for any current offerings.

Credits 2-4

History 286 : Making Modern Mexico

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

Credits 4

History 287 : Colonial Latin America

The quincentenary of the conquest of the “New World” has focused new interest on Spain and Brazil's actions in what is now Latin America. The focus of this class will be to put the conquest in perspective and to place the indigenous people within this history, not merely as victims, but as actors in a 300-year process of cross-culturation that created a new society, forged in the language, culture, and structures of both the conqueror and conquered. The course will include primary and secondary readings.

Credits 4

History 288 : Reform or Revolution: Latin America in the Twentieth Century

The 20th century in Latin America has been characterized by the struggle for social, economic, and political change. The key dispute has been between those who believe change can be made by reforming existing structures, and those who believe that revolution is the only effective way to create change. This class will explore movements for change, including the revolutions in Mexico, Bolivia, Cuba, and Nicaragua.

Credits 4

History 297 : Nineteenth-Century United States: Experiment to Empire

The 19th century was a time of great change in the United States. From the launching of the “Republican Experiment” of the new nation through expansion, developing sectionalism, civil war, reconstruction, and the consolidation of nation and empire at the end of the century, Americans wrestled not only with the nature of their government but also with the transformations of expansion, industrial capitalism, urbanization, immigration, race relations, the role of the household, definitions of citizenship, religion, and secularism.

Credits 4

History 299 : Historical Methodologies

An introduction to the methods, techniques, and concepts used by historians. The main emphasis will be on methods of historical research and analysis, including specific problems confronting historians in dealing with evidence, interpretation, and theory in differing chronological and geographic settings. Reading assignments, discussion, and a major research paper using primary sources are required. Required of the history major. Prior completion of at least one history course at Whitman strongly recommended.

Credits 4

Recommended Prerequisites

At least one prior course in History is strongly recommended.

History 300 : Gender in Chinese History

In this seminar, we will explore Chinese gender roles in theory and practice over the past millennium, focusing on the Song, late imperial and modern periods (960-present). Our readings will include scholarly monographs and essays, memoirs, biographies, and fictional writings by men and women. Paintings and films, both documentary and feature, also will provide important sources as we examine the changing visual images of women and men throughout this period. Assignments include a variety of short writing exercises, presentations, and a longer research paper. Offered in alternate years.

Credits 4

History 307 : Beastly Modernity: Animals in the 19th Century

Many people think that history has to be focused on humans. Furthermore, the modern era can seem like a period of minimal cohabitation with animals. But many of the dramatic changes in the nineteenth-century world in the transition to modernity were irrevocably linked to the ways that humans interacted with, used, and thought about other animals. By investigating human history around the globe with an eye to the nonhuman actors within it, you will learn more about the different ways that humans relate to other animals and the importance of other living beings in human lives in Europe, the Americas, Asia and Africa. This course considers the factors that shaped some of the most important trends in modern history, including: more extensive and faster transportation networks, modern urban design, scientific research, how nature is used as a resource, and the global increase in mass extinctions and invasive species. Class will be discussion-based, including in-class debates and a presentation of your final research paper. May be elected as Environmental Studies 307, but must be elected as Environmental Studies 307 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Environmental Studies 307

History 310 : Topics in African History

A course which examines special topics in African history. See course schedule for any current offerings.

Credits 4

History 313 : Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina

This interdisciplinary class crosses the borders of history and literature, considering the genres of literature, testimony, oral history, and visual representation as ways of knowing. The focus will be on the late twentieth-century dictatorships of Guatemala and Argentina. While both countries are in Latin America, they are dramatically different: Guatemala is a poor, underdeveloped nation with a majority indigenous population, while Argentina is more highly developed and prides itself on a majority European population. Yet both countries were ruled by dictatorships that carried out gruesome torture against their own citizens. The class questions how and why these dictatorships came to power and were able to operate with impunity. We will also explore how the history of the period can be known and its horrors expressed in meaningful ways. Readings include theoretical approaches regarding testimony and oral history as methods, truth commission reports, memoirs, fictionalized accounts, and filmic representations. Course taught in English. May be elected as Hispanic Studies 456. Course may count toward the Latin America geographical area, and the Comparisons and Encounters major requirement in History, but must be taken as History 313 for it to apply toward the major in History. This course satisfies the Narrative/Essay or Visual Cultures requirement or the film/theatre requirement for the major in Hispanic Studies.

Credits 4

Cross-Listed

Hispanic Studies 456

History 314 : Colonial Moment in Africa

The colonial era was a brief period (c. 1885-1990) in Africa's long and complex past, but it is the era that defines the continent's major historical periods. In examining the colonial period, we will seek to complicate our notions of resistance and complicity, looking at how Africans negotiated their lives, constantly trying to preserve what mattered most while adapting to the realities of life under imperial rule. For Europeans, Africa was often as much a fantasy as a reality, a playground built on shifting sands of fear and control. Europeans were not omnipotent conquerors, but rather interlopers who had to cajole and reach deals with Africans to achieve results (which were sometimes not what they had intended). Of particular concern is what people thought and learned about each other and how they used what they knew to create policies and regulate interactions. We will investigate theories of colonial rule, the reactions of Africans to imperialism, sites of interaction including the household and the bedroom, and the end of the colonial era. Reading assignments, discussion, a research paper and its presentation to the class are required. Offered every other year.

Credits 4

History 315 : Special Topics in Ancient History

A course which examines special topics in the history of the ancient Mediterranean world. See course schedule for any current offerings.

Credits 2-4

History 319 : Women in Africa

This course will analyze the diversity of experiences of women in Africa, focusing on how religious practices, colonialism, work, and social class have impacted their lives. We will examine how people construct and reinforce notions of gender and how women function in social systems such as the family. We also will study issues concerning reproduction and the control of the bodies of women and girls. The goal is to restore women to the history of Africa, looking at them not as accessories to the historical process, but as veritable actors and agents of change. A research paper and its presentation to the class are required.

Credits 4

History 320 : Alexander and the Hellenistic World

By the age of thirty-three, Alexander III of Macedon had done the unthinkable: through a startling combination of violence, propaganda, and sheer showmanship, he had "claimed mastery" over regions and peoples extending from Athens to Asia Minor, from the eastern coast of the Mediterranean to Egypt, and across western Asia as far as Bactria and India. In doing so, he captured the giddy imagination of "Big Man History," supercharging debates, both ancient and modern and in multiple traditions, regarding imperial power and the role of the individual in society. And although Alexander's myth has continued to loom large -- with a myriad of interpretations, from the celebratory to the moralizing to the subversive and condemnatory -- Alexander himself did not live to do more than "conquer." At his death, his titanic project fractured, re-emerging more than twenty years later as four kingdoms interlocked by competing visions of "global" power. It was this world -- known to scholars as the "Hellenistic" -- that experienced new dynamics of power/knowledge, from brutal wars and colonial displacements to international libraries and monumental museums leveraging cultural capital, to challenges to old forms of authority and the peculiar advent of a new geo-political force, Rome. This course examines the full range of these stories and their many receptions, from the meteoric career of Alexander to the last stand of Cleopatra. At once book-ended and punctuated by large-scale personalities, this course also explores the profound importance of social, political, and economic trends, using a combination of literary, archaeological, art-historical, and theoretical analyses to re-read a three-hundred-year period of rapid change. May be taken for credit toward the History requirement of the Classics majors.

Credits 4

History 321 : History and Ethnobiology of the Silk Roads

This interdisciplinary and interdivisional course will provide an integrative exploration into the environmental history and ethnobiology of peoples along various branches of the trading routes across Asia known as the silk roads, with an emphasis on China prior to 1400. Topics focus on how local environments shaped how people lived, including: how, where and why people moved; what goods and technologies were traded; how trade impacted agricultural, social and religious practices; what key biological features underlay the movement along the silk road of items such as foods, beverages, fibers, animals, and diseases. May be elected as Environmental Studies 321.

Credits 4

Cross-Listed

Environmental Studies 321

History 322 : History of the Palestinian-Israeli Conflict

What are the origins of the conflict between the Palestinians and the Israelis? This course will present several perspectives on the Palestinian-Israeli conflict. It will examine the origins of the conflict in 19th century Zionism, the conditions of the late Ottoman Palestine, and World War I diplomacy. The creation of the state of Israel in 1948 resulted in the first Arab-Israeli War and several other wars followed such as the Suez War (1956), the Six-Day War (1967), and the Yom Kippur War (1973). In addition to these wars, the course will examine the peace process, rising Palestinian resistance to Israeli occupation during the Intifada, and Israeli peace movements. The course will finish with the current status of the conflict. Student assignments will include media analysis of the conflict, document analysis, a final research paper and participation in a peace conference to be held during the final examination period of the course. It is recommended that students take at least one course in Middle Eastern history prior to taking this course.

Credits 4

Recommended Prerequisites

At least one prior course in Middle Eastern history.

History 323 : Topics in Middle East History

A course which examines special topics in Middle East history. See course schedule for any current offerings.

Credits 2-4

History 329 : Rights, Revolution, and Empire: France 1789-1815

This course looks at the Revolution of 1789 as a political, social, and cultural experiment in politics and perfection. Beginning with the still-hot argument over causes, we explore the French Revolution from its inception to its expansion throughout Europe and its (former) colonies; we end by exploring the Empire and asking the question whether Napoleon continued the revolution or was the first modern dictator. The French Revolution was a key moment in the development of modern thought on politics and rights. From the discourse of rights that encouraged the early revolutionaries to the attempt to create the perfect citizen under Robespierre — and to guillotine those who betrayed that ideal — French men and women struggled with and for freedom. Understanding those debates and struggles is key to understanding modernity. Reading of primary and secondary texts, papers and discussion required.

Credits 4

History 330 : Hail Caesar? The Roman Revolution

On the Ides of March, 44 BCE, the Roman world stood at a crossroads. Its newly minted dictator-for-life, Julius Caesar, lay dead, publicly slain by a group of senators, who declared that the Republic had been freed and restored. And yet, over the next few decades, the Roman state and the broader Mediterranean world continued to be racked by turmoil. Out of this crucible, a new "Republic" and world-*imperium* emerged, one headed by a "first citizen": the nephew and heir of Caesar, Octavian-Augustus. Over the millennia, it has proven overwhelmingly seductive to view Caesar and Augustus, and their "Roman Revolution" from a teleological perspective, with these men inevitably marking both the "fall" of the Republic and the rise of a Roman "Empire." This course seeks to explore the ancient origins of this teleological perspective and to delve more deeply into a remarkably complex chapter that shaped the history of a "Western" world. Using a combination of archaeological, art historical, literary, and epigraphic evidence, this course will investigate the dramatic transformations of political and social life in the Roman world, from second century BCE to first century CE.

Credits 4

History 331 : A Tale of Two Cities: Carthage & Rome

This course explores the epic rivalry and long history of interaction between the ancient cities of Carthage and Rome, from earliest beginnings to the Punic Wars, and from imperial age through late antiquity. The contest between these two cities attained monumental status in the ancient world, and it continues to intrigue. There was – and is – an abiding sense that the collision course between Carthage and Rome largely determined the trajectory of the western Mediterranean world. However, there is much more to the story than mere animosity, and to better grasp the complexities of exchange, this course will investigate the development of Carthage (the defeated) in negotiation, discord, and assimilation with that of Rome (the victor). Class discussions will focus on the interplay between ancient texts and archaeological evidence, and on ancient and modern views regarding Carthaginian and Roman cultures. May be taken for credit toward the History requirement of the Classics majors.

Credits 4

History 332 : Conversion, Crusade, and Conquest: European Cultural Encounters, c. 400-1600

Medieval and early modern Europe was not a monolithic or entirely isolated civilization but an uneasy synthesis of alternative cultural possibilities. This course considers moments of cross-cultural contact, conflict, and negotiation during the millennium up to and including the "age of discovery" that was inaugurated by Columbus' voyages. Topics to be studied include the conversion of Europe to Christianity, the Norse expansions into the Atlantic, and various forms of interaction between Western Europe and the neighboring Byzantine and Islamic civilizations, with special attention to the Crusades. The course will conclude with the European response to the exploration and colonization of the "New World."

Credits 4

History 333 : Never-Ending Revolution? The French Experiment, 1789-2002

Liberté, fraternité, égalité were the watchwords of the Revolution of 1789. Revolutionaries believed that equality and liberty were universal values, applicable to all people and societies. Yet it took at least three more revolutions and substantial bloodshed to even begin to implement this vision. This course explores the ongoing struggle in France and its colonies over who could claim the supposedly universal rights of equality and why -- peasants? workers? women? colonial subjects? immigrants? We will also ask how French visions of human rights were woven into the history of Europe as whole and have helped determine our contemporary definitions of democracy. Topics include social and cultural struggles as well as political ones, acknowledging the breadth of what liberty, fraternity, and equality meant to historical actors.

Credits 4

History 339 : Modern Germany: Imagining a Nation?

More than any other Western European nation, Germans have struggled to identify what it means to be a citizen of a nation. The course begins with a look at central Europe prior to 1848, when "Germany" was a collection of minor states fought over by Prussia and Austria. We will look at liberal nationalism as a unifying force and explore the way Bismarck created a nation while bypassing that same nationalism, then move to explore the nation that Germany became. From struggles over socialism in the late 19th century, through World War I, revolution, and struggles over culture and fascism in the early 20th century, German people and government often saw themselves as striving to maintain and/or create a powerful nation. The last segment of the course explores both East and West Germany after World War II, as the East turned to Communism, and the West surged to the forefront of the European Union during the Cold War. We end with a glance at reunited Germany as it emerged in 1990.

Credits 4

History 344 : China in Revolution

From the late nineteenth century, China underwent major political and social change. Nationalist revolutionaries destroyed the imperial system; amidst the ensuing instability, communist revolutionaries arose. This course explores national and international politics but also pays close attention to the acute social and cultural changes that shook Chinese society in terms of expected familial, social, gender, ethnic, and class roles. Chinese communists attempted to remake society through mass campaigns, to make intellectuals into peasants, and everyone into comrades. Contemporary China has seen the thriving of socialism with "Chinese characteristics." While many of these themes will be examined at the national and international level, we will also explore a number of the issues at the local level. Work will include several analytical papers, the final one being a research paper.

Credits 4

History 347 : Gender and Sexuality in the Middle Ages

Diverse and often contradictory attitudes toward gender and sexuality informed most of the important spheres of medieval European culture. This course will explore how these attitudes operated in a wide range of sources with a view to three main issues: the status of women in society and the determination of sex roles; medieval attitudes to sex and sexuality; and the changes in religious symbolism relating to gender throughout the Middle Ages. Assigned readings will include primary and secondary sources (at a fairly advanced level), and students will be expected to carry out some independent research.

Credits 4

History 348 : Horseriders and Samurai: Comparisons in Early Modern East Asia

In this comparative course we will examine political, social, economic and cultural conditions following the establishment of the Manchu Qing Dynasty in China and the Tokugawa Shogunate in Japan in the seventeenth century. In both regions the elite were initially warriors—the samurai class in Japan and the Manchu ethnic group in China. Both regimes restructured society, placing themselves at the top—yet neither group could rule without support from other segments of the society. In addition to examining differences and convergences in the areas of state institutions and social organization, we will also explore changing gender roles and shifting economic conditions, as well as local conditions. Assignments will include several analytical papers, the final one being a research paper.

Credits 4

History 349 : Topics in Asian History

A course which examines special topics in Asian history. See course schedule for any current offerings.

Credits 2-4

History 355 : Pacific Whaling History

From aboriginal shore-based hunts to modern factory ship whaling, the pursuit of whales has drawn people together and set them at odds with each other, particularly since the rise of the environmental movement. This seminar will look at the history of whaling throughout the Pacific Basin, from the west coast of the Americas to Japan and Australia, and all the waters in between. Using a mixture of primary and secondary sources, we will consider in particular the environmental impact of whaling in different areas of the Pacific, as well as the role of environmentalism in changing attitudes towards whaling in the twentieth century. This course is discussion-based, with paper and presentation assignments.

Credits 4

History 364 : Sugar, Sex, & Slavery: The History of the Black Atlantic

Africa, the Americas, and Europe came together during the 15th century in ways that drove the world economy and engendered enormous cultural change. The collision of cultures, in their fracturing and recreation, gave birth to new religions, intellectual discourses, culinary and musical forms, as well as new ways of acquiring and wielding power. In the often-uncomfortable spaces created by the intersection of imperialism, capitalism, and race, competing narratives of political and economic growth were tempered by the realities of violence, coerced labor, and racial taxonomies. The people who ceaselessly toiled in sugarcane and cotton fields as well as the people who kept them there created voodoo, gumbo, jazz, and the political and social revolutions that forever affected the three corners of the Black Atlantic. Reading assignments of primary and secondary sources, discussion, a research paper and its presentation to the class are required. Offered every other year.

Credits 4

History 365 : Industrialization in the United States

This course will explore technological, economic, social, and cultural dimensions of the industrial transformation of the United States from the primarily agrarian America of the early 19th century to the recognizably industrial nation of the early 20th century. We will examine the choices Americans made about the makings of their material world, and the implications, seen and unseen, of the development of industrial capitalism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion.

Credits 4

Prerequisites

At least one prior course in U.S. history at the 200-level; or consent of instructor.

History 366 : The Americas, 1968-1999; Dictatorship, Neoliberalism & Solidarity

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

Credits 4

History 370 : Histories of US Genders and Sexualities

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

Credits 4

History 371 : African American History

From the forced migrations of the Atlantic slave trade, through the negotiations and survival strategies of chattel slavery, to the strategies of living as free citizens in a nation whose commitment to “freedom” has often been racially contingent, the history of Africans and African Americans in North America is central to the history of the United States. This course explores constructions of racial categories and the experience, agency, resistance, and struggles for equality of people identifying themselves as – variously – colored, Negro, black, Afro-American, and African American. We will begin around the time of the protection of slavery in the U.S. Constitution and end with an inquiry into the workings of race in the United States after the Civil Rights overhaul of the 1960s. Readings include primary and secondary sources; papers and discussion required.

Credits 4

History 378 : Topics in United States History

A course which examines special topics in U.S. history. See course schedule for any current offerings.

Credits 2-4

History 379 : Topics in European History

A course which examines special topics in European history. See course schedule for any current offerings.

Credits 2-4

History 380 : Topics in Comparative History

A course which examines selected topics applied across geographical boundaries or chronological periods. See course schedule for any current offerings.

Credits 2-4

History 384 : Cuba and Nicaragua

The Cuban and Nicaraguan revolutions are arguably the two most important post-World War II events/processes in Latin America. Cuba's 1959 revolution became a model for the Left in Latin America, a rationale for repression on the Right, and an obsession for the United States. In 1979, the Sandinistas brought a different kind of revolution to Nicaragua, reflecting domestic realities as well as changes in the international community. Nonetheless, it too was a model for the Left, a rationale for the Right, and an obsession for the United States. Using primary and secondary documents, combining discussions and lectures, this class will focus on the causes and results of the revolutions, and explore what they mean for the specific countries, the region, and the United States. Offered in alternate years.

Credits 4

History 385, 386 : Independent Study

Directed study and research in selected areas of history. The problems are designed by the student with the help and consent of an instructor in the department. The problems can grow out of prior coursework and reading or may be designed to explore areas not covered in the curriculum. Students are expected to follow the agreed course of study. Problems may be done with any consenting instructor in the department but are coordinated by the chairperson.

Credits 1-3

Prerequisites

Consent of instructor.

History 387 : Topics in Latin American History

A course which examines special topics in Latin American history. See course schedule for any current offerings.

Credits 2-4

History 393 : Seminar in Ancient Mediterranean History

A seminar in a selected topic in the history of Ancient Mediterranean. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. See course schedule for any current offerings.

Credits 4

Recommended Prerequisites

History 299.

History 394 : Seminar in Medieval/Early Modern European History

A seminar in a selected topic in the history of Medieval/Early Modern Europe. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. See course schedule for any current offerings.

Credits 4

Recommended Prerequisites

History 299.

History 395 : Seminar in Modern European History

A seminar in a selected topic in the history of Modern Europe. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. See course schedule for any current offerings.

Credits 4

Recommended Prerequisites

History 299.

History 396 : Seminar in African/African Diaspora History

A seminar in a selected topic in the history of Africa/African Diaspora. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. See course schedule for any current offerings.

Credits 4

Recommended Prerequisites

History 299

History 397 : Seminar in Islamic World History

A seminar in a selected topic in the history of Islamic World History. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. See course schedule for any current offerings.

Credits 4

Recommended Prerequisites

History 299.

History 398 : Seminar in Asian History

A seminar in a selected topic in the history of Asian History. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. See course schedule for any current offerings.

Credits 4

Recommended Prerequisites

History 299.

History 399 : Seminar in North American History

A seminar in a selected topic in the history of North American. In-depth readings and discussions. Assignments include a semester-long research project on a topic of your choice. Not open to first-year students. See course schedule for any current offerings.

Credits 4

Recommended Prerequisites

History 299.

History 401 : Senior Colloquium

Limited to and required of senior history majors, this course will explore a number of broad themes common to a variety of civilizations, comparing and analyzing these themes as they develop or are played out in chronological and geographical perspective. Examples of such themes include slavery, imperialism, industrialization, nationalism, the patterns of political reform, the role of women in society, and the impact of technological change on society. Readings, discussions, and two short papers. Required of, and open only to, senior History majors.

Credits 3

History 402 : History Lab

This course provides space for senior majors to work one-on-one with a primary capstone advisor (plus occasional meetings with a "second reader") to complete a senior capstone essay. This essay may be either an integrative essay (bringing together coursework completed in their Track) or a research essay (conducting further research on a topic related to their Track). Required of, and open only to, senior History majors.

Credits 1

History 470 : Internship

Internships are designed to provide an opportunity for students to gain firsthand experience working as an historian with primary materials in an off-campus organization. Department approval in advance is required. Students accepted in the department's summer historical internship program are required to take this class the following fall.

Credits 3

History 498 : Honors Thesis

Designed to further independent research or projects leading to an undergraduate thesis or project report. The thesis may be done under the direction of any consenting instructor in the department, but projects are coordinated by the chairperson. Required of, and limited to, senior honors candidates in history.

Credits 3

Prerequisites

Admission to honors candidacy.

Human-Centered Design

Co-Director: Michelle Janning, Sociology

Co-Director: Justin Lincoln, Art

Sharon Alker, English

William Bares, Computer Science

Janet Davis, Computer Science

Sarah Hurlburt, French and Francophone Studies

Daniel Schindler, Theater

About the Concentration

The concentration in Human-Centered Design provides a framework within which students can learn and apply design thinking to problems across disciplines. Design thinking involves methods and approaches that increase intellectual flexibility and comfort with ambiguity and define and frame issues in ways that allow for a broad array of solutions. Students of Human-Centered Design experiment with prototypes and artifacts, create iteratively, collaborate within teams, interpret and respond to many forms of data and above all attend to the process of design as well as the end product.

Human-Centered Design is guided by principles of belonging, inclusivity, and empathy and works to help students respond to essential human and non-human needs that are embedded in unequal and unjust systems and structures. HCD focuses on understanding and creating aesthetic, usable, accessible, and sustainable artifacts, grounded in ethical practices and interrogated within historical, aesthetic, environmental, technological, and cultural contexts. Students learn to be catalysts in the fields of their choice through application of these principles and ultimately design a project portfolio that allows them to synthesize the relationship between their primary major, relevant courses across the curriculum, and their studies in design, as well as showcase their work at Whitman for their lives beyond.

Learning Goals

Students who complete a concentration in Human-Centered Design at Whitman College will be able to:

- **Understand** design thinking, the ubiquity of design, and human-centered design.
- **Create** an artifact through ethical, sustainable, and inclusive design using ethical design research methods.
- **Critically examine** complex social, aesthetic, and environmental contexts, injustices, and inequalities that impact, and are impacted by, the design process.
- **Collaborate** effectively through engagement with varied audiences.
- **Relate** design thinking to communities and organizations where it would be practiced.

Human-Centered Design Concentration

Program of Study Type

Concentration

Human-Centered Design Concentration Requirements

- **Required Courses (16-24 Credits)**
 - Human-Centered Design 101 and 497
 - Complete an additional 8-16 credits total in each of 4 Deepening areas.
 - At least one of these courses must be at the 300-level.
 - Independent studies cannot count toward this requirement.
- **Complete a Collaborative Practical Experience**

Deepening Electives

As human-centered design at a liberal arts college values cross-disciplinary connections, students will select one 2-4-credit course in each of four areas for a total of 8-16 credits that will deepen their knowledge by allowing them to explore and apply their basic skills in other disciplines. These areas are:

- Understand People
- Understand Artifacts
- Observe and Evaluate
- Design and Make

In collaboration with their advisors, students should choose Deepening Courses that serve their particular design interests and goals. Students must take at least one of these courses at the 300-level. Independent studies may not count towards these requirements.

These courses can count for distribution, majors, or minors at the same time they count in the concentration. Students are encouraged to count major courses towards the Deepening Areas so that the HCD concentration builds on their major, and to build connections by selecting complementary courses from other departments and programs. For some courses, especially ones with high enrollment, majors or minors will have priority. Courses may not count towards multiple Deepening Areas within the concentration.

Item #	Title	Credits
	Understand People	
	Understand Artifacts	
	Observe and Evaluate	
	Design and Make	

Collaborative Practical Experience

Students are required to complete a Collaborative Practical Experience for the concentration before taking HCD 497. This can take one of several forms, it can occur during a semester or summer, and it can be paid or unpaid. Students should plan this experience with their HCD advisor.

Possibilities:

- **Internship; examples include:**
 - UX or user experience design project focusing on web or smartphone applications for families with little or no access to computers or internet
 - Work with a healthcare organization to redesign their client intake process and/or space and/or infrastructure to improve privacy and health-information sharing
 - Placement in a graphic arts design firm working on messaging surrounding climate change
- **Sustained community engagement (ideally project-based or leadership role); examples include:**
 - A community fellow position working with the County Health Department to redesign a newsletter and other communication platforms to improve reach to underserved populations.
 - Semester-long placement with an education professional to redesign an afterschool curriculum in environmental education
 - Placement in a library archive to design a digital archive and sharing/storytelling platform for local immigration stories
- **A collaborative project engaging an audience beyond the student and the faculty supervisor; examples include:**
 - Student-initiated research and design proposal for a new non-profit comedy club in Walla Walla
 - Collaborative design and production of a public art work
 - Design and building of classroom furniture, in collaboration with local school programs in Skilled and Technical Sciences, to meet needs of local K-12 students with intellectual or developmental disabilities.
 - Design signage presenting historical information to the public at an historic site
 - Research on creating inclusive learning spaces at Whitman
 - Research on the design of automotive information displays for safer driving

Total Credits

16-24

Human-Centered Design Course Descriptions

Human-Centered Design 101 : Introduction to Human-Centered Design

Students will learn core concepts of design thinking and a suite of design tools that can be applied across disciplinary boundaries, gaining experience through studio exercises and a substantial collaborative design project addressing a specific context of use and considering the full range of stakeholders. Students completing this course will be prepared to select Deepening Courses, seek a Collaborative Practical Experience, and begin to envision their eventual design portfolio. Students will be assessed based on reflective writing and discussion as well as their presentation of a collaborative project. Juniors and Seniors will be enrolled by consent only. Offered once per semester.

Credits 4

Human-Centered Design 102-103 : Special Topics in Human-Centered Design

A course which examines special topics in human-centered design at the introductory level. See course schedule for any current offerings.

Credits 1-4

Human-Centered Design 201 : Design Research Methods

Students will learn how to collect and analyze qualitative and/or quantitative data from people that will inform their designs. Methods covered will be chosen from among the following: survey, interview, participatory design, experiments, and/or observation, as well as specific methods within HCD. Topics include research ethics and IRB, timing and stages of data gathering and interpretation, and strategies to figure out the best type of input to gather, and the best method to use, in order to inform a design. This course is not required, but is recommended to fulfill this Deepening area, especially for students not already taking other courses listed here in their majors or minors.

Credits 4

Prerequisite Courses

[Human-Centered Design 101: Introduction to Human-Centered Design](#)

Human-Centered Design 202-203 : Special Topics in Human-Centered Design

A course which examines special topics in human-centered design at the introductory level. See course schedule for any current offerings.

Credits 1-4

Human-Centered Design 302-303 : Special Topics in Human-Centered Design

A course which examines special topics in human-centered design at the introductory level. See course schedule for any current offerings.

Credits 1-4

Human-Centered Design 391, 392 : Independent Study

Independently planned reading or study in an area of Human-Centered Design of interest to the student, under the supervision of a faculty member. Open only to students in the Human-Centered Design concentration.

Credits 1-4

Prerequisites

Human-Centered Design 101; and consent of instructor.

Human-Centered Design 402-403 : Special Topics in Human-Centered Design

A course which examines special topics in human-centered design at the introductory level. See course schedule for any current offerings.

Credits 1-4

Human-Centered Design 491, 492 : Independent Project

Independently planned Human-Centered Design project, developed by the student under the supervision of a faculty member. Beyond the designed artifact(s) and design process documentation, the project will include a written reflection appropriate for the student's design portfolio.

Credits 1-4

Prerequisites

Human-Centered Design 101; and junior or senior standing; and consent of instructor.

Human-Centered Design 497 : Human-Centered Design Capstone

This seminar/studio will be co-taught by a faculty member and a visiting Designer in Residence, with guest lectures or modules offered by other faculty participating in the Human-Centered Design concentration. Students will interpret and integrate what they learned in the Deepening Courses and the Collaborative Practical Experience, consider professional issues in design, and develop a design portfolio. Students will connect their curricular and co-curricular experience, exploring empathy, ethics, collaboration, reciprocity, and organizational culture in communities and organizations where human-centered design is practiced. Students will be evaluated based on presentations and reflective writing, including the final portfolio. Offered once per year.

Credits 4

Prerequisites

Human-Centered Design 101; and completion of the Collaborative Practical Experience; and consent of instructor.

Indigeneity, Race, and Ethnicity Studies

Director: Zahi Zalloua, Indigeneity, Race, and Ethnicity Studies

Susanne Beechey, Politics

Shampa Biswas, Politics

Helen Kim, Sociology

Nina E. Lerman, History

Camilo Lund-Montaño, History

Gaurav Majumdar, English

Kaitlyn G. Patia, Rhetoric, Writing, and Public Discourse

Jason Pribilsky, Anthropology and Indigeneity, Race, and Ethnicity Studies

Matt Reynolds, Art History

Daniel Schultz, Anthropology and Religion

Andrea Sempértegui Barreiros, Politics

Nicole Simek, Gender Studies and Indigeneity, Race, and Ethnicity Studies

Lisa Uddin, Art History

Jacqueline Woodfork, History

About the Program

The critical study of Indigeneity, race and ethnicity at Whitman College takes up the global challenges posed by anti-Blackness and settler colonialism, from Turtle Island to Palestine. Our study begins from our location on the traditional lands of the Walúlapam (Walla Walla), Weyíletpuu (Cayuse) and Imatalamláma (Umatilla) peoples and the structures of human migration and anti-Black racism that produce and reproduce the modern world. In IRES courses, you will delve into pre-colonial realities and peoples' ways of knowing across the Americas and beyond, attending to their dynamism and creative resilience. At the same time, IRES also centers the afterlives or legacies of slavery and colonialism, questioning their status as relics of the past. We examine how racism and xenophobia today stem not only from Western modernity's narrow definition of the human as exclusively white, male, and European, a notion that underpinned the exploitation and domination of non-Europeans, but also from the very idea of a group or people's claim to supremacy over another, from ancient to contemporary times.

Through study in a variety of fields, students of IRES will develop the analytical tools to compare, discern, and critically engage racial supremacy, along with its shifts over time and space. Majors will investigate, for example, the historical and contemporary logics and practices of segregation or apartheid (as in South Africa, the United States, or Palestine/Israel), and their role in sustaining nativism, nationalism, and exclusionary models of belonging. Additionally, majors will develop an understanding of the many faces of racism and their historical specificities. Islamophobia, colorism, anti-Asianness, anti-Blackness, antisemitism, and Orientalism, for example, all manifest racism in varying forms, yet cannot be reduced to it. In confronting these processes, students will also explore various modes of survival and resistance, studying the rich and divergent ways individuals and communities affirm their sovereignty, create futures, and actively contest their subjugation and dispossession.

Indigeneity, Race, and Ethnicity Studies intersects with many other fields and programs. Students considering graduate study are strongly advised to pursue study of a second language and to minor in a related discipline.

Learning Goals

Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

Identify and interpret important ideas, assumptions, and debates that are central to the critical study of Indigeneity, race, and ethnicity.

- Explore major theories of Indigeneity, race, and ethnicity and their intersections and constitutive relations with class, religion, gender, sexuality, and ability.
- Develop an interdisciplinary approach to the study of Indigeneity, race, and ethnicity and be able to apply various interdisciplinary theories and methods to the analysis of historical and contemporary issues arising from the institutionalization of differences.
- **Critical Thinking**
 - Analyze issues dealing with power, privilege, and oppression with a variety of tools and approaches in a range of disciplines.
- **Research Experience**
 - Conduct a substantial academic inquiry about a focused research question, demonstrating a critical awareness of competing arguments, the mastery of relevant methods, and a capacity to generate substantive results from original research.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Indigeneity, Race, and Ethnicity Studies count toward the cultural pluralism distribution area.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Indigeneity, Race, and Ethnicity Major

Program of Study Type

Major

- **Required Courses**
 - IRES 105
 - IRES 210 or 225
 - IRES 490; and 497 or 498
 - At least 20 additional credits in IRES and/or approved elective courses from other departments
- **Senior Requirements**
 - IRES 490; and 497 or 498
 - Oral assessment
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis project.
 - Earn a grade of at least A- on the thesis project and pass the oral assessment with distinction.
 - Director of the program will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors project must be submitted to Penrose Library by no later than Reading Day.
- **Notes**
 - Courses applied to the Indigeneity, Race, and Ethnicity major or minor may also be applied toward other majors or minors.

Item #	Title	Credits
	Indigeneity, Race, and Ethnicity Electives	
	Total Credits	36

Indigeneity, Race, and Ethnicity Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**

- IRES 105
- IRES 210 or 225
- At least 10 additional credits in IRES and/or approved elective courses from other departments

- **Notes**

- No more than 4 credits in independent study may be applied toward the minor.
- Courses applied to the Indigeneity, Race, and Ethnicity major or minor may also be applied toward other majors or minors.

Item #	Title	Credits
	Indigeneity, Race, and Ethnicity Electives	
	Total Credits	18

Indigeneity, Race, and Ethnicity Studies Course Descriptions

Indigeneity, Race, and Ethnicity Studies 100 : Special Topics in Indigeneity, Race, and Ethnicity Studies

Courses under this category explore selected topics in Indigeneity, Race, and Ethnicity Studies at the introductory level. See course schedule for any current offerings.

Credits 4

Indigeneity, Race, and Ethnicity Studies 105 : Introduction to Indigeneity, Race, and Ethnicity Studies

This interdisciplinary course is designed to introduce students to the foundational concepts and critical debates animating the study of Indigeneity, race, and ethnicity. We will interrogate how the categories of Indigeneity, race and ethnicity circulate in the United States and globally, as well as in contemporary and historical contexts. Open to First-year and sophomore students only, and others by consent of instructor.

Credits 4

Indigeneity, Race, and Ethnicity Studies 135 : Architectures of Race

The built environment plays a major role in how we understand and experience race. Racial difference also shapes the buildings and landscapes we occupy and imagine. In this course, we will approach these phenomena by studying 1. how modern and contemporary architecture has enclosed, divided, circulated, and framed bodies in particular ways, and 2. how specific architectural structures have emerged as racial formations, from the eighteenth century to present day. Topics may include: plantations, parks, skyscrapers, slums, suburbia, freeways, prisons, camps, shantytowns, and zoos. Students will acquire historical contexts and develop analytical skills for engaging both race and the built environment. Lecture-based with discussion posts, papers, and presentations. May be elected as Art History 135.

Credits 4

Cross-Listed

Art History 135

Indigeneity, Race, and Ethnicity Studies 180 : James Baldwin's America

The work of African American writer James Baldwin has probed the enduring contradictions of America's troubled history with race and the legacies of slavery. Drawing from both his literary and non-fiction work, this course explores how Baldwin excavates, confronts, and rewrites his own story and the story of America through the lens of religion, race, and sexuality. We will consider the political dimensions of Baldwin's autobiographical writing and study the ways Baldwin reads the racial imaginary of literature and film. We will examine the ambiguities of Baldwin's Pentecostal upbringing, something he rebelled against yet continued to deploy rhetorically in his writing. Students will learn to analyze how forms of literary and visual representation produce, rank, and value racial difference. The course will also incorporate the perspectives of Baldwin's interlocutors, in addition to exploring contemporary voices that engage enduring problems of race and its entanglements with religion. May be elected as Religion 180.

Credits 4

Cross-Listed

Religion 180

Indigeneity, Race, and Ethnicity Studies 200-201 : Special Topics in Race and Ethnic Studies

The course explores selected topics in race and ethnic studies. See course schedule for any current offerings.

Credits 1-4

Indigeneity, Race, and Ethnicity Studies 210 : Problems with Privilege

This course engages the now widespread liberal activist slogan "check your privilege" so prevalent on U.S. college campuses. What does it mean today to "check" privilege? Is "checking privilege" enough? When consuming the news and educating ourselves in class, whose voices get to be heard? Who aren't we hearing from? What questions haven't we raised? How do we listen effectively? Intersectionality as theory and method responds to many of these questions. It posits that various structures of discrimination and privilege (such as sexism, racism, and colonialism among others) intersect, influencing our daily lived experience as well as our social institutions and policies. This course presents foundational concepts that allow us to understand power through debates in the field of Gender Studies, and a genealogy of intersectionality and its discontents. The course explores theories and methods based on intersectionality beyond a race/gender pairing, engages critiques of intersectionality, and facilitates a more nuanced understanding of challenges and opportunities surrounding social justice and identity through the lens of intersectional analysis. May be elected as Gender Studies 210.

Credits 4

Cross-Listed

Gender Studies 210

Indigeneity, Race, and Ethnicity Studies 215 : Dialogue, Difference, and Social Justice

The course will provide a context in which students from a variety of social locations and identities will explore deeply the meaning and the impacts of socially constructed realities that tend to limit the full humanity of others. Categories such as race, class, gender, gender identity, national origin, religion, ability, and how they shape social interactions will be explored, with the view of providing and developing skills that will enable course participants to have these dialogues across difference with the goal of working towards a more inclusive and just community. Through theoretical readings, experiential learning and actual engagement around critical contemporary issues, the course participants will refine their abilities to have meaningful dialogue in ways that lead to a praxis of social change.

Graded credit/no credit.

Credits 2

Prerequisites

Consent of instructor.

Indigeneity, Race, and Ethnicity Studies 220 : Settler Colonialism & Native Resistance

In this course we will examine the meanings and specificity of settler colonialism: its eliminative logic and goals, and how it frames the question of race in relation to the land and the Native. Students will analyze how settler colonialism traffics in racial assemblages: how it divides land, and classifies and disciplines the Indigenous population, setting them apart ontologically from the White settlers. Whereas the latter are made to stand exclusively for the human, the former are relegated to the categories of "infrahuman" or "nonhuman." This course will also pay attention to the ways Indigenous peoples resist their classification, domination, and dispossession across the world. Short papers, oral presentations, and active participation are required.

Credits 4

Indigeneity, Race, and Ethnicity Studies 225 : Race, Class, Violence

In this course we will examine the complex relationships between race and class in contemporary structural modes of violence. Students will analyze various bodies of social theory (such as Marxism, Critical Race Theory, feminism, and postcolonial theory) and evaluate the ways they account for the interplay of race and class, of domination and exploitation. By considering the analytical category of race together with that of class (and vice versa), our goal is to strengthen each term's explanatory force and better account for the dynamism and complexities of racial and economic struggles.

Credits 4

Indigeneity, Race, and Ethnicity Studies 230 : Unsettling Masculinities in French Fiction and Film

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

Credits 4

Cross-Listed

Gender Studies 230,
Global Literatures 230

Indigeneity, Race, and Ethnicity Studies 240 : Global Indigeneities

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

Credits 4

Cross-Listed

Anthropology 240

Indigeneity, Race, and Ethnicity Studies 267 : Protest & Organizing: A History of U.S. Social Movements

[This course examines the history of the United States, from Reconstruction to the present, through the lens of social movements. Analyzing a combination of primary and secondary sources, the class looks at significant moments and aspects of the Black Freedom Struggle, feminism and women's liberation, the labor movement, indigenous struggles for self-determination, antiwar and anti-imperialist organizations, Chicanx and Puerto Rican nationalisms, the empowerment of LGBTQ communities, as well as the environmental and climate justice movements. The course explores these movements' ideologies, goals, and strategies as they challenged and were shaped by US political and social developments. We will analyze intersections of race, class, and gender, focusing on the formation of movements and the interactions between national leaders, grassroots organizers, and state institutions. Assignments will include primary source analyses, book discussions, and a short research paper. May be taken for credit toward the Gender Studies major or minor. May be elected as History 267.](#)

Credits 4

Cross-Listed

History 267

Indigeneity, Race, and Ethnicity Studies 270 : Race and Religion

How are race and religion related? If we reject the idea of race as a fixed biological essence and think of it instead as a product of human history, how do we understand religion's role in the historical production of race? This course explores the ways religions reinforce and resist practices of racialization, and further asks how religious identity itself comes to be understood in racial, ethnic, and/or nationalist terms. The course will examine pre-modern and modern forms of anti-Semitism, Orientalism and Islamophobia; it will ask whether the caste system in Hindu South Asia can or should be understood in terms of race; and it will take up religion's complex entanglements in the slave trade, the plantation system, and European settler colonialism in the Americas. We will read from the primary source historical texts (Valladolid Debate), a selection of foundational theorists (such as Sylvia Wynter, B.R. Ambedkar, Hannah Arendt, Edward Said and Frantz Fanon), and a range of contemporary voices and perspectives. May be elected a Religion 270.

Credits 4

Cross-Listed

Religion 270

Indigeneity, Race, and Ethnicity Studies 301 : Special Topics in Race and Ethnic Studies

The course explores selected topics in race and ethnic studies. See course schedule for any current offerings.

Credits 2-4

Indigeneity, Race, and Ethnicity Studies 305 : Continental Philosophy, Postcolonial Theory, and the Palestinian Question

The Palestinian question has emerged as a growing concern for continental philosophers in recent decades, spurred by postcolonial theory. This course examines this philosophical engagement, scrutinizing the racialization of Palestinians, their normalization as inferior and expendable beings, and the ethical and political hierarchization of lives. Raising the Palestinian question invites us to reframe the relationships between philosophy and history, ethics and politics, so as to scrutinize the tendency to ontologize the other (as in the rhetoric of the timeless victim), to abstract the other from the earthly, historical, and dynamic field of power. Thinkers examined will include Edward Said, Judith Butler, Jacques Derrida, Slavoj Žižek, and Jacqueline Rose. May be taken for credit toward the Rhetoric, Writing and Public Discourse major.

Credits 4

Indigeneity, Race, and Ethnicity Studies 320 : Trauma & its Aftermath: Narrative, Witnessing & Remembrance

Trauma has attracted critical attention as a limit case through which to explore the nature of selfhood, language, memory and power, and the ethical and political implications of representing violence. Taking contemporary examples of race- and gender-based violence, their intersections, and their specificities as a point of departure, students will examine debates in scholarship and activism over definitions of trauma, its personal and collective impacts, and the social, cultural, and political actions to be taken in its wake. We will pay particular attention to questions of narrative genre, medium and transmission, as well as the role of commemoration in projects to combat violence. May be taken for credit toward the Gender Studies major or the Global Literatures minor. May be elected as Gender Studies 320 or Global Literatures 320.

Credits 4

Cross-Listed

Gender Studies 320,

Global Literatures 320

Indigeneity, Race, and Ethnicity Studies 325 : Afro-Pessimism and Its Critics

This course examines Afropessimism's controversial claim that it is anti-Blackness rather than white supremacy that governs the production of meaning and value in white civil society. Afropessimism is skeptical of narratives of racial progress, as well as the ability of coalitional alliances to address the roots of racism. We will consider the ontologies underpinning Afropessimism, the opposing contemporary movements with which it dialogues, and the differing visions of social and political change that each offers. We will also evaluate Afropessimism's definition of the Black experience and its criticism of movements organized instead around commonalities between people of color.

Credits 4

Indigeneity, Race, and Ethnicity Studies 360 : The Cultural Politics of Science

An upper-level introduction to the widening field known as science and technology studies (STS). Interdisciplinary in scope, this course primarily draws on ethnographic attempts to understand how science and technology shape human lives and livelihoods and how society and culture, in turn, shape the development of science and technology. Throughout the course, we will be particularly concerned with ways that scientific visions and projects, broad in scope, articulate, mirror, distort, and shape hierarchies based on such categories as gender, race, class, development, definitions of citizenship, understandings of nature, the production of knowledge, and global capitalism. Topics may include race-based pharmaceuticals, climate debates and "natural" disasters, genomics, politicized archaeology, science in postcolonial contexts, DNA fingerprinting, clinical trials, cyborgs, nuclear weapons production, and human/nonhuman relationships. May be elected as Anthropology 360.

Credits 4

Cross-Listed

Anthropology 360

Indigeneity, Race, and Ethnicity Studies 405, 406 : Independent Studies in Indigeneity, Race, and Ethnicity Studies

Directed readings of topics or works selected to complement the Indigeneity, Race, and Ethnicity Studies program. The number of students accepted for the course will depend on the availability of the staff. No more than four credits in independent study may be used to satisfy the indigeneity, race and ethnicity studies major requirements.

Credits 1-3

Prerequisites

Consent of instructor.

Indigeneity, Race, and Ethnicity Studies 490 : Senior Seminar

Taught by a race and ethnic studies faculty member with guest participation by others, this seminar is intended to engage senior majors in case studies focused on race and ethnicity. Readings, discussion, and papers, including a proposal for the thesis. Required of and limited to senior race and ethnic studies majors. Fall degree candidates should plan to take this seminar at the latest possible opportunity. Open to senior Indigeneity, Race, and Ethnicity Studies majors.

Credits 4

Indigeneity, Race, and Ethnicity Studies 497 : Thesis

Completion of a thesis based on the previous semester's plan.

Credits 4

Prerequisite Courses

[Indigeneity, Race, and Ethnicity Studies 490: Senior Seminar](#)

Indigeneity, Race, and Ethnicity Studies 498 : Honors Thesis

Students register for Indigeneity, Race, And Ethnicity Studies 497, not for Indigeneity, Race, and Ethnicity Studies 498. The registration will be changed from Indigeneity, Race, And Ethnicity Studies 497 to 498 for those students who attain honors in Indigeneity, Race, And Ethnicity Studies. Open only to seniors.

Credits 4

Prerequisite Courses

[Indigeneity, Race, and Ethnicity Studies 490: Senior Seminar](#)

Interdisciplinary Studies

Interdisciplinary Studies Course Descriptions

Interdisciplinary Studies 100 : Special Topics in Health Care and Professions

Offerings under this designation will include both academic and activity courses for students interested in understanding health care systems and in preparing for future careers in the professions. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. See course schedule for any current offerings.

Credits 1-4

Interdisciplinary Studies 105 : Intercollegiate Debate & Forensics

The Intercollegiate Debate & Forensics course is designed to provide students with competence and confidence in a variety of speech situations beyond the classroom setting. Students will learn critical thinking, media literacy, and public speaking skills through intercollegiate competition in interpretation, limited preparation, platform speaking, and debate events. Students enrolled in this course will be expected to: (1) Attend debate and forensics tournaments throughout the semester (2) Present/practice events in class for intercollegiate competition which will include creating weekly topic briefs, reading various types of literature to produce original cuttings and critical positions for competition, provide written and oral feedback to fellow classmates, and produce speeches that utilize and perfect various oral presentation formats. (3) Actively participating in service opportunities within the college and local community related to public discourse such as Toastmasters, Portland Urban Debate League, and the Washington Debate Coalition. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply. Graded credit/no credit. May be repeated for a maximum of eight credits.

Credits 1

Interdisciplinary Studies 125 : Applied Liberal Arts and Sciences

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

Credits 1

Prerequisites

A declared major.

Interdisciplinary Studies 150-151 : Special Topics in Interdisciplinary Studies

See course schedule for any current offerings.

Credits 1-4

Interdisciplinary Studies 200 : Special Topics in Interdisciplinary Studies

Offerings under this designation will be short-term classes and/or seminars of an interdisciplinary nature. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. May be repeated for a maximum of four credits. See course schedule for any current offerings.

Credits 1

Interdisciplinary Studies 210 : Global Returns: Critical Engagements after Study Abroad

This course is designed for students returning from Whitman Off-Campus Study programs outside the United States, or after other extended international study. It provides students with the tools, perspectives, and a set of targeted assignments to make sense of and communicate with others about their transformative experiences abroad. When students return from study abroad, too often their time away becomes adjunct or ancillary to the rest of their studies. When this happens, opportunities to situate their international experiences within a larger, critical liberal arts framework are diminished or lost altogether. This course offers students an opportunity to return to their global experiences through critical interrogation and reflection on what it means to live in another culture. Students will analyze their off-campus study through the lens of other forms of global encounter, including colonialism, othering, and cosmopolitanism. Students will also assess different ways study abroad has transformed them, including psychologically and politically. In addition to readings and discussions, students will carry out a group project addressing how global issues in the media are framed and presented differently depending on international location. Graded credit/no credit.

Credits 2

Prerequisites

Participation in an Off-Campus Studies program; or consent of instructor.

Interdisciplinary Studies 220 : Fire and Ice: Canadian Issues and Identity

This team-taught course will begin by providing a basic understanding of Canadian geography, history, politics and culture. Building on that broad foundation, we will study an array of current issues (across disciplinary boundaries) that help to shape Canadian identity today. These may include environmental issues, such as the tar sands; economic issues, such as Canada's apparent insulation from the 2007-2009 global financial crisis; border issues, such as fishing rights and terrorism; and national issues, such as Quebec sovereignty. This rich survey of a range of sociopolitical issues will end with an in-depth study of one specific issue that is crucial to Canadian identity, cultural plurality. We will explore the angst surrounding Canada's multicultural policy and explore a variety of cultural responses ranging from literature to religion and sports. Two meetings per week. Assignments will include a range of quizzes, short written assignments, and a poster presentation.

Credits 2

Interdisciplinary Studies 230 : Special Topics in Interdisciplinary Studies

See course schedule for any current offerings.

Credits 2

Interdisciplinary Studies 240 : Special Topics in Interdisciplinary Studies

See course schedule for any current offerings.

Credits 3-4

Interdisciplinary Studies 300-302 : Special Topics in International or Global Studies

A course which examines a specific topic within the area of international studies. See course schedule for any current offerings.

Credits 1-4

Interdisciplinary Studies 400 : O'Donnell Endowment: Special Topics in Applied International Studies

The Ashton and Virginia O'Donnell Endowment exists to bring to campus individuals who are expert practitioners in global affairs. O'Donnell Visiting Educators will have expertise in international business, diplomacy, social movements, environmental regulation, immigration, engineering, medicine, development, the arts or other areas involving international study. Offerings under this designation will be short-term classes and/or seminars led by the O'Donnell Visiting Educator. Graded credit/no credit. May be repeated for a maximum of four credits. Distribution area: none.

See course schedule for any current offerings.

Credits 1-2

Interdisciplinary Studies 490 : Senior Project

Interdisciplinary project, reading or research undertaken as part of an approved individually planned major or combined major.

Credits 1-4

Prerequisites

An approved individually planned or combined major; and consent of instructor.

Interdisciplinary Studies 498 : Honors Thesis

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report in an approved individually planned major or combined major. Required of and limited to senior honors candidates.

Credits 1-4

Japanese

Yukiko Shigeto

Wakako Suzuki

About the Program

The courses in Japanese language and literature will provide an opportunity for an in-depth study of modern Japanese language and acquiring literary and cultural knowledge of Japan. Students will gain both oral and written language proficiency and literary analysis skills.

Learning Goals

- **Language Competency:** Through sequentially structured language courses and a wide range of courses in Japanese culture, students will develop the linguistic skills necessary to speak, listen, read, and write in a range of social contexts. Advanced language courses prepare students to take an N2 level of the Japanese Language Proficiency Test.
- **Culture:** Through the exploration of literary and cultural histories of Japan, students will be able to articulate an appreciation and understanding of how modern cultural products of Japan, ranging from film, anime, and books, are fostered on the rich cultural tradition of the past.
- **Critical Thinking:** Through intense study of the Japanese language, students will gain a critical distance from their first language and naturalized frame of reference. This distance will enable them to practice ethical comparativism in engaging with cultures different from their own.
- **Research Experience:** Students will be able to use Japanese-language sources for the purpose of writing analyses of literary and cultural topics.

Advisory Information

Placement in Language Courses: Students with previous language experience in Japanese must take a placement test in order to enroll. Contact Professor Shigeto to arrange a meeting.

Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after the major or minor has been declared.

Japanese Major

Program of Study Type

Major

Total credit requirements for a Japanese major: 36

- **Required Courses**
 - 20 credits in Japanese language courses chosen from the following, of which at least 4 credits must be at the 300-level or above:
 - Japanese 105, 106, 205, 206, 305, and 306
 - Japanese 405 and 406 (may be repeated for credit)
 - Japanese 400/Global Literatures 222
 - Japanese 438/Global Literatures 338
 - 8 credits in Japanese literature, chosen from:
 - Global Literatures 226, 312, and 325
 - Japanese 400/Global Literatures 222
 - Japanese 423/Global Literatures 223
 - Japanese 425/Global Literatures 225
 - Japanese 438/Global Literatures 338
 - 8 credits in Japanese culture electives
- **Senior Requirements**
 - Expand one course paper and complete a senior project.
 - Oral examination
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman

- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
- The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Students who place into third-year Japanese can substitute up to four credits in language courses with literature or elective courses.
 - No more than 12 credits from off-campus study and transfer credit may be applied to the major.
 - Students pursuing a double-major in Japanese and another discipline are allowed to use a four-credit course selected from the approved list to be counted from another major program.
 - With the approval of the Japanese faculty, no more than four credits in independent study may be applied toward the major.
 - No courses taken P-D-F after declaration can be counted.

Item #	Title	Credits
	Japanese Culture Electives	
	Total Credits	36

Japanese Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - 2 years of Japanese language, from Japanese 105, 106, 205, and 206
 - One additional course in Japanese language or culture electives
- **Notes**
 - Students who start with second-year Japanese will need to take 12 additional credits of Japanese language and culture.
 - No courses taken P-D-F after declaration can be counted.

Item #	Title	Credits
	Japanese Culture Electives	
	Total Credits	20

Japanese Course Descriptions

Global Literatures 222 : Introduction to Modern Japanese Literature and Culture

This course introduces students to selected works of Japanese literature from the 20th century. The course will cover a wide range of prose fiction including autobiographical fiction, realist and fantastic novels as well as works in popular literature genres, including detective and satirical fiction. We will explore the ambivalent ways in which Japanese writers incorporated Western literary theories and concepts into the domestic literary tradition in their efforts to create a "modern Japanese literature." In addition to the impact of industrialization on human perception and writers' narrative modes, we will consider how modern printing technologies changed reading practices. Course taught in English. May be elected as Japanese 400.

Credits 4

Cross-Listed

Japanese 400

Global Literatures 223 : Youth in Precarious Japan

This course explores the theme of youth and adolescence in literary and cinematic works from late 19th-century to contemporary Japan. It examines how the development of industrial capitalism, Japanese colonialism, World War II, the US occupation, the regional Cold War order, the Japanese economic miracle, and the recent recession have been presented differently when we employ the perspective of youth. The course introduces the following key topics: sexuality, romance, friendship, same-sex love, education, family, ethnic identity, disability and anxiety. Particular issues that young people wrestle with have varied in each period. However, youth and adolescents have continuously grappled with the idea of "social identities" that navigate them into mature adulthood or socially expected gender norms, such as masculinity and femininity. Young people's hopes, dreams, disillusionment, frustrations, and struggles will be examined through selected literary and cinematic works, as well as music, visual images, and magazines. The historical approach to literary, cinematic, and other media works provides comparative context to bridge our understanding of representation and the social context negotiated by creators and recipients. May be elected as Japanese 423. This course may be taken for credit toward the Japanese major. May be taken for credit toward the Film and Media Studies or Gender Studies major or minor.

Credits 4

Cross-Listed

Japanese 423

Global Literatures 225 : Exploring Human-Nonhuman Dynamics in Japanese Literature

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

Credits 4

Cross-Listed

Japanese 425

Global Literatures 312 : Solitude and Literary Imagination

A theme of solitude runs through the veins of much of Japanese literature. Through studies of selected works of some of significant writers from Japan, we will explore various literary renditions of solitude. Our concern in this course extends beyond a sense of alienation from others to a more essential sense of estrangement from self, one's own language, and conventional temporality. We will also ruminate on solitude as an origin of literary imagination. The list of writers may include Yukio Mishima, Kobo Abe, Kenzaburo Oe, Mieko Kanai, Haruki Murakami and Toh Enjoji. May be taken for credit toward the South Asian and Middle Eastern Studies major or Japanese major or minor.

Credits 4

Global Literatures 325 : Imagining Community through Contemporary Japanese Fiction and Film

In this course we will explore selected works of Japanese fiction and film created during the "postmodern" period (from 1980 to the present.) During this period, the sense of belonging to a traditional community such as nation and family is said to have weakened—or perhaps dissipated altogether— in Japan. The overarching question we engage with is what kinds of different communities and subjectivities are imagined in and through literary and filmic texts during this period. Hence, we will not treat these works merely as representations of contemporary Japanese society but also as the sites where creative efforts to imagine different forms of community are unfolding. We will conduct close readings of each literary and filmic text and examine their varying functions within their socio-historical context particularly the economic bubble and subsequent recession. In order to do a contextual reading, along with assigned fiction and filmic texts, we will read works from such fields as cultural studies, anthropology, and critical theory. In so doing, students will be expected to constantly question their assumptions about contemporary Japanese culture and society. May be taken for credit toward the South Asian and Middle Eastern Studies major or Japanese major or minor.

Credits 4

Global Literatures 338 : Undoing the Japanese National Narrative through Literature and Film

In this course we focus on the literary works and films of Japan's post-WWII period from the mid-1940s through the 1970s and explore the ways in which writers and filmmakers responded to the social and cultural transformations brought about by war, defeat, occupation, and recovery. The main questions to be addressed include: How did writers and filmmakers engage with the question of war responsibility in and through their works? What does it mean to "take responsibility for war"? How do their works, at both levels of form and content, critique and undo the official national narrative that largely coincided with the modernization theory put forth in the early 1960s? How long does the "postwar" last? Taught in English. May be taken for credit toward the South Asian and Middle Eastern Studies major or the Japanese major or minor. May be elected as Japanese 438.

Credits 4

Cross-Listed

Japanese 438

Japanese 105, 106 : Elementary Japanese

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

Credits 4

Prerequisites

Prerequisite for Japanese 106: Japanese 105.

Japanese 200 : Special Topics

This course explores selected topics in Japanese. See course schedule for any current offerings.

Credits 4

Japanese 205, 206 : Intermediate Japanese

This course continues to introduce new grammar patterns and *kanji*, while providing the student with the opportunity to practice conversational skills and to read cultural and literary materials. Course may meet up to five scheduled periods per week. 4 periods per week plus 1 period of Conversation Session outside of the class with a native speaker.

Credits 4

Prerequisites

Prerequisite for Japanese 205: Japanese 106; or consent of instructor.

Prerequisite for Japanese 206: Japanese 205; or consent of instructor.

Japanese 305, 306 : Third-Year Japanese

A comprehensive grammar review plus continued instruction and practice in Japanese conversation, grammar, and composition. Focus on development of strong reading and translation skills in order to explore ways to recognize and communicate intercultural differences. Students must know how to use a *kanji* dictionary.

Credits 4

Prerequisites

Prerequisite for Japanese 305: Japanese 206; or consent of instructor.

Prerequisite for Japanese 306: Japanese 305; or consent of instructor.

Students who have not taken Japanese at Whitman previously are required to take an oral and written placement examination for entrance.

Japanese 400 : Introduction to Modern Japanese Literature and Culture

This course introduces students to selected works of Japanese literature from the 20th century. The course will cover a wide range of prose fiction including autobiographical fiction, realist and fantastic novels as well as works in popular literature genres, including detective and satirical fiction. We will explore the ambivalent ways in which Japanese writers incorporated Western literary theories and concepts into the domestic literary tradition in their efforts to create a "modern Japanese literature." In addition to the impact of industrialization on human perception and writers' narrative modes, we will consider how modern printing technologies changed reading practices. Taught in English. Students electing to take Japanese 400 will complete some reading, writing, and discussion assignments in Japanese. May be elected as Global Literatures 222.

Credits 4

Cross-Listed

Global Literatures 222

Japanese 405, 406 : Fourth-Year Japanese

The course will begin with a program to develop proficiency in the four communication skills of speaking, listening, reading, and writing as well as cultural understanding. Approximately 250 kanji compounds will be introduced, and kanji introduced in the first, second, and third-year classes will be reviewed. The focus of the program will be to help students gain a broader background in Japanese language and culture by reading literary texts and essays, and to explore the challenges of translating those texts into English. Students also will be expected to express themselves orally without having to rely on heavily prefabricated phrases. May be repeated for credit.

Credits 4

Prerequisites

For Japanese 405: Japanese 306; or consent of instructor.

For Japanese 406: Japanese 405; or consent of instructor.

Japanese 423 : Youth in Precarious Japan

This course explores the theme of youth and adolescence in literary and cinematic works from late 19th-century to contemporary Japan. It examines how the development of industrial capitalism, Japanese colonialism, World War II, the US occupation, the regional Cold War order, the Japanese economic miracle, and the recent recession have been presented differently when we employ the perspective of youth. The course introduces the following key topics: sexuality, romance, friendship, same-sex love, education, family, ethnic identity, disability and anxiety. Particular issues that young people wrestle with have varied in each period. However, youth and adolescents have continuously grappled with the idea of "social identities" that navigate them into mature adulthood or socially expected gender norms, such as masculinity and femininity. Young people's hopes, dreams, disillusionment, frustrations, and struggles will be examined through selected literary and cinematic works, as well as music, visual images, and magazines. The historical approach to literary, cinematic, and other media works provides comparative context to bridge our understanding of representation and the social context negotiated by creators and recipients. May be elected as Global Literatures 223. This course may be taken for credit toward the Japanese major. May be taken for credit toward the Film and Media Studies or Gender Studies major or minor.

Credits 4

Japanese 425 : Exploring Human-Nonhuman Dynamics in Japanese Literature

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

Credits 4

Cross-Listed

Global Literatures 225

Prerequisites

Japanese 306.

Japanese 438 : Undoing the Japanese National Narrative through Literature and Film

In this course we focus on the literary works and films of Japan's post-WWII period from the mid-1940s through the 1970s and explore the ways in which writers and filmmakers responded to the social and cultural transformations brought about by war, defeat, occupation, and recovery. The main questions to be addressed include: How did writers and filmmakers engage with the question of war responsibility in and through their works? What does it mean to "take responsibility for war"? How do their works, at both levels of form and content, critique and undo the official national narrative that largely coincided with the modernization theory put forth in the early 1960s? How long does the "postwar" last? Taught in English. May be elected as Global Literatures 338. Students enrolled in this course (Japanese 438) will do writing and some of the reading assignments in Japanese.

Credits 4

Cross-Listed

Global Literatures 338

Japanese 491, 492 : Independent Study in Japanese Language

This class is designed for students who have completed three years of college-level Japanese and who desire to pursue further study in Japanese language, literature, or culture. The instructor will choose texts on topics in which the student shows interest; students will read and prepare translations of selected readings and write a critical introductory essay.

Credits 1-4

Prerequisites

Japanese 306; or equivalent.

Japanese 498 : Honors Thesis

Designed to further independent research leading to the preparation of an undergraduate honors thesis in Japanese. Required of and limited to senior honors candidates in Japanese major.

Credits 4

Prerequisites

Admission to honors candidacy.

Latin American Studies

Contact:

Aaron Bobrow-Strain, Politics

Jason Pribilsky, Anthropology and Interdisciplinary Studies

Latin America is a diverse region stretching from Mexico to Chile, including 18 Spanish-speaking countries and Brazil. The Latin American studies minor offers the opportunity to study the area through an interdisciplinary approach that includes language, literature, history, politics, economics, society, and culture.

Latin American Studies Minor

Program of Study Type

Minor

Required Courses

Item #	Title	Credits
	Two courses in Latin American History	8
	Eight credits from following	8
	Four credits from following	4

Other Notes

- A minimum of eight credits in Latin American history and in Hispanic Studies must be completed at Whitman
- No courses may be taken PDF, independent study, or directed reading

Library

Library Course Descriptions

Library 100 : Information Literacy

How do I find information in the library? How do I use that information in academic contexts? How do I decide which sources are relevant and credible? This course aims to introduce research processes and resources and help students feel comfortable and confident in the library. More than just searching the library catalog, we will focus on developing information literacy skills that are integral to lifelong learning and transferable to any class where you do research at Whitman. These transferable skills include: understanding how to approach a research project or paper, recognizing what resources you need and how to find them, evaluating sources with a critical lens, and exploring copyright and intellectual property. Graded credit/no credit. Open to first- and second-year students, others by consent of instructor.

Credits 1

Library 120 : Information and Society

Libraries in the United States and around the world have historically promoted the values of equal access to information, patrons' rights to privacy, and preservation of the cultural and historical record. At present, information is increasingly created, disseminated and preserved online, and new models for corporate or public ownership of information are being tested. With these changes, many issues and challenges arise for information access, privacy and preservation. This course will ask how do new information systems enable or constrain our civic engagement with information? We will examine topics such as the digital divide; scholarly publishing and open access; big data, surveillance and privacy online; and digital preservation and how it relates to the previous topics. Graded credit/no credit.

Credits 2

Library 150 : Research in Archives and Special Collections

Through the lens of our local culture and history, this course will provide an introduction to using archives and special collections for research. After learning how archives are organized and how to navigate them, we will explore the politics of archival collections, learn to interrogate a wide variety of primary sources, and develop cross-disciplinary research questions based on these sources. Based in the Whitman College and Northwest Archives, students will get hands-on experience using collections, with a particular focus on student life, the College as institution, the Whitmans and their legacy, and the socio-cultural history of Walla Walla. Graded credit/no credit.

Credits 1

Library 160 : Documentation and Representation in Archives

How can or should an archive document the underrepresented voices in the community/communities they serve? Through hands-on work in the Whitman College and Northwest Archives, this course will explore the ethical, legal, and technological challenges of creating a digital or material archival collection that documents the history and politics of underrepresented voices, both at Whitman College and in the Walla Walla Valley. Students will learn the relationship between archives and oral history projects, and think about how to organize, and display digital content to public audiences. Professional and ethical standards that govern how archivists negotiate with potential donors will also be considered. With this background, students will propose projects that expand who is represented in the Whitman Archives. Topics for student research could include, but are not limited to: International students, First-Generation students, the histories (and present) of student clubs and organizations, and the histories (and present) of migrations to the Walla Walla Valley. Graded credit/no credit.

Credits 1

Mathematics and Statistics

Chair: Douglas Hundley

Adriana Ortiz Aquino

Barry Balof

Will Boyles

Russell A. Gordon

Patrick W. Keef

Matthew N. Petersen

Marina Ptukhina

Albert W. Schueller

About the Department

Mathematics and Statistics courses provide an opportunity to study mathematics and statistics for its own sake and as a tool for use in the physical, social, and life sciences.

All or part of the calculus sequence is required or recommended by several majors at Whitman and calculus is the most common mathematics course taken by students. However, the department offers other courses (Mathematics 128) that are intended for students who wish to take mathematics but are not familiar with calculus.

Learning Goals

Upon completing their degree, a student majoring in Mathematics will:

- Be familiar with examples of the application of mathematics and/or statistics to other fields.
- Be prepared for advanced undergraduate study in mathematics and statistics. In particular:
 - Be able to write correct and coherent mathematical arguments.
 - Understand foundational mathematical ideas related to formal logic, number theory, sets, functions and relations.
- Understand core ideas of advanced undergraduate mathematics, including:
 - Fundamental concepts from real analysis (e.g., continuity, differentiation, and integration).
 - Mathematics majors: Fundamental concepts from abstract algebra (e.g., groups, rings, and fields).
 - Mathematics/Statistics majors: Fundamental concepts from probability theory and statistics (e.g., probability distributions, statistical inference, statistical modeling, ability to visualize data and create comprehensive data analysis reports).
- Be able to independently investigate an advanced topic in mathematics or statistics and to report the results of that investigation in a clear and organized manner, both orally and in writing.

Distribution

For students who started at Whitman College prior to Fall 2024, the following courses count toward the quantitative analysis distribution requirement: Mathematics 124, 125, 126, 128, 225, and 247.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Advisory Information

Choosing a Calculus Course: Students who wish to take calculus should note the following: Students with a strong background in high school mathematics not including calculus start with Mathematics 124 or 125. Students who have taken a high school course in calculus, but who have not taken the BC calculus Advanced Placement Test (see the statement below regarding college credit for the Advanced Placement Test) should take the Advisory Calculus Placement exam offered by the Department of Mathematics and Statistics.

Advanced Placement: The policy for advanced standing and credit for the College Board Advanced Placement program is as follows:

- Students with a 4 or 5 on the BC Calculus test are considered to have completed the equivalent of Mathematics 124 or 125 and 126 and receive six credits in Mathematics.
- Students with a 4 or 5 on the AB Calculus test (or on the AB subtest of the BC test) are considered to have completed the equivalent of Mathematics 124 or 125 and receive three credits in Mathematics. These students should take the placement test offered by the department of Mathematics and Statistics to determine whether they should enroll in Mathematics 126 or Mathematics 225. Students receive transfer credit for Mathematics 124 or 125 only, even if they start in Mathematics 225.
- Students with a 4 or 5 on the Statistics test are considered to have completed the equivalent of Mathematics 128 and receive three credits in Mathematics. Students should consider taking Mathematics 247 if they have also completed the equivalent of Mathematics 124 or 125.

A student has the option of repeating a course for which AP credit has been granted, but with a commensurate reduction in Advanced Placement credit.

GCE (Cambridge International) A-Level Exam students with an A*, A or B on the A-Level Mathematics Exam are considered to have completed the equivalent of Mathematics 124 or 125 and receive three credits in Mathematics.

P-D-F Policy: The department places no restrictions on the use of the P-D-F option for Mathematics courses for majors or non-majors, except that students choosing the Mathematics major must take Mathematics 225, 240, and 260 for grades. The department strongly recommends that students majoring in Mathematics or completing a joint major with Mathematics not use the P-D-F option in Mathematics and Statistics courses.

Mathematics/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields such as industrial engineering, operations research, and financial engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

• Required courses

- o Computer Science 167
- o Mathematics 225 and 244
- o Physics 145 or 155; and 156
- o Chemistry 125 and 135; or 140

• **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**

• Notes

- o Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Mathematics/Pre-Engineering Majors

Required courses

- o Complete the common Pre-Engineering course requirements.
- o Computer Science 270
- o Mathematics 240 and 260
- o Six additional credits in Mathematics and Statistics at the 200-level or above

Notes

- o Mathematics 247 and 358 are recommended.

Total Credits

45-52

Economics-Mathematics Major

Program of Study Type

Combined Major

Total credit requirements for an Economics-Mathematics major: 49 (27 credits in Economics and 22 credits in Mathematics)

- **Required Economics Courses**

- Economics 100 or 101, 102, 307, 308, 327, and 428
- One additional course in Economics (letter graded)

- **Required Mathematics Courses**

- Mathematics 225, 240, 244, 247, 248, and 349
- Three additional credits in Mathematics and Statistics at the 200-level or above

- **Senior Requirements**

- Senior assessment
 - Written exam in Mathematics
 - Major Field Test (MFT; only offered in the spring) in Economics
 - Combined oral exam scheduled by the Economics department

- **Honors**

- Students submit an "Honors in Major Study" application to their department.
- Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
- The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- For more details, visit www.whitman.edu/academics/departments-and-programs/economics/economics-major-programs/department-honors.

- **Notes**

- For Economics 327, Economics 227 or Mathematics 128 or 247 are a prerequisite; Economics 227 and Mathematics 128 do not count toward major requirements.

- Students with a score of 5 on the Principles of Microeconomics AP test will receive four credits for Economics 101.
- Students with a score of 5 on the Principles of Macroeconomics AP test will receive four credits for Economics 102.
- Students with a score of 6 or higher on the higher level IB Economics test will receive a total of eight credits for Economics 101 and 102.
- Courses taken P-D-F (including Economics 493 and 494) and Economics 498 may not be used to meet the credit requirement.

Total Credits

49

Mathematics-Physics Major

Program of Study Type

Combined Major

- **Required Mathematics Courses (25 Credits)**
 - Mathematics 225, 240, and 244
 - Mathematics 367 or 368
 - Six additional credits in Mathematics courses at the 200-level or above
- **Required Physics Courses (24 Credits)**
 - Physics 145, 155, or 347
 - Physics 156, 245, 255, and 267
 - Three additional courses chosen from:
 - Physics courses numbered between 300 and 480
 - The lecture/lab combination of BBMB 324 and 334
 - Selection must include at least two of the following: Physics 325, 339, 347, 357, and 385.
 - Physics 347 may not be used to satisfy multiple requirements.
- **Senior Requirements**
 - Written exam in both Mathematics and Physics
 - Combined oral exam, scheduled by the Physics department
- **Honors**
 - Students submit an "Honors in Major Study Application" to the department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - If students place out of Physics 155, they must take Physics 347.

Total Credits

49

Mathematics-Statistics Major

Program of Study Type

Combined Major

Total credit requirements for a Mathematics-Statistics major: 50 (36 in Mathematics and Statistics and at least 14 in Computer Science and elective courses)

- **Required Mathematics Courses**
 - Mathematics 225, 240, and 260
 - Mathematics 339 or 350
 - Mathematics 497 or 498
- **Required Statistics Courses**
 - Mathematics 247, 248, 347, 349, and 438
- **Required Computer Science Courses**
 - Computer Science 167 and 215
- **Additional Required Courses**
 - At least six additional credits chosen from:
 - Biology 210
 - Chemistry 310
 - Computer Science 220
 - Economics 325, 327, 350, 358, and 479
 - Environmental Studies 207
 - Geology 418
 - Human-Centered Design 101
 - Library 100 and 120
 - Philosophy 261
 - Physics 245
 - Psychology 410
 - Rhetoric, Writing, and Public Discourse 225
 - Sociology 207 and 208
- **Senior Requirements**
 - Mathematics 497 or 498
 - Senior assessment consisting of:
 - Written exam in Mathematics (taken in September)
 - Oral exam over general advanced topics (taken in January)
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Students may not major in both Mathematics-Statistics and Mathematics, Economics-Mathematics, or Mathematics-Physics.
 - Students majoring in Mathematics-Statistics may not minor in Data Science.
 - Students considering graduate study in Statistics, Biostatistics, or related fields are strongly recommended to take Mathematics 455.

Total Credits

50

Mathematics Major

Program of Study Type

Major

Total credit requirements for a Mathematics major: A student who enters Whitman College without a good working knowledge of the material in Mathematics 125 and 126 will have to complete 41 Mathematics credits to fulfill the requirements for the Mathematics major (including six credits for Mathematics 124 or 125, 126).

- **Required Courses**
 - Mathematics 225, 240, 260, 455, and 475
 - Mathematics 497 or 498
 - 12 additional credits in Mathematics at the 200-level or above, excluding Mathematics 220
- **Senior Requirements**
 - Mathematics 497 or 498
 - Senior assessment consisting of:
 - Written exam in Mathematics (taken in September)
 - Oral exam over general advanced topics (taken in January)
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Average GPA for Mathematics 225, 240, and 260 must be at least 2.500
 - Students should complete these courses by the end of their sophomore year.
 - Grades of B or higher (3.0) are strongly recommended if considering Mathematics as a major.
 - For students with transfer credit in one or more of these courses, the grade earned at that institution will be used for calculating the average GPA.
 - Students planning graduate study in Mathematics should:
 - Take Mathematics 456 and 476
 - Acquire a reading knowledge of French, German, or Russian

Total Credits

41

Data Science Minor

Program of Study Type

Minor

- **Required Courses (19 Credits)**
 - Computer Science 167
 - Mathematics/Computer Science 215
 - Mathematics 240 and 247
 - Two additional courses chosen from:
 - Mathematics 248, 339, 347, 349, and 350
 - Geology 418
- **Notes**
 - If also a Mathematics major, Mathematics 240 will satisfy both the Mathematics major and Data Science minor requirements.

Total Credits

19

Mathematics Minor

Program of Study Type

Minor

- **15 Credits**

- Courses must be numbered 200 or above.
- At least three credits must be from a course at the 300-level or above.

Total Credits

15

Mathematics and Statistics Course Descriptions

Mathematics and Statistics 124 : Introduction to Calculus

Topics include limits and continuity. Definition, computation and applications of the derivative. An introduction to integration, including the fundamental theorem of calculus. Of the 4 credits, approximately 1 credit will be committed to a parallel track of instruction that introduces and/or reviews topics in algebra, trigonometry, exponential and log functions and graphing as they are being encountered in the calculus curriculum.

Credits 4

Prerequisites

Two years of high school algebra; and one year of plane geometry.

Mathematics and Statistics 125 : Calculus I

Topics include limits and continuity. Definition, computation and applications of the derivative. An introduction to integration, including the fundamental theorem of calculus.

Credits 3

Prerequisites

Two years of high school algebra, one year of plane geometry, and knowledge of trigonometry and exponential/logarithmic functions; or consent of instructor.

Mathematics and Statistics 126 : Calculus II

A continuation of Mathematics 125, covering techniques for computing indefinite integrals, applications of the definite integral, infinite sequences and series, Taylor polynomials and power series.

Credits 3

Prerequisites

Mathematics 124 or 125; or equivalent.

Mathematics and Statistics 128 : Introduction to Statistics

This course introduces students to basic tools for describing and summarizing data as well as methods of statistical inference such as confidence intervals and hypothesis tests. The randomization approach used in the course allows students to develop a deeper understanding of the fundamental idea of statistical inference. A web-based statistical applet is used throughout the course. This course does not count toward the Mathematics major or Data Science minor. Students considering these should enroll in Mathematics 247 instead.

Credits 3

Prerequisites

two years of high school mathematics.

Mathematics and Statistics 203, 204 : Special Topics in Introductory Level Mathematics

On occasion, the mathematics and statistics department will offer courses on introductory topics in mathematics and statistics that are not generally covered in other introductory courses. Possible topics include Introduction to Number Theory, Chaos and Applied Discrete Probability. See course schedule for any current offerings.

Credits 1-3

Mathematics and Statistics 215 : Introduction to Data Science

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

Credits 4

Cross-Listed

Computer Science 215

Prerequisites

Mathematics 124 or 125; and Computer Science 167 or 270.

Mathematics and Statistics 220 : Discrete Mathematics & Functional Programming

This course provides a mathematical foundation for formal study of algorithms and the theory of computing. It also introduces functional programming, a powerful computing paradigm that is distinct from the imperative and object-oriented paradigms introduced in Computer Science 167. Students will practice formal reasoning over discrete structures through two parallel modes: mathematical proofs and computer programs. We will introduce sets and lists, Boolean logic, and proof techniques. We will explore recursive algorithms and data types along with mathematical and structural induction. We consider relations and functions as mathematical objects and develop idioms of higher-order programming. We consider applications useful in computer science, particularly counting sets. May be elected as Computer Science 220.

Credits 3

Cross-Listed

Computer Science 220

Prerequisites

Computer Science 167 or 270; and Mathematics 124 or 125.

Mathematics and Statistics 225 : Calculus III

Topics include three dimensional geometry, partial derivatives, gradients, extreme value theory for functions of more than one variable, multiple integration, line integrals, and various topics in vector analysis.

Credits 4

Prerequisite Courses

[Mathematics and Statistics 126: Calculus II](#)

Mathematics and Statistics 240 : Linear Algebra

This course first considers the solution set of a system of linear equations. The ideas generated from systems of equations are then generalized and studied in a more abstract setting, which considers topics such as matrices, determinants, vector spaces, inner products, linear transformations, and eigenvalues.

Credits 3

Recommended Prerequisites

Mathematics 225 is highly recommended.

Prerequisite Courses

[Mathematics and Statistics 126: Calculus II](#)

Mathematics and Statistics 244 : Differential Equations

This course includes first and second order linear differential equations and applications. Other topics may include systems of differential equations and series solutions of differential equations.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 225: Calculus III](#)

Mathematics and Statistics 247 : Statistics with Applications

An introduction to statistics for students who have taken at least one course in calculus. This course focuses on introducing statistical concepts and inference through active learning assignments. Students learn about the process of statistical investigations. This includes data collection and exploration, methods of statistical inference, and the ability to draw appropriate conclusions. The widely-used statistical software R will be used in addition to web-based applets.

Credits 3

Prerequisites

Mathematics 124 or 125; or equivalent.

Mathematics and Statistics 248 : Statistical Modeling

This course follows introductory statistics by investigating more complex statistical models and their application to real data. The topics may include simple linear regression, multiple regression, non-parametric methods, and logistic regression. A statistical software package will be used.

Credits 3

Prerequisites

Mathematics 128, Mathematics 247, Economics 227, or Environmental Studies 207; or consent of instructor. Familiarity with R is expected.

Mathematics and Statistics 260 : An Introduction to Higher Mathematics

An introduction to some of the concepts and methodology of advanced mathematics, including a brief introduction to number theory. Emphasis is on the notions of rigor and proof. This course is intended for students interested in majoring in mathematics and statistics; students should plan to complete it no later than the spring semester of the sophomore year.

Credits 4

Prerequisite Courses

[Mathematics and Statistics 225: Calculus III](#)

Mathematics and Statistics 281, 282 : Independent Study

A reading project in an area of mathematics and statistics not covered in regular courses or that is a proper subset of an existing course. The topic, selected by the student in consultation with the staff, is deemed to be introductory in nature with a level of difficulty comparable to other mathematics and statistics courses at the 200-level. May be repeated for a maximum of six credits.

Credits 1-3

Prerequisites

Consent of instructor.

Mathematics and Statistics 287 : Independent Study in Geometry

This independent study in geometry will include a review of high school geometry, a few topics in advanced Euclidean geometry, a reading of Books I and II of Euclid's Elements, and an introduction to hyperbolic geometry. The grading for the course will be based on a journal (40%), a two-hour written midterm exam (30%), and a one-hour oral final exam (30%). Since the student will be working independently on the material, a disciplined work ethic is required.

Credits 3

Prerequisites

Mathematics 225 and consent of instructor.

Mathematics and Statistics 299 : Problem-Solving in Mathematics

Students will meet weekly to discuss problem-solving techniques. Each week a different type of problem will be discussed. Topics covered will include polynomials, combinatorics, geometry, probability, proofs involving induction, parity arguments, and divisibility arguments. The main focus of the course will be to prepare students for the William Lowell Putnam Mathematics Competition, a national examination held the first Saturday in December. Students who place in the top 500 on this exam nationwide have their names listed for consideration to mathematics graduate programs. Graded credit/no credit. May be repeated for a maximum of four credits.

Credits 1

Prerequisites

Mathematics 260 or consent of instructor.

Mathematics and Statistics 320 : Theory of Computation

Which problems can be solved computationally? Which cannot? Why? We can prove that computers can perform certain computations and not others. This course will investigate which ones, and why. Topics will include formal models of computation such as finite state automata, push-down automata, and Turing machines, as well as formal languages such as context-free grammars and regular expressions. May be elected as Computer Science 320, and must be elected as Computer Science 320 to apply toward the total credit requirement in Computer Science.

Credits 3

Cross-Listed

Computer Science 320

Prerequisites

Computer Science/Mathematics 220; or Mathematics 260.

Mathematics and Statistics 327 : Algorithm Design & Analysis

How can we be confident that an algorithm is correct before we implement it? How can we compare the efficiency of different algorithms? We present rigorous techniques for design and analysis of efficient algorithms. We consider problems such as sorting, searching, graph algorithms, and string processing. Students will learn design techniques such as linear programming, dynamic programming, and the greedy method, as well as asymptotic, worst-case, average-case and amortized runtime analyses. Data structures will be further developed and analyzed. We consider the limits of what can be efficiently computed. May be elected as Computer Science 327, and must be elected as Computer Science 320 to apply toward the total credit requirement in Computer Science.

Credits 3

Cross-Listed

Computer Science 327

Prerequisites

Computer Science 270; and Computer Science/Mathematics 220 or Mathematics 260.

Mathematics and Statistics 337 : Geometry

Essential for prospective high school mathematics teachers, this course includes a study of Euclidean geometry, a discussion of the flaws in Euclidean geometry as seen from the point of view of modern axiomatics, a consideration of the parallel postulate and attempts to prove it, and a discussion of the discovery of non-Euclidean geometry and its philosophical implications.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 126: Calculus II](#)

Mathematics and Statistics 339 : Operations Research

Operations research is a scientific approach to determining how best to operate a system, usually under conditions requiring the allocation of scarce resources. This course will consider deterministic models, including those in linear programming (optimization) and related subfields of operations research. May be elected as Computer Science 339.

Credits 3

Cross-Listed

Computer Science 339

Prerequisites

Mathematics 240; and Computer Science 167 or 270.

Mathematics and Statistics 347 : Design and Analysis of Research Studies

Statistical concepts and statistical methodology useful in descriptive, experimental, and analytical study of biological and other natural phenomena. Course covers major design structures, including blocking, nesting and repeated measures (longitudinal data), and statistical analysis associated with these structures.

Credits 4

Prerequisites

Mathematics 247 or Economics 227.

Mathematics and Statistics 349 : Probability Theory

A formal introduction to probability and randomness. The topics of the course include but are not limited to conditional probability, Bayes' Theorem, random variables, the Central Limit Theorem, expectation and variance. Both discrete and continuous probability distribution functions and cumulative distribution functions are studied.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 225: Calculus III](#)

Mathematics and Statistics 350 : Foundations of Machine Learning

This course explores the process of machine learning through the lens of empirical modeling. We will develop the theory and algorithms that underpin the process of learning interesting things about data. Algorithms we'll develop typically include: singular value decomposition and eigenfaces, the n-armed bandit, projections and linear regression, data clustering (k-means, Neural Gas, Kohonen's SOM), linear neural networks, optimization algorithms, autoencoders and deep networks. The course will involve some computer programming, so previous programming experience is helpful. May be elected as Computer Science 350. *Prerequisite:* Mathematics 240.

Credits 3

Cross-Listed

Computer Science 350

Prerequisite Courses

[Mathematics and Statistics 240: Linear Algebra](#)

Mathematics and Statistics 358 : Combinatorics and Graph Theory

Topics in elementary combinatorics, including: permutations, combinations, generating functions, the inclusion-exclusion principle, and other counting techniques; graph theory; and recurrence relations.

Credits 3

Prerequisites

Mathematics 260; or consent of instructor.

Mathematics and Statistics 367 : Introduction to Partial Differential Equations

An introduction to mathematics commonly used in engineering and physics applications. Topics may include: vector analysis and applications; matrices, eigenvalues, and eigenfunctions; boundary value problems and spectral representations; Fourier series and Fourier integrals; solution of partial differential equations of mathematical physics.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 244: Differential Equations](#)

Mathematics and Statistics 368 : Complex Variables

Complex analysis is the study of functions defined on the set of complex numbers. This introductory course covers limits and continuity, analytic functions, the Cauchy-Riemann equations, Taylor and Laurent series, contour integration and integration theorems, and residue theory.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 225: Calculus III](#)

Mathematics and Statistics 371-373 : Special Topics

See course schedule for any current offerings.

Credits 1-3

Mathematics and Statistics 381, 382 : Independent Study

A reading project in an area of mathematics and statistics not covered in regular courses or that is a proper subset of an existing course. The topic, selected by the student in consultation with the staff, is deemed to be introductory in nature with a level of difficulty comparable to other mathematics and statistics courses at the 200-level. May be repeated for a maximum of six credits.

Credits 1-3

Prerequisites

Consent of instructor.

Mathematics and Statistics 438 : Statistical Theory

This course studies the mathematical theory of statistics with a focus on the theory of estimation and hypothesis tests. Topics may include properties of estimators, maximum likelihood estimation, convergence in probability, the central limit theorem, order statistics, moment generating functions, and likelihood ratio tests. A statistical software package will be used.

Credits 4

Prerequisites

Mathematics 349; and Mathematics 128, Mathematics 247, Economics 227, or Environmental Studies 207.

Mathematics and Statistics 455 : Real Analysis I

Provides a rigorous study of the basic concepts of real analysis, with emphasis on real-valued functions defined on intervals of real numbers. Topics include sequences, continuity, differentiation, integration, and infinite series.

Credits 4

Prerequisite Courses

[Mathematics and Statistics 260: An Introduction to Higher Mathematics](#)

Mathematics and Statistics 456 : Real Analysis II

The content varies from instructor to instructor with typical topics chosen from series of functions, topology of the real line, basic concepts of metric spaces, the calculus of vector-valued functions, and more advanced integration theory.

Credits 4

Prerequisite Courses

[Mathematics and Statistics 455: Real Analysis I](#)

Mathematics and Statistics 467 : Numerical Analysis

An introduction to numerical approximation of algebraic and analytic processes. Topics include numerical methods of solution of equations, systems of equations and differential equations, and error analysis of approximations. May be elected as Computer Science 467.

Credits 3

Cross-Listed

Computer Science 467

Prerequisites

Computer Science 167 or 270.

Mathematics and Statistics 471-473 : Special Topics

On occasion, the mathematics and statistics department will offer courses on advanced topics in mathematics and statistics that are not found in other course offerings. Possible topics include topology, number theory, and problem-solving. See course schedule for any current offerings.

Credits 1-3

Mathematics and Statistics 475 : Abstract Algebra I

An introduction to groups, rings and fields, including subgroups and quotient groups, homomorphisms and isomorphisms, subrings and ideals.

Credits 4

Prerequisite Courses

[Mathematics and Statistics 260: An Introduction to Higher Mathematics](#)

Mathematics and Statistics 476 : Abstract Algebra II

Topics may include fields, simple groups, Sylow theorems, Galois theory, and modules.

Credits 4

Prerequisite Courses

[Mathematics and Statistics 475: Abstract Algebra I](#)

Mathematics and Statistics 481, 482 : Independent Study

A reading or research project in an area of mathematics and statistics not covered in regular courses. The topic is to be selected by the student in consultation with the staff. Maximum of six credits.

Credits 1-3

Prerequisites

Consent of instructor.

Mathematics and Statistics 497 : Senior Project

Preparation of the senior project required of all graduating mathematics majors. Each student will be matched with a faculty member from the mathematics and statistics department who will help supervise the project. Course objectives include developing students' abilities to independently read, develop, organize, and communicate mathematical ideas, both orally and in writing. A final written and oral report on the project is completed.

Credits 4

Mathematics and Statistics 498 : Honors Thesis

Preparation of an honors thesis. Required of and limited to senior honors candidates in mathematics. Students will be a part of the Mathematics 497 *Senior Project* class (described above), but their work will be held to a higher standard.

Credits 4

Prerequisites

Admission to honors candidacy.

Music

Chair: Michael Simon

Laney Armstrong

Amy Dodds

Thomas Hicks

Paul Luongo (*on sabbatical, 2024-2025*)

Doug Scarborough

Michael Simon

Jonathan Spatola-Knoll

Studio Music Instructors:

Clark Bondy

Carissa Pitkin Cox

Laura Curtis

Erin Foster

Roger Garcia

Diane Gray-Chamberlain

G. Louis Hemenway

Pablo Izquierdo

Michael Lefevre

Phil Lynch

Spencer Martin

Lori Parnicky

Kraig Scott

Rebekah Schaub

Sally Singer Tuttle

Chelsea Spence

About the Department

Within a personalized and inclusive environment, the Whitman Music faculty will connect your passion for music with diverse approaches to new ways of understanding. Our supportive environment meets you where you are but also challenges you to surpass your own expectations as you perform, create, critically examine, and advocate for the music that matters to you.

Students majoring in music may specialize their studies in curricular tracks including Composition, History, Jazz, Performance, and Theory, and Technology and Production, or pursue studies that balance these areas with the Standard track. A student who enters Whitman without any prior college-level preparation in music will have to complete 36 credits to fulfill the requirements for each of the tracks.

Proficiency in piano is required of all students majoring in Music. On declaration of a Music major, a student has two options. If the student has previous piano experience and is not a piano major, they may take the piano proficiency exam. The details of this exam are available from the head of the piano area at the request of the student. If the student is not able to pass or opts not to take the exam, they must take piano until able to pass the exam.

Learning Goals

Students will engage deeply with music through historical, technological, aesthetic, and socio-cultural contexts. The Department of Music pursues a broader, liberal arts approach to music so that students will be able to:

- Create (music through multiple modes of activity)
- Analyze (examine and listen critically to music as an object of study)
- Collaborate (with other musicians towards a unified artistic goal)
- Communicate (ideas through written and oral forms)
- Explore (music's broad connections throughout the discipline and beyond)
- Develop expertise (in an area of specialization through a capstone project)

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Music count toward the fine arts distribution area, with the following exceptions:

Cultural pluralism or fine arts: 115, 129, 160, 258, 354, and 360

Humanities or fine arts: 297, 298, and 299

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Advisory Information

Recitals: Any student desiring to perform a recital must present a pre-recital jury to the music faculty at least three weeks prior to the scheduled recital date.

Potential Music Majors: It is strongly recommended that potential Music majors enroll in Music 126, 127, and applied music in their first year.

Applied Lessons: Instruction is offered in piano, voice, organ, harpsichord, strings, harp, woodwinds, and brass at all levels; and guitar and percussion at the introductory and intermediate levels. All college students enrolled in applied music for credit must take a jury examination at the conclusion of each semester. Applied lessons may not be taken P-D-F.

Scholarships for Applied Lessons: A limited number of scholarships are available to offset the fee for lessons. Students receiving scholarships are required to participate in the appropriate major ensemble (Wind Ensemble, Jazz Ensemble I or II, Orchestra, or Chorale) or Collaborative Piano 253 or 254.

Non-Majors: The following courses are recommended as an introduction to music for liberal arts students (some courses require auditions and/or consent of instructor):

- Music 101 *Fundamentals of Music*
- Music 115 *Introduction to World Music*
- Music 126 *Music Theory I*
- Music 129 *Deconstructing Popular Music*
- Music 150 *Music in Society*
- Music 160 *Study of Jazz*
- Ensembles — Music 211, 212, 231, 232, 241, 242, 245, 246, 251, 252, 253, 254, 261, 262
- Applied Lessons — Music 163, 164, 263, 264

Grading and Credit Limitations: All ensembles (211, 212, 231, 232, 241, 242, 251, 252, 253, 254, 261, 262) are graded on a regular basis; a maximum of 12 credits may be applied toward degree requirements. Applied music lessons are graded on a regular basis and may not be taken P-D-F. A maximum of 16 credits in applied music will be allowed toward the minimum of 124 credits required for graduation.

Music Major

Program of Study Type

Major

- **Required Courses for All Tracks**
 - All tracks require piano proficiency.
 - Music 126, 127, 226, 227, 297, 298, 299, and 326
 - A minimum grade of C is required in Music 227.
 - Three credits of ensembles, chosen from Music 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, or 262
- **Required Courses for Each Track (Choose One)**
 - **Composition**
 - One academic elective in Music, excluding Applied Music
 - Six credits of Music 480
 - Three credits of Applied Music, with no more than two credits at the 100-level
 - Music 497 or 498
 - **History**
 - Two academic electives in Music, excluding Applied Music
 - Four credits of Applied Music, with no more than two credits at the 100-level
 - Music 497 or 498
 - **Jazz**
 - Music 260 and 360
 - One academic elective in Music, excluding Applied Music
 - Two credits of Applied Music at the 300- or 400-level in the primary instrument
 - Two credits from Music 473, 474, 475, or 476
 - **Performance**
 - Two academic electives in Music, excluding Applied Music
 - Five credits of Applied Music, including two credits at the 400-level in the primary instrument
 - Two credits from Music 473, 474, 475, or 476

- **Standard**
 - Two academic electives in Music, excluding Applied Music
 - Four credits of Applied Music, including two credits at the 300-level in the primary instrument
 - Two credits from Music 373, 374, 375, or 376
 - Music 497 or 498
- **Technology and Production**
 - Music 271 and 371 or 372
 - One academic elective in Music, excluding Applied Music
 - Three credits of Applied Music, with no more than two credits at the 100-level
 - Music 497 or 498
- **Theory**
 - Two academic electives in Music, excluding Applied Music
 - Four credits of Applied Music, with no more than two credits at the 100-level
 - Music 497 or 498
- **Senior Requirements**
 - A thesis, project, and/or recital
 - Interrogative oral examination based on the thesis, project, and/or recital
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses may be taken P-D-F.

Total Credits

36

Music Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**
 - Music 126 and 127
 - One course chosen from Music 150, 297, 298, or 299
 - One academic course (excluding Applied Music and Ensembles)
 - Four credits in Ensembles, chosen from Music 211, 212, 231, 232, 241, 242, 245, 246, 253, 254, 261, and 262
 - Two credits of Applied Music at the 200- or 300-level
 - Two additional elective credits, chosen from any Music course
- **Notes**
 - No courses may be taken P-D-F.

Total Credits

18

Music Course Descriptions

Music 101 : Fundamentals of Music

Music reading including treble and bass clefs, rhythms, accidentals, notation procedures, time signatures, intervals, triads, scales, basic chord structures, and basic aural skills. This course is designed for students who do not intend to take music theory beyond this class.

Credits 3

Music 126 : Music Theory

Fundamentals of music including simple and compound time signatures, key signatures, scales, intervals, triads, and common foreign language terms. Tonal harmony and basic part writing, non-harmonic tones, common chord modulation, and secondary dominant chords.

Credits 3

Prerequisites

Fluency in treble and bass clefs.

Corequisites

For students majoring or minoring in Music: Music 127. Students who take Music 126 in the spring semester, when the corequisite (Music 127) is not offered, should take Music 127 the next semester; students should not take Music 127 before Music 126.

Music 127 : Aural Skills I

Elementary ear training with emphasis on group and individual sight singing, aural recognition and performance of rhythms and melodies, recognition of harmonic progressions, and basic keyboard facility. Two hours per week. A grade of C or better is required for a music major.

Credits 1

Corequisites

For students majoring or minoring in Music: Music 126. Students who take Music 126 in the spring semester, when the corequisite (Music 127) is not offered, should take Music 127 the next semester; students should not take Music 127 before Music 126.

Music 140 : Meet the Beatles

This course will examine the significance of multiple aspects of The Beatles, including but not limited to their music and social impact. Of particular importance will be a look at how the band and their music interacted with movements such as "Beatlemania," 60s drug culture, psychedelia, advances in recording technology, and the evolution of their musical contemporaries. Open to all students. May be taken for credit toward the Film and Media Studies major or minor.

Credits 3

Music 145 : Songwriting

This course will provide students an interactive forum to explore the world of song craftsmanship, form and structure, lyric development, and creativity. Students will study what it takes to write a successful song by analyzing and evaluating the works of artists from today and the past. Side by side with this process, students will "model" their songs on various selected styles or procedures. Basic singing ability is a plus, but not required. Open to all students.

Credits 3

Music 150 : Music in Society

A liberal arts approach to music through a study of its function in society as well as studying differing styles of music. Music from a wide variety of eras and Western countries is presented through recordings and other media. No music reading ability is necessary as a basis for this course. Open to all students.

Credits 3

Music 160 : Study of Jazz

Jazz appreciation and jazz history in a comprehensive study of the sources, style periods, important performers and recordings of jazz from its origins to the present. Open to all students.

Credits 3

Music 161, 162 : Jazz Ensemble II

This ensemble trains students in the rudiments of jazz ensemble performance, including improvisation. One 100-minute rehearsal per week. At least one performance per semester. Credits in this course are classified as Activity credits, which are excluded from the 18-credit enrollment limit. May be repeated for a maximum of eight credits.

Credits 1

Music 163, 164 : Applied Music: Elementary Level

Designed for students wishing to begin studies (or having very minimal experience) in applied music. Open to all students. Applied Music comprises approximately 12-13 one-half hour classes per week for the duration of the semester. Students are assigned to the appropriate instructor. All students registered in Applied Music are required to attend eight approved musical performances per semester and accomplish any necessary associated work. A final assessment will take place. Some Applied Music Instructors may also require studio classes periodically through the semester. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 1

Prerequisites

Consent of instructor.

Music 203 : Special Topics in Music

See course schedule for any current offerings.

Credits 1-4

Music 211, 212 : Orchestra

A concert organization devoted to the study of orchestral music of all periods. One or more formal concerts presented each semester. Open to all instrumentalists by audition. Credits in this course are classified as Activity credits, which are excluded from the 18-credit enrollment limit. P-D-F not allowed.

Credits 1

Music 226 : Music Theory II

Borrowed chords, the Neapolitan chord, augmented sixth chords, other chromatic harmony, and 20th century composition techniques.

Credits 3

Prerequisites

Music 126 with a grade of C or better.

Corequisites

For students majoring in Music: Music 227.

Music 227 : Aural Skills II

Intermediate ear training with emphasis on group and individual sight singing, aural recognition and performance of rhythms and melodies, recognition of harmonic progressions, and keyboard facility. A continuation of Music 127 adding chromatic melody and harmony. Two hours per week. This course may not be taken P-D-F. A grade of C or better is required for a music major.

Credits 1

Prerequisite Courses

[Music 127: Aural Skills I](#)

Corequisites

For students majoring in Music: Music 226.

Music 231, 232 : Wind Ensemble

A concert organization performing the entire range of wind ensemble repertoire. Open to all students by audition during the first week of classes. Credits in this course are classified as Activity credits, which are excluded from the 18-credit enrollment limit. P-D-F not allowed.

Credits 1

Music 241, 242 : Chorale

Choral music that bridges a broad array of musical traditions over eight centuries. This ensemble performs works by composers within the classical canon and by composers historically underrepresented on choral concert programs. No audition necessary; please arrange an appointment with the instructor for voice part placement at the beginning of the semester. Credits in this course are classified as Activity credits, which are excluded from the 18-credit enrollment limit. P-D-F not allowed.

Credits 1

Music 251, 252 : Special Ensembles

Specific ensembles may vary each semester. Credits in this course are classified as Activity credits, which are excluded from the 18-credit enrollment limit. See course schedule for any current offerings.

Credits 1

Prerequisites

Consent of instructor.

Music 253, 254 : Collaborative Piano

This course enables pianists to learn the art of collaboration with soloists and small chamber ensembles. It is the required ensemble for pianists on applied lesson scholarships and for pianists who are music majors (standard or performance track). Open to all students by audition and consent of instructor. Credits in this course are classified as Activity credits, which are excluded from the 18-credit enrollment limit. P-D-F not allowed.

Credits 1

Music 260 : Jazz Theory

Fundamentals of jazz harmony, techniques of improvisation, composing, and arranging in the jazz idiom. Among the projects assigned during the semester are the transcription of a famous jazz solo and an original composition. A test in basic jazz chord voicings is part of the final exam. Offered in alternate years.

Credits 3

Prerequisites

Music 126; or consent of instructor.

Music 261, 262 : Jazz Ensemble I

A select jazz ensemble of 17-20 pieces. This group performs challenging material in the big band idiom. Jazz Ensemble I will perform one formal on-campus concert and several additional off-campus performances each semester. Open to all students by audition during the first week of classes. Credits in this course are classified as Activity credits, which are excluded from the 18-credit enrollment limit. P-D-F not allowed.

Credits 1

Music 263, 264 : Applied Music: Intermediate Level

A maximum of two credits per applied field per semester. One credit for each half-hour lesson per week. Students assigned to instructors based on previous study. Lessons graded as any other academic course. All students registering in Applied Music required to attend eight musical performances each semester of enrollment. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 1-2

Prerequisites

Consent of instructor.

Music 265L, 266L : Studio Music Performance Class

Studio Performance Class is a lab that supports Applied Music (Music 163/164 – 463/464) and provides performing opportunities to our music students in a masterclass atmosphere.

Credits 0

Prerequisites

Consent of instructor.

Corequisites

Music 163, 164, 263, 264, 363, 364, 463, or 464.

Music 271 : Introduction to Music Technology

This course is designed to offer students a broad introduction to and understanding of the technologies surrounding music and its production in today's environment. Students will engage with topics including recording audio, MIDI, digital audio workstations, sampling, signal processing, non-linear editing, and music production in a project-based manner. Through discussions, listening assignments, and written texts, students will explore the aesthetic and cultural implications of the ways that music and technology intersect in the rapidly changing music landscape. Students will complete a supervised project in the area of their interest. No previous experience is required. May be taken for credit toward the Film & Media Studies major or minor.

Credits 3

Music 297 : Music History I: Middle Ages through Baroque

Traces the history, styles, and literature of music from the Medieval through the Baroque periods. Extensive listening assignments, reading assignments, listening exams, and written exams. Students must be able to read music.

Credits 3

Prerequisite Courses

[Music 126: Music Theory](#)

Music 298 : Music History II: Classic and Romantic Periods

Traces the history, styles, and literature of music from the Classic through the Romantic periods. Extensive listening assignments, reading assignments, listening exams, and written exams. Students must be able to read music.

Credits 3

Prerequisite Courses

[Music 126: Music Theory](#)

Music 299 : Music History III: Music Since 1900

Traces the history, styles, and literature of music from 1900-present. Extensive listening assignments, reading assignments, listening exams, and written exams.

Credits 3

Prerequisites

Music 126; or consent of instructor.

Music 309 : Special Studies

See course schedule for any current offerings.

Credits 3

Music 310 : Hearing Islam

This course explores the ways in which Islam has been conceived, represented, and contested through sound. How does hearing or saying affect the practice of religion? What makes a particular sound religious, with regard to either its production or its experience? Topics will include the call to prayer, recitation of the Qur'an, the "problem" of music in Islam, and genres of Islamic music from a wide range of historical and cultural contexts (such as ghazals--love poems set as songs --and Islamic rap, for example), sermons, and other audio artifacts. The course will draw on both reading and listening assignments. May be taken for credit toward the Film and Media Studies major or minor or the South Asian and Middle Eastern Studies major. May be elected as Religion 310.

Credits 4

Cross-Listed

Religion 310

Music 326 : Form and Analysis

Study of musical forms including sonata, fugue, theme and variations, binary, ternary, and song forms, among others. Includes key-area and harmonic analysis. Students who have taken Music 440 may not enroll in Music 326.

Credits 3

Prerequisite Courses

[Music 226: Music Theory II](#)

Music 342 : Classical Music in Film

Classical music has maintained relevance in popular culture partly through its use in mainstream film. After a brief exploration of the history of music in film, this course will explore the ways in which expressive content of preexisting art music has been recontextualized and even redefined through its use in film. No previous musical experience (such as the ability to read or play music) is required. Open to all students. Offered in alternate years.

Credits 3

Music 354 : Women as Composers

The lives and music of selected female classical music composers from the medieval era through the 21st century. Offered in alternate years. Students must be able to read music.

Credits 3

Prerequisites

Music 297, 298, or 299; or consent of instructor.

Music 360 : Jazz Elements and Styles

An in-depth examination of the major style periods and artists in jazz. This course explores the musical elements of harmony, form, improvisation, rhythm, and others to contextualize jazz as an ever-evolving art form against the backdrop of Western culture. Emphasis is placed on the repertoire through extensive listening assignments. Written tests will emphasize listening identification.

Credits 3

Prerequisites

Music 126; or consent of instructor.

Music 363, 364 : Applied Music: Advanced Level

A maximum of two credits per applied field per semester. One credit for each half-hour lesson per week. Students assigned to instructors based on previous study. Lessons graded as any other academic course. All students registering in Applied Music required to attend eight musical performances each semester of enrollment. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 1-2

Prerequisites

Consent of instructor.

Music 371 : Intermediate Music Technology

This course will continue the study of topics in music technology, with an emphasis on advanced exploration of recording and mixing techniques, synthesis, sampling, and new technologies in music. Additionally, this course includes an introduction to audio and music perception and cognition as well as an introduction to programming in Max/MSP. Coursework is largely project based, with the opportunity for students to work in a sustained manner on their topics of interest. The course includes further discussion of the intersection of music and technology, and how this intersection is reflected in the music we interact with on a daily basis. Critical listening, as well as reading and writing, will be a component of the course. May be taken as credit toward the Film & Media Studies major or minor. May be repeated once for credit.

Credits 3

Prerequisites

Music 271; or consent of instructor.

Music 372 : More Cowbell! Music Production: the Art Behind the Song

We're surrounded by recorded music nearly all the time, but what goes into making the recordings of these songs? From George Martin to Timbaland to Sylvia Massy, music producers working behind the scenes have shaped music in profound ways. By embarking on an in-depth study of the art of music production we will explore how this once-technical endeavor has grown into a full-fledged art form unto itself, intersecting with musicianship, psychology, and sociology. This course will study the context, process, and aesthetics of recorded music production, analyzing music productions through listening, reading, and creating, focusing on the conscious choices made during the production process that make up the songs we love. Students will embark on sustained creative projects, making their own music productions alongside their studies. May be taken for credit toward the Film & Media Studies major or minor.

Credits 3

Prerequisite Courses

[Music 271: Introduction to Music Technology](#)

Music 373, 374 : Senior Recital for Standard Track Music Majors

Senior standard track music majors must perform a senior recital that is at least thirty minutes in length. This course substitutes for applied lessons 363/364 during the semester in which the senior recital is performed. Students will receive a one-hour weekly lesson. Honors standard track students should register for 375/376 instead. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Prerequisites

Consent of instructor.

Music 375, 376 : Senior Honors Recital for Standard Track Music Majors

Senior standard track music majors who apply for honors must perform a senior recital that is at least thirty minutes in length. Music 375/376 substitutes for applied lessons 363/364 during the semester in which the senior honors recital is performed. Students will receive a one-hour weekly lesson. The honors recital must be graded a minimum of A- for the student to be eligible for honors and the subsequent interrogative oral examination must be passed with distinction. Students who take Music 375/376 may not register for 373/374 or 497. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Prerequisites

Consent of music faculty; and admission to honors candidacy.

Music 411, 412 : Independent Study

Directed reading, research, composing, arranging, preparation of a critical paper, composition or project on a topic suggested by the student. The student must submit a detailed proposal to the music faculty in the semester preceding the anticipated study. The student is responsible for any extra expenses incurred in completing the project.

Credits 1-3

Prerequisites

Consent of instructor.

Music 451 : Special Topics in Music

See course schedule for any current offerings.

Credits 1-4

Music 463, 464 : Applied Music: Performance Level

A maximum of two credits per applied field per semester. Open to advanced students by consent of music faculty. One credit for each half-hour lesson per week. Lessons are graded as any other academic course. All students registered in Applied Music will be required to attend eight musical performances each semester of enrollment. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 1-2

Prerequisites

Consent of instructor.

Music 473, 474 : Senior Recital Production for Performance Track and Jazz Track Music Majors

Senior performance track and jazz track music majors must perform a senior recital that is at least sixty minutes in length.. Students will receive a one-hour weekly lesson. Performance track and jazz track students *may* also register for *one* credit of 463/464 the same semester in which the recital is given if the primary teacher finds that additional preparation and rehearsal is necessary. Honors performance track and jazz track students should register for 475/476 instead. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Prerequisites

Consent of instructor.

Music 475, 476 : Senior Honors Recital for Performance Track and Jazz Track Music Majors

Senior performance track and jazz track music majors who apply for honors must perform a senior recital that is at least one hour in length. Performance track and jazz track students *may* also register for *one* credit of 463/464 the same semester in which the recital is given if the primary teacher finds that additional preparation and rehearsal is necessary. Students will receive a one-hour weekly lesson. The honors recital must be graded a minimum of A- for the student to be eligible for honors and the subsequent interrogative oral examination must be passed with distinction. Students who take Music 475/476 may *not* register for Music 473/474 or 498. P-D-F not allowed. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Prerequisites

Consent of instructor; and admission to honors candidacy.

Music 480 : Composition

Private lessons in music composition and related skills. Students will compose throughout the semester and prepare a final project. Students will be expected to prepare parts and supervise rehearsals and a performance of this work at a student recital. Lessons may take place online and in person. With consent, this course may be repeated.

Credits 2

Recommended Prerequisites

Music 226

Prerequisites

Required: Music 126.

Recommended: Music 226.

Music 497 : Senior Thesis/Project

Designed to assist with the preparation of a written thesis for history and theory track majors; the portfolio and performance project for the composition track majors; and the abbreviated thesis for the standard track majors. Standard track students should also register for 373/374. Performance and jazz track students should register for 473/474 instead of 497.

Credits 1-3

Music 498 : Honors Thesis/Project

Designed to assist honors students with the preparation of a written thesis for history and theory track majors; the portfolio and performance project for the composition track majors; and the abbreviated thesis for the standard track. Standard track students should also register for 375 or 376. Performance and jazz track students should register for 475 or 476 instead.

Credits 1-3

Oceanography

Advisors:

Nicholas Bader, Geology

Kate Jackson, Biology

About the Program

Whitman College is associated with the School of Oceanography of the University of Washington in a program for liberal education in biological or geological oceanography. The plan requires five years of study; typically, three years at Whitman College and two years at the University of Washington. Students complete a Bachelor of Arts degree in either Biology or Geology from Whitman College and a Bachelor of Science in Oceanography from the University of Washington. At Whitman College, all candidates must complete the appropriate requirements outlined below, receive a recommendation from Whitman College, and apply as transfer students to the University of Washington.

This plan requires careful scheduling. Students must declare one of these majors by the end of their fourth semester in residence at Whitman College (transfer students must declare at the end of their second semester in residence at

Whitman College). Interested Whitman students should contact a Whitman Oceanography advisor in their first year at Whitman, and the University of Washington Oceanography academic advisor (Michelle Townsend, mtown@uw.edu) when they apply for transfer to coordinate with the admissions office, and to answer questions about course planning.

In order to secure a recommendation from Whitman, a student must satisfy the following requirements during their three years at Whitman.

Distribution

Students completing the Oceanography program are required to complete the Whitman General Studies requirements (see *General Studies*).

Common Requirements for all Oceanography Program Participants

· Required courses

- o Biology 101, 101L, 102, and 102L; o Chemistry 125, 126, 135, and 136; or 140
- o Chemistry 245
- o Choose one pair of courses from the following options:
 - § Geology 110 and 111
 - § Geology 120 and 121
 - § Geology 125 and 126
- o Mathematics 124 or 125; and 126
- o Mathematics 225 or an approved statistics course
- o Choose one set of courses from the following options:
 - § Physics 155 and 156 at Whitman College
 - § Physics 121, 122, and 123 at the University of Washington
 - § Physics 155 at Whitman College and Ocean 285 at the University of Washington

· Other program requirements

- o Earn at least 94 credits and spend three years at Whitman.
- § For transfer students, at least 62 credits and two years at Whitman.
- o Maintain a Whitman College GPA of at least 3.0 overall as well as in the program's required science, mathematics, and statistics courses.

· Notes

- o A Geology course related to oceanography is strongly recommended.

The Biology Major Option

For students interested in biological oceanography.

· Required courses

- o Complete the common Oceanography Program course requirements.
- o Eleven additional credits of Biology at the 200-level or above
- o At least seven semester-equivalent credits of upper-division Biology electives taken at the University of Washington
- o Three semester-equivalent credits of independent research taken at the University of Washington

The Geology Major Option

For students interested in geological oceanography.

Required courses

- o Complete the common Oceanography Program course requirements.
- o Geology 227, 350, 358, and 368
- o At least four credits of Geology at the 300-level or above taken at Whitman College
- o At least 12 semester-equivalent credits of upper-division Geology electives taken at the University of Washington

Other requirements

- o Take and attain a passing score on the written exam for Geology majors at Whitman College.

Philosophy

Chair: Patrick R. Frierson

Mitchell S. Clearfield

Timothy Golden

Rebecca Hanrahan

Julia A. Ireland

Michelle Jenkins

About the Department

Philosophy courses provide the opportunity for the development of a critical and unified understanding of experience and nature. This is accomplished through their concern — from both historical and contemporary perspectives — with the ethical, social and political, aesthetic, religious, metaphysical, epistemological, and scientific dimensions of existence. All four-credit courses in philosophy meet the equivalent of three periods per week.

The Philosophy department offers two majors, Philosophy and Ethics and Society, as well as a minor in Philosophy.

Learning Goals

Upon graduation, a student will be able to:

- Develop individual insights, pursue them with depth, and present them clearly in writing.
- Develop individual insights and present these insights clearly and rigorously orally.
- Understand the history of philosophy and be able to reconsider questions and problems as they are raised and transformed by a succession of thinkers.

- Use philosophical tools for close reading, investigation, analysis, and argument.
- Discover and question hidden assumptions in their own work and the work of others.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Philosophy apply to the humanities distribution area with the following exceptions:

Quantitative analysis: Philosophy 200 *Symbolic Logic* and 488 *Tutorial in Symbolic Logic*

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Ethics and Society Major

Program of Study Type

Major

Students who major in Ethics and Society explore philosophy through the lens of selected ethical and social issues. Through exposure to a variety of historical periods, areas of the world, and particular topics, students will develop their ability to engage in ethical theorizing. Topics studied in this major may include climate change ethics, criminal justice and punishment, biomedical ethics, animal rights, racial and gender justice, and various other ways that ethical theorizing can apply to urgent contemporary problems and fundamental issues of both personal and social significance.

Learning Goals

Upon graduation, a student will be able to:

- Critically engage with the complexities of moral questions.
- Present clearly in writing individually-developed insights on ethical issues.
- Orally present, with clarity and rigor, individually-developed insights on ethical issues.
- Understand the relevance of the history of philosophy for contemporary ethical and social issues.
- Understand how ethical and social issues fit within the broader context of philosophical inquiry.

Requirements

- **34 Credits (38 if pursuing honors)**
- **Required Courses**
 - Philosophy 127 and 425
 - At least one course numbered Philosophy 201-209
- **Electives**
 - Three courses from the Ethics and Society (E&S) category, including:
 - At least one course also listed in the Philosophy and Contemporary Issues (PCI) category
 - At least two courses at the 300-level or above
 - Three additional elective courses in Philosophy, of which at least one is at the 300-level or above
 - These courses may be listed under E&S, but need not be.
- **Notes**
 - With approval of the Philosophy Department, a student may replace one of the additional Philosophy electives with a related course from another department.
 - Philosophy 127 should be completed by the end of the student's sixth semester.
 - No courses may be taken P-D-F.
 - Students may not combine this major with a major or minor in Philosophy.
 - No more than 11 transfer credits may count toward the major.
- **Senior Requirements**
 - Rewriting of a substantive paper from an E&S course
 - A collaborative project that culminates in a public presentation or display
 - Oral exam focused on the revised seminar paper and the student's work on the collective project
- **Honors**
 - Students submit an Honors in Major Study Application to the department.

- Students must submit a proposal for their thesis or project.
- The proposal must be submitted within the first six weeks of the two-semester period in which the student is eligible.
- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
- Pass the senior assessment with distinction.
- The department will submit the honors applications to the Registrar's Office for students pursuing honors by the specified deadline.
- The department will submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- **The Honors Thesis (eight credits total)**
 - Majors interested in writing an honors thesis must have a major GPA of at least 3.500, must complete at least 36 credits of coursework in Philosophy, and complete the following:
 - Submit a proposal to the department two weeks before the end of the spring semester of their junior year.
 - Get consent from a member of the department based on departmental approval of the proposal to conduct an independent study in the fall semester of their senior year.
 - Upon completion of a successful independent study, submit a new honors thesis proposal for departmental approval by the beginning of the last week of classes in the fall semester of their senior year. If approved, then write the honors thesis in the spring semester of their senior year, due by the end of the first week in April.
 - Successfully complete a public oral examination of the honors thesis before the end of the third week of April.

Electives

Item #	Title	Credits
	Ethics and Society (E&S) Electives	
	Philosophy and Contemporary Issues (PCI) Electives	
	Texts and Figures (T&F) Electives	
	Philosophical Topics (PT) Electives	
	Total Credits	34-38

Philosophy Major

Program of Study Type

Major

- **32 Credits (36 if pursuing honors)**
- **Required Courses**
 - At least two courses numbered Philosophy 201-209
- **Electives**
 - One course from each of the following categories:
 - Philosophy and Contemporary Issues (PCI)
 - Texts and Figures (T&F)
 - Philosophical Topics (PT)
 - At least three Philosophy courses at the 300-level or above
- **Notes**
 - Students may use a single course to satisfy multiple requirements.
 - The two courses in Philosophy 201-209 should be completed by the end of the student's seventh semester.
 - Courses taken P-D-F may not be used to satisfy major requirements.
 - Students may not double major in Philosophy and Ethics and Society.
- **Senior Requirements**

- Rewriting of a seminar paper from a 300- or 400-level course
- Written comprehensive exam
- Oral exam focused on the revised seminar paper and answers from the written exam
- **Honors**
 - Students submit an Honors in Major Study Application to the department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors in major by the specified deadline.
 - The department will submit "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- **The Honors Thesis (eight credits total)**
 - Majors interested in writing an honors thesis must have a major GPA of at least 3.500, must complete at least 36 credits of coursework in Philosophy, and complete the following:
 - Submit a proposal to the department two weeks before the end of the spring semester of their junior year.
 - Get consent from a member of the department based on departmental approval of the proposal to conduct an independent study in the fall semester of their senior year.
 - Upon completion of a successful independent study, submit a new honors thesis proposal for departmental approval by the beginning of the last week of classes in the fall semester of their senior year. If approved, then write the honors thesis in the spring of their senior year, due by the end of the first week in April.
 - Successfully complete a public oral examination of the honors thesis before the end of the third week of April.

Electives

Item #	Title	Credits
	Philosophy and Contemporary Issues (PCI) Electives	
	Texts and Figures (T&F) Electives	
	Philosophical Topics (PT) Electives	
	Total Credits	32-36

Philosophy Minor

Program of Study Type

Minor

- **20 Credits**
- **Required Courses**
 - One course from Philosophy 201-209
- **Notes**
 - No courses may be taken P-D-F.

Total Credits

20

Philosophy Course Descriptions

Philosophy 107 : Critical Reasoning

Focuses on principles and standards applicable to thinking critically on any topic. Arguments and their analyses, the nature and use of evidence, fallacies both formal and informal, are included in the matters addressed in the course. Intended for first-year students and sophomores; open to juniors and seniors by consent only.

Credits 4

Philosophy 110 : East Asian Philosophies and the Good Life

This course aims at providing a gateway for you to engage with prominent philosophers in three major East Asian traditions, namely Confucianism, Daoism, and Buddhism. Such engagement takes the format of philosophical dialogues around questions that are important for us to live "a good life." Upon completion of the course, you are going to learn about key ideas and arguments in the tradition, how to read philosophy out of historical texts situated in another cultural tradition, and ways of developing your own personal philosophy in conversations with the East Asian thinkers.

Credits 4

Philosophy 115 : Philosophy of Education

This course examines a variety of issues in the philosophy of education, ranging from the general nature and proper aims of education to a variety of specific issues in contemporary educational philosophy and policy such as the role and nature of diversity in education, moral education, testing and assessment, and the role of technology in education. We start with a historical survey of some central approaches to the philosophy of education from ancient Greece and China through modern Europe and then turn primarily to contemporary thinkers debating key issues. We end the course by engaging with the thought of one of the most important progressive educational thinkers of the twentieth century, the Brazilian philosopher Paulo Friere. Students will be required to participate in class discussion, to lead at least one debate over the course of the semester, and to write several short papers.

Credits 4

Philosophy 116 : Cosmopolitanism

With the recent resurgence of nativism across the globe, the concept of "world citizenship" has received renewed attention by philosophers and critical theorists. On the one hand, the notion of the world citizen has been invoked to combat nationalism and xenophobia; at the same time, however, it remains a site of contestation over what "world" itself means as a universal idea and self-evident image of commonality, belonging, and rights. The aim of this course is to examine how philosophers and contemporary theorists have understood world citizenship, cosmopolitanism, and rights against the backdrop of current political crises. Readings draw from contemporary and canonical figures, and include Kwame Anthony Appiah, Wendy Brown, Immanuel Kant, Hannah Arendt, Jacques Derrida, Seyla Benhabib and Judith Butler. The course is writing and discussion intensive; the final integrative essay applies conceptual resources to a current political event or topic of interest, e.g. immigration, climate cosmopolitanism. Formerly Philosophy 216; may not be taken for credit if previously completed 216.

Credits 4

Philosophy 117 : Problems in Philosophy

An introductory study of some of the major problems of philosophy. Among those general problems considered will be the nature of philosophy; problems of knowledge; metaphysical questions concerning materialism, idealism, and naturalism; and questions of ethics. Other problems may be considered as time permits. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only.

Credits 4

Philosophy 120 : Environmental Ethics

Does the nonhuman world have any intrinsic value or is it valuable only because of its relation to human interests? That is, does anything besides humanity have "moral standing"? If so, what is its basis? Should we, for instance accord rights to all those creatures that are sentient? If we do, will we have gone far enough, morally speaking? What about those creatures that lack sentience? What about the environment in which all creatures, human and nonhuman, live? Does it have moral standing? In answering these questions, we will consider the works of Aldo Leopold, Peter Singer, Karen Warren, Arne Naess, and Julian Simon, among others. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only.

Credits 4

Philosophy 125 : Philosophy of Science Fiction

Science fiction as a genre invites us to explore distinctly philosophical questions, including questions about the nature of existence, the nature of time, what it means to be a person, the possibility of free will, and our obligations toward others. In this course, we will engage with these sorts of questions, drawing both from philosophical texts and from science fiction short stories, novels, and movies. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only. Fulfills the Analytic category requirement for the major. May be taken for credit toward the Film and Media Studies major or minor.

Credits 4

Philosophy 127 : Ethics

Consists of the careful reading and discussion of several classical texts of moral philosophy. This course is intended for first-year students and sophomores; juniors by consent only; not open to seniors.

Credits 4

Philosophy 137 : Skepticism, Relativism, and Truth

The existence of objective truth is hotly debated, both within popular culture and in academic circles. Whether it exists at all, and about which topics, seems to make a significant difference personally, politically, and intellectually. In this course, we will begin by looking at skeptical and relativistic challenges to the existence and attainability of objective truth in general. Then, we will examine a series of more specific challenges regarding the ability of science to reveal deeper objective truths about how the world works, regarding the possibility for genuine understanding and evaluation across languages and cultures, and regarding the existence of objective moral values. We will end by considering the potential value of truth itself, and the relationship between truth and genuine happiness. This course is intended for first-year students and sophomores; open to juniors by consent; not open to seniors. Applies to the Analytic requirement for the philosophy major.

Credits 4

Philosophy 141 : Punishment & Responsibility

Nationwide, over two million people are now in prison, including over 2,000 at the Washington State Penitentiary here in Walla Walla. Yet as a society, there is no clear consensus regarding the goal(s) or purpose(s) of sending someone to prison. How can it be right intentionally to cause someone suffering? What is the connection between having done wrong and being justifiably made to suffer? What kind of suffering can be justified, and under what circumstances? In this course we will critically examine some of the ultimate philosophical justifications of punishment, such as deterrence, incapacitation, retribution, and rehabilitation. We also will examine importantly related questions about personal responsibility and the conditions necessary for punishment to be appropriate. Finally, we will consider the relevance and impact of excuses and mitigating factors like mental illness, age, addiction, and socioeconomic status. This course is intended for first-year students and sophomores; juniors by consent; not open to seniors.

Credits 4

Philosophy 148 : Philosophy of Religion

An introduction to some of the central arguments in the philosophy of religion, focusing on proofs for and against the existence of God and discussions of the nature of religious belief. This course is intended for first-year students and sophomores; open to juniors and seniors by consent only.

Credits 4

Philosophy 151 : Philosophy in Literature

This course serves as an introduction to philosophy via literature. Students will read a selection of both literature (novels and/or short stories) and philosophy that is structured around a set of philosophically rich questions and issues. Authors read may include Philip K. Dick, Kobo Abe, Fyodor Dostoyevsky, Julian Barnes, Franz Kafka, and Milan Kundera. Open to First- year and sophomores; juniors and seniors by consent only.

Credits 4

Philosophy 177 : Special Topics: Contemporary Problems for Thought

How is philosophy a necessary resource for responding to the most complex personal and social problems facing us today? The temptation, most especially for "pragmatic" Americans, is to see philosophy as a mildly interesting but ultimately abstract self-indulgence, and certainly not to see it as a necessary resource for, first, understanding, and then adequately addressing the most important problems we face. This course will explore the philosophical response to one such problem. See course schedule for any current offerings.

Credits 4

Philosophy 200 : Symbolic Logic

Symbolic logic attempts to capture certain features of human language and reasoning in a precise, systematic way. Logic is used in some branches of philosophy, as well as in linguistics, computer science, mathematics and statistics, and other fields. In this course, we will develop techniques for working with a logical "language," translating between that language and ordinary English, and constructing formal proofs within that language following specified rules from premises to conclusions. We will cover both propositional logic and first-order quantificational logic, as well as the basic concepts of set theory.

Credits 4

Philosophy 201 : Ancient Greek and Roman Philosophy

This course is a survey of some of the central figures and texts in the ancient western philosophical tradition.

Readings may include texts from Plato and Aristotle, from the Presocratic philosophers, the later Hellenistic schools (which include the Stoics, Epicureans, and Skeptics), and other Greek intellectuals (playwrights, historians, orators). May be elected as Classics 201.

Credits 4

Cross-Listed

Classics 201

Philosophy 202 : Modern European Philosophy

A survey of key 17th and 18th century European philosophers and texts, from Descartes' *Meditations* through key works by Hume and Kant.

Credits 4

Philosophy 203 : European Philosophy and the Fate of Freedom

This course studies major philosophers from the European continent during the long nineteenth century, from Immanuel Kant at the end of the eighteenth century through Martin Heidegger and Edith Stein in the early twentieth. The course provides a general overview of philosophical perspectives of the period with a particular focus on the nature of human freedom. May be elected as German 210.

Credits 4

Cross-Listed

German Studies 210

Philosophy 204 : Mexican Philosophy

This course focuses on selected figures and themes within the history of philosophy as that discipline has been practiced on and around the area that we now call Mexico. We explore a range of thinkers from the precolonial Nahua philosophy through late 20th and early 21st century Mexican and Mexican-American philosophers. Themes will include the challenge of indigenous philosophy; fundamental questions about the nature of reality; the ethics of colonization, revolution, and war; the role of race and culture in identity, and notions of borderlands, fluidity, and hybridity. The course will be conducted in English.

Credits 4

Philosophy 205-207 : Special Topics in Philosophy

A course which examines special topics in Philosophy. See course schedule for any current offerings.

Credits 4

Philosophy 210 : Epistemology

Epistemology is the branch of philosophy that examines the nature of knowledge and justification. We will consider questions such as: What is knowledge? How is knowledge different from mere opinion? Can we really know anything at all? What should we believe? How can our beliefs be justified? In the process, we will also consider how these kinds of epistemological questions relate to questions in other areas of philosophy and to scientific inquiry.

Credits 4

Philosophy 215 : Ethics after Auschwitz

This course examines the moral challenge of what it means to be ethical after Auschwitz. Using Hannah Arendt's analysis of the concentration camp as a touchstone, it includes texts by Primo Levi, Victor Klemperer, Kant, Giorgio Agamben, Karl Jaspers, and Emmanuel Levinas, as well as poems by Nelly Sachs and Paul Celan, and the film *Son of Saul*. Course taught in English. May be elected as German Studies 215 for students with intermediate or advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German. Open to Seniors by consent of instructor only.

Credits 4

Cross-Listed

German Studies 215

Philosophy 217 : Bioethics

This course introduces students to a selection of current debates in bioethics, including topics such as artificial reproductive technology, abortion, health care resource allocation, disability accommodation, genetic testing, end-of-life care, physician-assisted suicide, and clinical research. In the context of discussing these issues, we will consider various ethical theories, including theories that emphasize the primacy of character, rights, consequences, and care for others. The class will be discussion focused with an emphasis on philosophical argumentation and writing.

Credits 4

Philosophy 218 : Restorative Justice

Restorative justice views wrongdoing as a breach of personal and/or communal relationships, and proposes that the proper response to wrongdoing is to make efforts to repair those relationships. In this course, we will examine both the theory and practice of varying forms of restorative justice. In a final project, groups of students will propose ways that our society could implement ideas of restorative justice -- within, alongside, or in place of our current criminal justice system.

Note: course meetings will occur at the Washington State Penitentiary, and the class will be composed of incarcerated and non-incarcerated students. Students must follow all rules and guidelines of the Penitentiary. Consent of the instructor is required, and students must also submit to, and pass, a criminal background check conducted by the Penitentiary. All semester, the course will meet at a non-standard time. Interested students should contact the instructor as soon as possible.

Credits 4

Prerequisites

Consent of instructor.

Philosophy 219 : Case Studies in Applied Ethics

The course will begin with a brief introduction to different ethical theories and frameworks. Then for the bulk of the semester, students will work in teams to develop and support proposed resolutions to specific case-studies. The culmination of the semester will be a public event where teams will present their resolutions of those cases. Each student will also submit an individually-written position paper about one of the cases.

Note: course meetings will occur at the Washington State Penitentiary, and the class will be composed of incarcerated and non-incarcerated students. Students must follow all rules and guidelines of the Penitentiary. Consent of the instructor is required, and students must also submit to, and pass, a criminal background check conducted by the Penitentiary. All semester, the course will meet at a non-standard time. Interested students should contact the instructor as soon as possible.

Credits 4

Prerequisites

Consent of instructor.

Philosophy 222 : Liberatory Pedagogies

Human interactions, particularly those that involve educational or caregiving relationships, can be dehumanizing and oppressive. Such interactions are also essential for becoming human, and they can be truly liberatory. How can one respect the humanity of all participants in educational relationships while also cultivating, through education, various forms of personal and social liberation? The course seeks to answer this question as it applies to "students" ranging from infants through adults, with a focus on texts by Jean-Jacques Rousseau, Maria Montessori, Paulo Freire, and bell hooks.

Credits 4

Philosophy 227 : Concepts of Nature in Modern European Philosophy

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

Credits 4

Cross-Listed

Environmental Studies 227

Philosophy 235 : Philosophy of Feminism

This course will introduce students to some of the questions explored within the philosophy of feminism, questions such as: What is it to be a woman? Are women oppressed? How do institutions of motherhood, marriage, and sex shape the lives of women? To answer these questions, we will read works by Marilyn Frye, bell hooks, Andrea Dworkin, Susan Bordo, and Christina Hoff-Summers.

Credits 4

Philosophy 251 : Chinese Philosophy and Contemporary Issues

This course explores major schools in Chinese philosophy and how they can be applied to think about contemporary issues. Part One surveys the fundamental concepts of the three main schools in the Chinese tradition, namely Confucianism, Daoism, and Chinese Buddhism. Part Two focuses on the theoretical and practical relevance of Chinese philosophy to contemporary issues. Part Two is divided into three themes: the self and family, community and extending care, and ideal governance. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Philosophy 261 : Philosophy of Science

This course focuses on philosophical issues that arise in the context of modern science. We will start with problems related to science in general, such as the difference between science and pseudoscience, the problem of induction, the nature of scientific objectivity, feminist critiques of science, and the role of values in science. We will then focus on philosophical problems arising within particular sciences, with a special focus on the philosophy of biology.

Credits 4

Philosophy 262 : Animals and Philosophy

Our lives are intertwined with the lives of animals. We eat them, wear them, and experiment on them, and yet we also consider them family members. What are animals such that they can serve all of these purposes? We will engage this question through two interrelated pathways. We will try to understand the mental lives of non-human animals. And we will try to define the moral dimensions of our relationship to animals. Formerly Philosophy 345-may not be taken for credit if completed 345.

Credits 4

Philosophy 270 : The Nature of Persons

This course will examine some key questions about the nature of persons, such as: What, if anything, binds a person together as a unified thing at any one time? What does it take for someone to remain the same person over time, and what kinds of changes would be equivalent to death? What would it take for a person to act freely and be responsible for their actions? Are human beings ever actually able to do that? We will approach those questions from both first-person and third-person perspectives, drawing on both philosophical reflection and scientific findings.

Credits 4

Philosophy 311 : Variable Topics in Plato

Students will engage in an in-depth examination of one or more of Plato's dialogues. This examination may center on a particular dialogue, a particular question or set of questions, or a particular theme as it develops throughout the Platonic corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Classics 311. See course schedule for any current offerings.

Credits 4

Cross-Listed

Classics 311

Philosophy 312 : Variable Topics in Aristotle

Students will engage in an in-depth examination of one or more of Aristotle's texts. This examination may center on a particular text, a particular question or set of questions, or a particular theme as it develops throughout the Aristotelian corpus. Students are encouraged to contact the professor for more information about the particular topic of the current iteration of the course. May be elected as Classics 312. See course schedule for any current offerings.

Credits 4

Cross-Listed

Classics 312

Philosophy 315 : Happiness

This course is a focused exploration of the nature of happiness. In the course, we will look at the nature of happiness as it is articulated in both historical and contemporary contexts. In the first half of the course, we will look at ancient conceptions of happiness, focusing on the accounts offered in Aristotle's *Nicomachean Ethics* and Cicero's *On Moral Ends*. In the second half of the course, we will turn our attention to contemporary accounts of happiness, looking at treatments of happiness in both psychology and philosophy.

Credits 4

Philosophy 318 : Hannah Arendt as Political Thinker

Hannah Arendt disavowed the title of philosopher, instead describing herself as a "political thinker." This seminar will investigate what Arendt means by this description, focusing in particular on the notions of "world," "natality," and what she terms the *vita activa*. Texts will include selections from *Origins of Totalitarianism*, *The Human Condition*, and *Eichmann in Jerusalem* as well as essays from Arendt's work on cultural theory. Course taught in English. May be elected as German Studies 318 for students with intermediate or advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

Credits 4

Cross-Listed

German Studies 318

Philosophy 319 : Frankfurt School Critical Theory

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

Credits 4

Cross-Listed

German Studies 319

Philosophy 320 : Contemporary Pragmatism

Contemporary pragmatism largely defines itself in opposition to modern Western philosophy, which it sees as wrongly trying to establish a foundation for indubitable truth about a mind-independent and language-independent external world. This course will work through the views of some of the most important contemporary pragmatists, with particular focus on the writings of Richard Rorty.

Credits 4

Philosophy 321 : Changing the Subject: Judith Butler and Philosophy

This course will examine the writings of contemporary philosopher and queer theorist Judith Butler in response to seminal texts from the European philosophical tradition. These texts will include selections from Hegel's *Phenomenology of Spirit*, the "Second Essay" from Nietzsche's *Genealogy of Morals*, Kant's "What is Enlightenment?" as well as Foucault's reply to that essay, and Levinas' "Peace and Proximity." The seminar will focus on, first, the close reading of the primary source philosophical texts, placing those texts into dialogue with Butler's critical interpretation of them. Thematically, it will engage such themes as the constitution of the subject, critique, and the relationship to the Other; methodologically, it will explore Butler's deconstructive and rhetorical style of reading, using it as an exemplar for the theoretical appropriation of traditional philosophical texts. classBi-weekly seminar presentation papers will be required, as well a final presentation and researched paper. The seminar is writing intensive, and emphasizes structured peer feedback. May be elected as Rhetoric, Writing and Public Discourse 321.

Credits 4

Cross-Listed

Rhetoric, Writing, and Public Discourse 321

Prerequisites

Philosophy 201 or Rhetoric, Writing and Public Discourse 230; or consent of instructor.

Philosophy 322 : Kant's Moral Philosophy

This course explores Kant's moral theory and recent appropriations of that moral theory in contemporary neo-Kantian ethics.

Credits 4

Prerequisites

Philosophy 127 or 202; or consent of instructor.

Philosophy 329 : Wittgenstein

Ludwig Wittgenstein was not one but two of the most important and original philosophers of the 20th century. Throughout his life, he emphasized the importance of understanding the nature of language, through which he addressed issues including logic, epistemology, metaphysics, philosophy of mind, and ethics. However, he did so in two radically different ways early and late in his career. In this course, we will work carefully through works from both periods, supplemented by relevant secondary sources.

Credits 4

Philosophy 332 : Reproduction

In this class, we will explore the ethical and metaphysical questions associated with reproduction. So, for example, do we have a right to have a child? If we do, is there ever a situation when we should forego acting on that right? What obligations do we have to our offspring? Do those obligations change as our offspring grows? What relationship should heterosexual sex have to reproduction? Does this relationship shape when and whether two people engage in this activity? Finally, how does reproduction impact our understanding of our genders? May be taken for credit toward the Gender Studies major or minor.

Credits 4

Philosophy 336 : Language and Meaning

This course is an introduction to the philosophy of language. The focus will be on the nature of linguistic meaning and the relationship between words and the world. We also will consider some of the implications of those issues on the nature of cognition and on our understanding of reality through language.

Credits 4

Philosophy 337 : Philosophy of Mind

A study of the nature and function of mind and consciousness and their place in the world of physical stuff. Readings will include classical as well as recent and contemporary work.

Credits 4

Philosophy 338-339 : Special Topics: Philosophers and Philosophical Movements

An examination of a philosopher or philosophical movement. See course schedule for any current offerings.

Credits 4

Philosophy 340 : Special Topics: Philosophical Problems

An examination of a philosophical problem. See course schedule for any current offerings.

Credits 4

Philosophy 353 : Heidegger: Art, Thing, Technology

What makes a work of art a work of art? How are artworks distinguished from everyday things like tools and use objects? Where does technology fit in this schema? This upper level seminar explores these questions through some seminal writings by 20th-century German philosopher Martin Heidegger. Readings will include selections from *Being and Time*, "The Origin of the Work of Art," "The Thing," and "The Question Concerning Technology." The selections from Heidegger will be supplemented by Plato and Aristotle, Walter Benjamin's "Art in the Age of Mechanical Reproduction," Derrida's *The Truth in Painting*, and Giorgio Agamben's "The Apparatus." Students will be asked to explore works of art by German, Austrian, and Swiss artists as well as works of their own choosing. The course is taught in English, and culminates in a Final Portfolio that includes a Final Seminar Paper. Applies toward the German Studies major requirement for a course taught at the 350 level or above. May be elected as German Studies 353.

Credits 4

Philosophy 356 : Contemporary Philosophy of Science

This course offers an advanced reading of several of the most important papers in contemporary philosophy of science, dealing with issues such as the nature of scientific "rationality," whether scientific theories contribute to understanding what is real, the nature of scientific evidence and scientific laws, and specific philosophical issues in contemporary physics and biology.

Credits 4

Prerequisites

One Philosophy course; or consent of instructor.

Philosophy 360 : Asian Philosophy of Women, Gender, and Sexuality

This seminar course explores key systems of thinking about women, gender, and sexuality in Asian traditions. Can one be a Confucian feminist? What about a Daoist feminist? How do we evaluate these culturally situated views? And most importantly, how can Asian philosophies help us understand the following dualities: sex/gender, nature/nurture, and biological/constructed? Drawing upon studies in social anthropology, psychology, and neuroscience, this seminar course critically engages with gender issues in Asian philosophy. [May be taken for credit toward the South Asian and Middle Eastern Studies major.](#)

Credits 4

Philosophy 365 : Confucius' Analects

This course is a close reading of the Analects, a seminal text in the Confucian tradition. As a class, we will explore the philosophy of the Analects and ways of reading the Analects as philosophy. We will also practice writing one's own philosophical commentary for the Analects following examples of historic Chinese philosophers. May be elected as Asian and Middle Eastern Studies 365.

Credits 4

Cross-Listed

Asian and Middle Eastern Studies 365

Philosophy 410 : Special Topics in Continental Philosophy

An examination of a text or problem from the Continental philosophical tradition. See course schedule for any current offerings.

Credits 4

Philosophy 415 : Zhuangzi and the Philosophy of Wandering About

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

Credits 4

Prerequisites

At least one course in Philosophy; or consent of instructor.

Philosophy 422 : Heidegger's Being and Time

Martin Heidegger's *Being and Time* (1927) is arguably one of the most groundbreaking works of philosophy published in the 20th century. This seminar is an intensive exploration of Heidegger's most important conceptual innovations in that work. These innovations include the relationship between *Dasein*, care, and world; the analysis of being-toward-death, anxiety, and the call of conscience; and the "destructuring" of the Western philosophical tradition. The seminar will be focused on the close reading of *Being and Time* supplemented by other primary and secondary sources intended to facilitate the understanding of basic terms and concepts. Course taught in English. May be elected as German Studies 422 for students with intermediate or advanced German language skills. Students electing to take the German Studies section will complete some reading in the original German and may complete some writing, and discussion assignments in German.

Credits 4

Cross-Listed

German Studies 422

Prerequisites

One course in Philosophy at the 200-level or above; or consent of instructor.

Philosophy 425 : Collaborative Project in Ethics and Society

This course is a senior capstone course for Ethics and Society majors. In this course, seniors will be tasked with collaboratively undertaking a public-facing project that develops their abilities to understand, critically analyze, and publicly communicate some complex moral question or issue. This course is required for Ethics and Society majors in their final fall semester. Senior philosophy majors can enroll, with consent of the instructor.

Credits 2

Philosophy 461 : Global Health Ethics

This seminar course discusses normative concepts, questions, and principles surrounding global health care from an interdisciplinary perspective. Drawing upon studies of health care policy, Asian amerychology, and medical anthropology, this course critically engages with ethical issues such as the social epistemology of health, fair distribution of health care resources, and cultural challenges to universal health care principles.

Credits 4

Philosophy 483, 484 : Independent Study

Study of selected philosophies or philosophic problems.

Credits 1-4

Prerequisites

Consent of instructor.

Philosophy 488 : Tutorial in Symbolic Logic

An introduction to the methods of symbolic logic, including the propositional calculus, quantification theory, and the logic of relations. Recommended for, and restricted to, advanced students who are considering graduate work in philosophy.

Credits 4

Prerequisites

Consent of instructor.

Philosophy 498 : Honors Thesis

A course designed to further independent research or projects resulting in the preparation of an undergraduate honors thesis and including an oral defense of the central issues of the thesis to be taken during the second term of the student's senior year. Required of and limited to senior honors candidates in philosophy.

Credits 4

Prerequisites

Admission to honors candidacy.

Physics

Chair: Kurt R. Hoffman

Andrés Aragonese

Moira I. Gresham

Douglas H. Juers

Ashmeet Singh

About the Department

Physics courses deal mainly with the laws governing fundamental natural phenomena and the applications of those laws. The major study program can provide a sound basis for students going on to graduate work in physics or engineering and for those planning to teach physics or seeking a background in physics for work in other fields.

A student who enters Whitman without any prior college-level preparation in physics or calculus will have to complete 47 credits to fulfill the requirements for the Physics major. Courses numbered 300 and above may not be taken P-D-F.

Learning Goals

Upon graduation, a student will be able to:

- Solve problems using discipline-specific knowledge and techniques.
- Design and conduct an experimental investigation, analyze the data, and assess theoretical models of the system being studied.
- Communicate their results through written and/or oral expression.

Distribution

For students who started at Whitman College prior to Fall 2024, specified courses in Physics can count toward the science, science laboratory, or quantitative analysis distribution areas.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Program Planning

Course progression for majors: A typical program of the required physics courses and mathematics and statistics requirements for students completing a Physics major with no advanced placement in calculus is as follows:

1. **First year:** Mathematics 124 or 125 (three credits); Physics 155 (see note) and Mathematics 126 (seven credits)
2. **Second year:** Physics 156 and Mathematics 225 (eight credits); Physics 245, 255, and Mathematics 244 (eight credits)
3. **Third year:** Physics 267; two 300-level Physics courses, including at least one of Physics 325, 339, 347, 357, or 385; and Mathematics 240 (nine credits)
4. **Fourth year:** Two or more 300-level Physics courses

- **Note**
 - Students with strong high school physics background (e.g., AP Physics C, calculus-based physics, college-level physics) should consider stepping directly into Physics 156 during the fall of their first or second year. If interested, contact a Physics professor about the placement exam prior to the fall semester.
 - Additional Physics courses must be taken during the third and fourth years to meet the minimum credit requirement. Every effort will be made to offer courses required for the major and combined majors every year. Upper-level electives will typically be offered in alternate years. Students seriously considering graduate studies in physics or a physics-related field are encouraged to consult with their major advisor to design a course of study that will be best suit their goals.
 - In the final semester of the senior year, the student must pass a senior assessment consisting of a written exam and a one-hour oral exam.

Non-major courses: Courses numbered below 110 are intended for students majoring in fields other than science.

General physics: There are two versions of the introductory general physics sequence. Physics 145/146 is intended for students planning no further study in physics. Physics 155/156 is intended for students planning to take upper-level physics courses, including Physics majors, Physics combined majors, Pre-Engineering majors and BBMB majors. To get course equivalency for Physics 145 or 155, the course must be calculus-based and have a lab component. The department administers placement exams during the summer for students with strong high school physics background who might be prepared to skip Physics 155 and begin the physics sequence with Physics 156 in the fall. A score of 5 on the Physics C Advanced Placement test transfers as credit for the lecture component of Phys 155; to obtain full credit for Phys 155, students must additionally take the 1-credit Phys155L course.

Physics/Pre-Engineering Major

Program of Study Type

3/2 Combined Program

Prepares students for fields of physical engineering, such as materials science and aerospace, civil, electrical, or mechanical engineering.

Common Requirements for all Pre-Engineering Majors

Students completing a Pre-Engineering major are required to complete the Whitman General Studies requirements (see *General Studies*).

Total credit requirements for a Pre-Engineering major: A student who enters Whitman College with no advanced placement in math or science courses will have to complete between 45 and 52 credits of courses to meet the specific requirements of one of the Pre-Engineering majors. Students must earn a total of 93 credits before completing their Whitman studies (rather than the 124 that are normally required), of which at least 62 credits must be earned at Whitman.

- **Required Courses**
 - Computer Science 167
 - Mathematics 225 and 244
 - Physics 145 or 155; and 156
 - Chemistry 125 and 135; or 140
- **Complete the requirements for a bachelor's degree in a field of engineering (or a related degree distinct from academic programs offered by Whitman College), from an ABET-accredited program.**
- **Notes**
 - Students entering Whitman with no advanced placement in Mathematics will also need to complete Mathematics 124 or 125; and 126.

Requirements for Physics/Pre-Engineering majors

- **Required Courses**
 - Complete the common Pre-Engineering course requirements.
 - Mathematics 240
 - Physics 245, 255, and 267
 - Six additional credits in Physics at the 300-level or above

Total Credits

45-52

Biochemistry, Biophysics, and Molecular Biology Major

Program of Study Type

Combined Major

Total credits required for a BBMB major: 63 credits, including supporting Chemistry and Mathematics courses, for students who started the major before Fall 2024; 66 credits for students starting in Fall 2024 or later.

- **Required Biology Courses**
 - For students who started before Fall 2024: Biology 111 and 205

- For students starting in Fall 2024 and later: Biology 101, 101L, 102, 102L, and 205
- **Required Chemistry Courses**
 - Chemistry 125, 126, 135, and 136; or 140
 - Chemistry 245, 246, 251, and 252
- **Required Physics Courses**
 - Physics 145 or 155; and 156
- **Required Mathematics Courses**
 - Mathematics 225 (*prerequisites*: Mathematics 124 or 125; and 126)
- **Required BBMB Courses**
 - BBMB 324, 325, 326, 334, 335, 336, and 400
- **Additional Required Courses**
 - BBMB, Biology, Chemistry, or Physics 490 or 498
 - At least 7 additional credits from courses at the 200-level or above in BBMB, Biology (excluding Biology 206), Chemistry, Computer Science, Mathematics and Statistics, or Physics
- **Senior Requirements**
 - BBMB 400 and BBMB, Biology, Chemistry, or Physics 490 or 498
 - Senior assessment
 - Oral examination administered by two faculty members
 - Research-based thesis
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis.
 - Pass both the oral and written components of the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students who are candidates for honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Only 1 credit of Chemistry 401, 402, or Mathematics 299 may be applied toward the major.
 - Up to 2 credits of independent projects (Biology 481, and 482, Chemistry 390, 451, and 452, Computer Science 481 and 482, or Physics 483 and 484) can count for elective credit.
 - No P-D-F courses.

Total Credits

63-66

Geology-Physics Major

Program of Study Type

Combined Major

- **Required Geology Courses (25 Credits)**
 - One introductory course plus lab, chosen from:
 - Geology 110 and 111
 - Geology 120 and 121
 - Geology 125 and 126
 - Geology 227, 270, 310, 358, 405, 420, and 470
- **Required Physics Courses (21-22 Credits)**
 - Physics 145, 155, or 347
 - Physics 156, 245, 255, and 267
 - Two courses chosen from Physics 325, 339, 347, 357, and 385
 - Physics 347 may not be used to satisfy multiple requirements.
- **Required Supporting Science Courses (17 Credits)**
 - Chemistry 125 and 135

- Mathematics 125, 126, 225, and 244
- **Senior Requirements**
 - Geology 470
 - Senior assessment
 - Comprehensive written exams in both Geology and Physics
 - One-hour oral exam by Physics and Geology faculty
- **Honors**
 - Students submit an "Honors in Major Study" application to the department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day.

Total Credits

61-62

Mathematics-Physics Major

Program of Study Type

Combined Major

- **Required Mathematics Courses (25 Credits)**
 - Mathematics 225, 240, and 244
 - Mathematics 367 or 368
 - Six additional credits in Mathematics courses at the 200-level or above
- **Required Physics Courses (24 Credits)**
 - Physics 145, 155, or 347
 - Physics 156, 245, 255, and 267
 - Three additional courses chosen from:
 - Physics courses numbered between 300 and 480
 - The lecture/lab combination of BBMB 324 and 334
 - Selection must include at least two of the following: Physics 325, 339, 347, 357, and 385.
 - Physics 347 may not be used to satisfy multiple requirements.
- **Senior Requirements**
 - Written exam in both Mathematics and Physics
 - Combined oral exam, scheduled by the Physics department
- **Honors**
 - Students submit an "Honors in Major Study Application" to the department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.

- The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - If students place out of Physics 155, they must take Physics 347.

Total Credits

49

Physics-Astronomy Major

Program of Study Type

Combined Major

- **Required Astronomy Courses (22 Credits)**
 - Astronomy 177, 178, and 179
 - Two courses chosen from Astronomy 310, 320, and 330
 - At least two credits from Astronomy 310, 320, 330, 350, 360, 380, 391, 392, or 490
- **Required Physics Courses (24 Credits)**
 - Physics 145, 155, or 247
 - Physics 156, 245, 255, and 267
 - Two courses chosen from Physics 325, 339, 347, 357, and 385
 - One additional course in Physics numbered between 300 and 480, or the lecture/lab combination of BBMB 324 and 334
- **Required Mathematics Courses (13 Credits)**
 - Mathematics 125, 126, 225, and 244
- **Senior Requirements**
 - Two-part comprehensive written exam
 - One-hour oral exam conducted jointly
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Total Credits

59

Physics-Environmental Studies Major

Program of Study Type

Combined Major

Total credit requirements for a Physics-Environmental Studies major: 55-56 (23-24 in Physics, 7 in Mathematics, and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Physics-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Physics Courses**
 - Physics 145, 155, or 347
 - Physics 156, 245, 255, and 267
 - Two courses chosen from Physics 325, 339, 347, 357, and 385
 - Choose one of the following:
 - One additional Physics course numbered 300-480
 - BBMB 324 and 334
- **Required Mathematics Courses**
 - Mathematics 225 and 244
- **Senior Requirements**
 - Written exam in Physics
 - Oral exam in Physics
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.

- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - If students place out of Physics 155, they must take Physics 347.
 - Physics 347 may not be used to satisfy multiple requirements.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Social Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	55-56

Physics Major

Program of Study Type

Major

- **Required Courses**
 - Physics 145, 155, or 347
 - Physics 156, 245, 255, 267, and 339
- **Additional Courses**
 - Four additional courses chosen from:
 - Physics courses numbered between 300 and 480
 - The lecture/lab combination of BBMB 324 and 334
 - Selection must include at least three of the following: Physics 325, 347, 357, and 385
 - Physics 347 may not be used to satisfy multiple requirements.
 - Mathematics 225 and 244
 - Mathematics 240 or 367
- **Senior Requirements**
 - Written and oral exam
- **Honors**
 - Students submit an "Honors in Major Study Application" to the department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - If students place out of Physics 155, they must take Physics 347.
 - Students without prior computer programming experience should consider taking Computer Science 167 within their first two years of study.
 - No courses may be taken P-D-F.

Total Credits	45-46
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Physics Minor

Program of Study Type
Minor

- **Required Courses**

- Physics 145 or 155
- Physics 156, 245, and 255
- Six additional credits in Physics courses numbered between 200 and 480, or BBMB 324 and 334

Total Credits

18

Physics Course Descriptions

Physics 101, 102 : Special Topics

Course designed for nonscience majors to explore some basic concepts of physics and their applications through readings, discussion, problem-solving, and occasional laboratory activities. Possible course titles include: *How Things Work*, *Light and Color*, and *Physical Science*. The topic for each course will be designated prior to registration for the semester in which the course will be taught. Students with AP credit for physics at Whitman or who have received credit for Whitman's Physics 145 or higher cannot receive credit for Physics 101 or 102. See course schedule for any current offerings.

Credits 3

Physics 103 : Sound and Music

This course will provide students with conceptual, quantitative, and laboratory based analysis of sound, musical instruments, music recording and storage, and room acoustics. Through detailed analysis of musical instruments as physical systems, students will develop an understanding of important physical concepts including sound waves, harmonic oscillators, energy, standing waves, resonance, and more. The course will culminate in student projects that may include building an instrument, designing and executing an experimental investigation related to acoustics, or extending course material to a new area of inquiry through a research paper. The course will meet four hours a week with two of those hours typically devoted to laboratory based learning.

Credits 3

Physics 105 : Energy and the Environment

This course examines the physical principles that govern energy transformations. It will focus on the use of energy in the world, specifically its production, transportation, consumption and the implications this use has for the environment. Topics addressed will range from the mechanical to electricity and magnetism and from thermodynamics to atomic/nuclear physics. Energy resources both new and traditional (fuel cells versus oil) will be addressed as well as environmental issues ranging from global warming to the disposal of radioactive waste. This course assumes a basic familiarity with algebra.

Credits 3

Physics 115, 116 : Contemporary Issues in Physics

This course serves as an introduction to contemporary issues and topics in physics. Through readings and discussions, students will explore the activities of modern-day physicists. Although this course is intended for students planning to continue toward a physics or physics-related major, it is an excellent course for students wanting a better understanding of what physics is "all about" and how it is done, as a profession, at the beginning of the 21st century. Physics 115 and 116 each may be taken once, for a total of two credits. No examinations. Graded credit/no credit only. Does not fulfill science or quantitative analysis distribution.

Credits 1

Corequisites

Corequisite for Physics 115: Physics 155; or consent of instructor.

Corequisite for Physics 116: Physics 156; or consent of instructor.

Physics 135 : Introduction Physics Laboratory

A course option specifically for students who score a 5 on the AP Physics C: Mechanics exam or who have taken calculus-based introductory physics without a laboratory at another institution; such students may complete Phys 135 to receive College credit equivalent to Phys 155. The course is a series of exercises and problems requiring the manipulation of physical apparatuses and use of data collection and computation tools. Laboratory exercises and problems are designed to deepen student understanding of physical phenomena addressed in General Physics 155. Phys 135 students enroll in a Phys 155L laboratory section alongside Phys 155 students. Graded credit/no credit only. Does not fulfill science or quantitative analysis distribution.

Credits 1

Prerequisites

Consent of instructor.

Physics 145 : General Physics I – with Applications to Life and Earth Sciences

This course focuses on classical mechanics: kinematics, Newton's Laws, energy and momentum conservation, torques, fluids, and waves. Examples and problems will focus on applications of physical principles to life and earth science fields to a greater extent than in Physics 155. Students enrolling in this course also will be required to enroll in an associated laboratory course (Physics 145L). Three 50-minute or two 80-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations.

Credits 4

Corequisites

Includes a required corequisite lab, Physics 145L.

Physics 146 : General Physics II – with Applications to Life and Earth Sciences

This course is a continuation of the course Physics 145. Topics studied include electricity and magnetism, circuits, optics, nuclear and atomic physics. Examples and problems will focus on applications of physical principles to life and earth science fields to a greater extent than in Physics 156. Not intended for students planning to take upper level physics or biophysics. Students enrolling in Physics 146 also will be required to enroll in an associated laboratory course (Physics 146L). Three 50-minute or two 80-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations.

Credits 4

Prerequisites

Physics 145 or 155; and Mathematics 124 or 125.

Corequisites

Includes a required corequisite lab, Physics 146L.

Physics 155 : General Physics I

This course focuses on classical mechanics: kinematics, Newton's laws of motion, energy and momentum conservation, and waves. Students enrolling in this course also will be required to enroll in an associated laboratory course (Physics 155L). Three 50-minute or two 80-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations.

Credits 4

Corequisites

Includes a required corequisite lab, Physics 155L.

Physics 156 : General Physics II

This course is a continuation of the course Physics 155. Topics studied include electricity and magnetism, circuits, optics, plus brief introductions to more contemporary topics such as special relativity or quantum physics. Students enrolling in Physics 156 also will be required to enroll in an associated laboratory course (Physics 156L). Three 50-minute or two 80-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations.

Credits 4

Prerequisites

Physics 145 or 155; and Mathematics 124 or 125.

Corequisites

Includes a required corequisite lab, Physics 156L.

Physics 200-203 : Special Topics

See course schedule for any current offerings.

Credits 1-4

Physics 245 : Twentieth Century Physics I

Topics include thermodynamics, special relativity, nuclear decay and radiation, wave nature of particles, introduction to the Schrodinger Equation: infinite well. Mathematical methods relevant to these areas of inquiry will be discussed: probability theory, differential equations.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 126: Calculus II](#)

[Physics 156: General Physics II](#)

Corequisite Courses

[Mathematics and Statistics 225: Calculus III](#)

Physics 255 : Twentieth Century Physics Laboratory

Experimental investigations of a variety of phenomena relating to the Physics 245 course. Experimental topics studied include: thermodynamics, nuclear decay and radiation, photoelectric effect and standing waves. Emphasis on experimental technique, problem-solving, data analysis, and scientific writing. No examinations. One three-hour laboratory per week.

Credits 1

Physics 267 : Analog & Digital Electronics and Instrumentation

This is a semester long course/laboratory combination that serves as an in-depth introduction to the theory and practice of analog/digital electronics and instrumentation. The course content may include: combinational logic, Boolean algebra, Karnaugh maps, sequential logic, digital circuit design, AC signals, equivalent circuits, filter theory and implementation, transistor theory and implementation, and operational amplifier circuits. Meets for one 80 minute class and one 3-hour lab per week (two sections of lab offered).

Credits 3

Prerequisite Courses

[Physics 156: General Physics II](#)

Corequisites

Includes a required corequisite lab, Physics 267L.

Physics 300-303 : Special Topics

See course schedule for any current offerings.

Credits 1-4

Physics 324 : Biophysics

The application of concepts and approaches from physics and mathematics (e.g. mechanics, thermodynamics, electromagnetism, quantum physics, probability) to deepen understanding of molecular and cell biology. We will focus on simplified models that capture the salient features of biological systems. Example topics include diffusion, hydrodynamics and cellular locomotion, free energy transduction, ligand binding, entropic forces, molecular motors, macromolecular conformation, signal propagation in neurons, gene expression, and vision. Includes exercises in computation; no prior coding experience assumed. Three one-hour lectures per week; weekly problem sets; exams. May be elected as BBMB 324. Open to non-BBMB/Physics majors only with consent of instructor.

Credits 3

Cross-Listed

Biochemistry, Biophysics, and Molecular Biology 324

Prerequisite Courses

[Mathematics and Statistics 225: Calculus III](#)

[Physics 156: General Physics II](#)

Physics 325 : Electricity and Magnetism

Electrostatics, electric and magnetic properties of materials, electromagnetic theory. Maxwell's equations, electromagnetic waves, boundary value problems. Includes mathematical methods of wide use in physics. Lectures and problems.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 244: Differential Equations](#)

[Physics 245: Twentieth Century Physics I](#)

Physics 334 : Biophysics Laboratory

Laboratory exercises on a range of biophysical topics. Experimental testing of models developed in BBMB 324. Study of macromolecules using techniques that may include absorption spectroscopy, fluorescence spectroscopy, circular dichroism, NMR, crystallization and structure determination via X-ray diffraction. One three- to four- hour laboratory per week. May be elected as BBMB 334. Open to non-BBMB/Physics majors only with consent of instructor.

Credits 1

Cross-Listed

Biochemistry, Biophysics, and Molecular Biology 334

Corequisite Courses

[Physics 324: Biophysics](#)

Physics 339 : Advanced Laboratory

Experimental investigations of sophisticated analog and digital circuitry and the fundamental physics underpinning their operation. Students will employ programming tools to automate and enhance aspects of experimental techniques and subsequent analysis of data. Students will design and implement extensions to experiments in classical and modern physics with an emphasis on laboratory technique, technical and scientific writing, and analysis. The course will be a combination of lecture and laboratory activities meeting two days a week.

Credits 3

Prerequisite Courses

[Physics 245: Twentieth Century Physics I](#)

[Physics 267: Analog & Digital Electronics and Instrumentation](#)

Physics 347 : Classical Mechanics

Non-inertial coordinate systems, systems of particles, rigid body motion. Lagrangian mechanics, normal modes of vibration, and Hamiltonian mechanics. Includes mathematical methods of wide use in physics. Lectures and problems. Three lectures per week.

Credits 3

Prerequisite Courses

[Physics 245: Twentieth Century Physics I](#)

Physics 348 : Optics

Modern physical optics including a study of the propagation of light, coherence and interference, diffraction, image formation. Fourier optics, spatial filtering, polarization, the optical activity of solids, the quantum nature of light, lasers, and holography. Lectures and problems. Three lectures per week.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 244: Differential Equations](#)

Corequisite Courses

[Physics 245: Twentieth Century Physics I](#)

Physics 350 : Soft Condensed Matter

Soft condensed matter is a rapidly growing area of study, focusing on the behavior of easily deformed materials. Colloids, polymers, surfactants, liquid crystals, gels, foams, and granular materials are all easily deformed by relatively weak external stresses including mechanical forces, electric or magnetic fields, fluid flow and thermal energy. Soft matter materials include biological materials, foods, and silly putty, and often confound, or straddle, conventional classifications of matter. We will investigate the behavior of several types of soft matter, and explore how models that incorporate self-assembly, mesoscopic length scales and coarse graining, viscoelasticity, thermal energy and entropy, and universality help us to understand their complex behavior. Assignments will include problem sets, exams, in-class lab activities and one project/report.

Credits 3

Prerequisite Courses

[Physics 156: General Physics II](#)

Physics 357 : Thermal Physics

Thermodynamics, entropy, thermodynamic potentials, phase changes, chemical reactions, kinetic theory, distributions, phase space, transport phenomena, fluctuations; classical and quantum statistical mechanics, application to solids, radiation, superfluids, lasers, and astrophysics. Lectures, discussion, and problems.

Credits 3

Prerequisite Courses

[Mathematics and Statistics 244: Differential Equations](#)

Corequisite Courses

[Physics 245: Twentieth Century Physics I](#)

Physics 377 : Particle Physics

From electrons to quarks to neutrinos to the Higgs mechanism, this course centers on a quantitative introduction to the Standard Model of particle physics---the well-tested model that describes all elementary particles and non-gravitational forces discovered up until the present. A significant portion of the class will be dedicated to learning and using the Feynman Calculus to calculate observable properties of elementary particle interactions. The course will end with a description of the Higgs mechanism and a discussion of some of the most pressing outstanding questions in particle physics.

Credits 3

Prerequisite Courses

[Physics 245: Twentieth Century Physics I](#)

Corequisites

Recommended corequisite: Mathematics and Statistics 240.

Physics 385 : Quantum Mechanics I

This course begins with the quantum description of some two-dimensional systems (photon polarization and spin-1/2 particles) using the formalism of matrix mechanics. The course then moves on to cover two-particle systems, time evolution, and continuous systems (e.g., the harmonic oscillator). Lectures, discussion, problems. In years when the Quantum Mechanics laboratory is offered as a corequisite with the course experiments will include single photon interference, and tests of local realism (e.g., Bell inequalities). The course will be 3-credits with no lab, and 4-credits with the lab.

Credits 3-4

Recommended Prerequisites

Mathematics 240 or 367.

Prerequisite Courses

[Mathematics and Statistics 244: Differential Equations](#)

[Physics 245: Twentieth Century Physics I](#)

Corequisites

Includes an optional 1-credit corequisite lab, Physics 385L.

Physics 451, 452 : Advanced Topics in Physics

Specialized topics in physics such as: spectroscopic techniques, semiconductor physics, laser physics, plasma physics, advanced instrumentation techniques. See course schedule for any current offerings.

Credits 1-3

Prerequisites

Consent of instructor.

Physics 481, 482 : Seminar

Oral reports by students on individual reading and research, talks by faculty and visiting physicists, group discussion of readings of general interest. Students submit notes on talks and their own lecture notes. No examinations. One meeting per week. Graded credit/no credit.

Credits 1

Prerequisites

Consent of instructor.

Physics 483, 484 : Independent Study

Experimental or theoretical research or reading in an area of physics not covered in regular courses, under supervision of a faculty member. Maximum six credits.

Credits 1-3

Prerequisites

Consent of instructor.

Physics 490 : Thesis

Preparation of a thesis.

Credits 3

Physics 498 : Honors Thesis

Designed to further independent research or projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in physics.

Credits 3

Prerequisites

Admission to honors candidacy.

Politics

Chair: Jack Jackson

Susanne Beechey

Shampa Biswas (*on sabbatical, 2024-2025*)

Denise Fernandes

Robert Flahive

Andrea Sempértegui (*on sabbatical, Fall 2024*)

Aaron Strain (*on sabbatical, 2024-2025*)

Stan Thayne

Ian Walling

About the Department

The departmental aim is to cultivate in students a critical ability to interpret political questions from a variety of perspectives. A student who enters Whitman without any prior college-level preparation in politics will have to complete 36 credits to fulfill the requirements for the Politics major.

The Politics department also participates in various interdepartmental major study programs. For additional information, consult the department's home page at www.whitman.edu/academics/majors-and-programs/politics.

The Politics department encourages language study as part of a robust liberal arts education.

Learning Goals

Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Demonstrate knowledge of the interconnections of political institutions, movements, concepts, and events from multiple intersecting vantage points.
- **Critical Thinking**

- Identify contested assumptions, ideas, and intellectual debates in politics scholarship. Pose critical questions about power relations as key political questions in a globalizing world are investigated.
- **Research Experience**
 - Conduct a focused academic inquiry that demonstrates a critical awareness of competing arguments in response to a key question; formulate a systematic path of analysis; generate creative findings based on original research.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Politics count toward the social sciences distribution area; selected courses count toward either social sciences or cultural pluralism.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Politics-Environmental Studies Major

Program of Study Type

Combined Major

Politics-Environmental Studies students critically engage with the complex nature of power in the world that we live especially as it relates to environmental institutions, ideas, and values. Students also explore how power plays a role in the ability of a society to make the essential decisions that affect our lives and the environment in ways both large and small.

Total credit requirements for a Politics-Environmental Studies major: 57 (32 credits in Politics and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Politics-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**

- **Required Politics Courses**
 - Introductory Politics: one course chosen from Politics 119, 124, 228, or 287
 - Political Economy: one course chosen from Economics 100 or Politics 363
 - Global Politics: one course chosen from Politics 120, 147, 232, 331, or 335
 - Other courses may be substituted with the approval of Environmental Politics faculty.
 - Twelve additional credits in Politics electives, including at least 8 credits at the 300- or 400-level
 - Politics 490, 497, or 498
- **Additional Required Courses**
 - Environmental Studies 488 or 498
- **Senior Requirements**
 - Politics 490, 497, or 498
 - Environmental Studies 488 or 498
 - C- or above on thesis
 - One-hour oral thesis defense
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will notify students attaining honors and submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No more than eight credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses. These may be applied at the 100- and 200-level.
 - No P-D-F courses.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Total Credits	57

Politics

Program of Study Type

Major

- **Required Courses**
 - At least 12 credits of courses at the 300- or 400-level, not including Politics 490, 497, and 498
 - Politics 490; and 497 or 498
- **Senior Requirements**
 - Politics 490; and 497 or 498
 - Grade of at least C- on thesis
 - One-hour oral thesis defense attended by two faculty members
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.

- The department will notify students attaining honors and submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No more than eight credits in off-campus programs, transfer credits, or credits from cross-listed courses taught by faculty in other departments. These may be used at the 100- or 200-level.
 - The program for the major is to be planned by the student and their advisor to ensure adequate breadth in the courses taken. Only courses taught or co-taught by Whitman Politics department faculty members are eligible for satisfying the major requirements for coursework at the 300- or 400-level.
 - No courses may be taken P-D-F.

Total Credits

36

Politics Minor

Program of Study Type

Minor

- **20 Credits**
- **Required Courses**
 - At least 8 credits at the 300-level or above, taken from at least two professors.
- **Notes**
 - Only courses taught or co-taught by Whitman Politics department faculty members are eligible for satisfying the minor requirements for coursework at the 300- or 400-level.
 - No more than 4 credits in off-campus programs, transfer credits, or credits from cross-listed courses taught by faculty in other departments. These may be used at the 100- or 200-level.
 - No courses may be taken P-D-F.

Total Credits

20

Politics Course Descriptions

Politics 101-105 : Special Topics in Politics: Introductory Level

An introductory course designed to familiarize students with basic concepts and problems in the study of politics. When offered, courses will focus on a different topic or area and will generally include lectures and discussion. The class is specifically aimed at first and second year students. See course schedule for any current offerings.

Credits 4

Politics 109 : Introduction to U.S. Politics and Policymaking

This course introduces students to the various institutions, actors, and ideologies of contemporary U.S. politics and policymaking. We will make visible the multiple sites of policy formation in the United States as we move away from speaking of "the government" in the singular. Through a series of contemporary policy case studies, we will explore the many openings to influence policymaking and discover the myriad ways that good ideas can die. Throughout the course we will view U.S. politics and policymaking with a critical eye toward the impacts of gender, race, class, sexuality, and other systems of power and difference.

Credits 4

Politics 110 : Introduction to the Politics of Migration and Immigration

The movement of people across national borders has emerged as a central nexus of politics around the world—from the rise of anti-immigrant populist movements in Europe and the United States, to the global spread of hyper-militarized border enforcement regimes; from fierce debates about race, religion, and nationalism in receiving countries, to the ways out-migration transforms the economies and societies of sending countries. This course combines a global overview of migration politics with a focused introduction to the U.S. immigration system. Topics addressed include: colonialism, imperialism, and the historical roots of contemporary migrations; the political economy of migration on a local and global scale; race, nationalism, and nativism; the rise of militarized border enforcement; immigrant rights and anti-immigrant social movements; climate change and migration; and the history and workings of U.S. immigration law and policy.

Credits 4

Politics 114 : Introduction to African Politics

This course introduces students to a variety of scholarly works and arguments about the meaning and nature of African politics. We will not simply learn about how African politics and society are shaped by historical, economic, and legal conditions, but also how to critically evaluate a range of academic theories designed to explain political conditions in contemporary African politics. For these primary reasons, we will look at a variety of political challenges facing African state and how resolutions to these challenges may require a shift in the ways we evaluate the success of politics in general. Additionally, we will dedicate part of the course to looking closely at the nature of political authority, factors that shape political identities, transitions to democracy, various political ideologies, and pressing issues regarding economic development and poverty.

Credits 4

Politics 117 : Introduction to U.S. Constitutional Law, Culture & Political Thought

This course will provide a broad introductory survey of the emergence and development of the U.S. Constitutional tradition. We will situate that development within a set of enduring power struggles and constitutive political facts: the radical impulses of democracy, the collective yet fragmented nature of sovereignty in constitutional structure and theory, the individualistic logic of "rights," the racialized order of U.S. law and society, the politics of property and distribution, the culture of fear and empire, and the ideology of "progress." Readings will include texts by Alexis de Tocqueville, Hannah Arendt, Charles Beard, James Madison, The Anti-Federalists, and Thomas Paine. We will devote time to very close readings of primary texts, including: the Declaration of Independence, The U.S. Constitution (as originally ratified + the Bill of Rights and subsequent Amendments), and decisions of the U.S. Supreme Court. By the end of the course, we will have to consider whether the U.S. has had one constitution or several constitutions sequentially (early republic, post-Civil War, post-New Deal, post-Brown) or many constitutions competing all at once, a jurisprudential schizophrenia that perhaps continues to this day.

Credits 4

Politics 119 : Whitman in the Global Food System

This course uses food as a window through which to examine the study of politics and its connections to our everyday lives. Topics range from the geopolitics of food aid and trade to the gendered politics of export agriculture in the Third World, from the political ecology of obesity in the United States to the causes of famine in Africa. The course is designed to get students out of the classroom and into the larger community. To this end, along with standard seminar readings, discussions, and occasional lectures, the course includes short field trips and small group projects in which students trace connections between food on campus and larger global processes.

Credits 4

Politics 120 : History and Politics of Mexican Food

"Mexican food" is a contested, global category cross-cut with Indigenous, Spanish, African, Middle Eastern, French, German, Filipino, and other influences. It is deeply intertwined with histories of nationalism, transnationalism, revolution, Indigeneity, environmental transformation, internal and external migrations, rural-urban transitions, international politics, identity, culture, and industrialization. In this class, students will explore Mexican food as an entry point to engage with these and other historical and political questions, always in relation to food's central role in constructing and reinforcing categories of race, class, gender, and sexuality. We will examine Mexican food at the level of consumption, production, ecology, and representation in Mexico and beyond. This class combines rigorous analysis of academic texts along with community-based learning. In the community-learning portion of the class, cooking, eating, and discussing Mexican food will deepen and expand students' understanding of the history, politics, and significance of Mexican food, while nurturing relationships between Whitman and Mexican-American communities in Walla Walla. May be elected as History 120.

Credits 4

Cross-Listed

History 120

Politics 121 : Introduction to Ancient and Medieval Political Theory

This course introduces students to the history of European political theory through an investigation of classical Greek and premodern Christian writings. Texts to be explored may include Aeschylus's *Oresteia*, Thucydides's *Peloponnesian War*, Plato's *Republic*, Aristotle's *Politics*, St. Augustine's *City of God*, and St. Thomas Aquinas's *Summa Theologica*. May be elected as Classics 221.

Credits 4

Cross-Listed

Classics 221

Politics 122 : Introduction to Modern European Political Theory

This course introduces students to the history of European political theory from the 16th through the 19th centuries, focusing particularly on the origins and development of liberalism. Themes covered in this class may include: How did political theorists make sense of the developing nation state? How have modern political theorists conceived of the concepts of "justice," "freedom," and "equality"? What role did the growing dominance of capitalism play in altering political conceptions of the individual? How have Marxist and anarchist thinkers critiqued the language of liberalism? Authors to be considered may include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, and Marx. Politics 121 is not a prerequisite for Politics 122.

Credits 4

Politics 124 : Introduction to Politics and the Environment

An introduction to key concepts in the study of politics using environmental issues as illustrations. Designed for first- and second-year students, this course encourages critical thinking and writing about such political concepts as equality, justice, freedom, liberalism, power, dissent, individualism, and community. Strong emphasis is placed on developing critical writing skills and persuasive oral arguments. A field trip may be required. Three periods a week.

Credits 4

Politics 125 : The Politics of Indigeneity

This course introduces Indigeneity as a historical, political and relational formation. By historically grounding the term in the colonial imposition of the category of "indian" in the fifteenth century, we will explore Indigeneity's multiple genealogies and mutations across the Americas. While contemporary Indigenous movements and organizations have critically adopted and adapted Indigeneity as a political category to advance collective projects of territorial sovereignty and self-determination, the course will familiarize students with the intricate relation between indigeneity, race and ethnicity. For this, it will be organized into thematic sections that conceptualize indigeneity alongside race and ethnicity, while also challenging Indigeneity as a state imposed "racial identity" (North America) or "ethnic identity" (Latin America). On the contrary, even though Indigeneity has been structurally formed in relation to race and culture, its contemporary deployment and development by Indigenous scholars and activists point to the political nature of this concept.

Credits 4

Politics 147 : International Politics

This course is designed as an introduction to the study of contemporary international politics. The course will explore contending approaches to the study of international politics, including political realism, political idealism and liberalism, feminism, political economy, and constructivism. We will discuss how these different approaches can help us understand major current issues, including war and peace, weapons proliferation, the environment, globalization, and human rights.

Credits 4

Politics 200-204 : Special Studies in Politics: Introductory Level

An introductory course designed to familiarize students with basic concepts and problems in the study of politics. When offered, courses will focus on a different topic or area, and will generally include lectures and discussion. See course schedule for any current offerings.

Credits 1-4

Politics 207 : Islam and Politics

This course surveys the various significations of Islam in contemporary politics, with an emphasis on references to Muslims from the Middle East. We will consider how authors have advanced diverse, and often conflicting, understandings of Islam in response to concrete political problems in the 20th century—and what it means for us, in a post-9/11 world, to study what they said. The course is divided in two parts: 'Beginnings as Dissidence' and 'Political Order Today.' In the first part ('Beginnings as Dissidence'), we consider instantiations of political thought that draw on origin stories to resist existing power structures. Our survey will include articulations of Islam in relation to republicanism, Marxism, black internationalism, and the anti-colonial tradition. In the second part ('Political Order Today'), we consider instantiations of political thought that reference Islam to establish, justify, and/or reform existing power structures (e.g. the modern state). Our survey will include articulations of Islam in relation to liberal democracy, constitutionalism, neo-liberalism, and themes pertaining to the status of minority populations in plural societies (e.g. gender equality and free speech). May taken for credit toward the Middle East/Islamic World area requirement for the South Asian and Middle Eastern Studies major.

Credits 4

Politics 212 : What is Political Freedom?

This course asks the deceptively simple question: what is political freedom? Is freedom necessarily tied to the idea of "the political"? Or is freedom best understood as being primarily challenged by the formation of the political and the decisions rendered there? Is political freedom concerned primarily with the individual? Or with the polity as a whole? Or with political collectives that cross familiar political boundaries and borders? Who is capable of political freedom? The many? The few? Do we all desire political freedom or is it a burden most would prefer not to carry? Is political freedom a gift or a right? What obstacles to realizing political freedom exist in the present? What powers and practices enable it? What powers and practices enfeeble it? We will explore these questions via an engagement with the thinking of Hannah Arendt, Aristotle, Isaiah Berlin, Fyodor Dostoevsky, Milton Friedman, Emma Goldman, Martin Luther King, Jr., Catharine MacKinnon, Karl Marx, J.S. Mill, Plato, J.J. Rousseau, and Alexis de Tocqueville.

Credits 4

Politics 215 : The First Amendment: Speech, Press, and Assembly

The First Amendment is central to the functioning of U.S. democracy. Moreover, some scholars contend that the First Amendment is at the very heart of the "meaning of America." In this class, we will focus on the clauses regarding speech, assembly, and the press while concentrating on the intertwined issues of freedom, democracy, and power. Some specific questions to be addressed include: what is the relationship between the First Amendment and the politics of public space; concentrated media power; new political economies of knowledge; the suppression and protection of dissent; and socio-political inequalities (e.g., group libel and hate speech)? We will also interrogate the alleged distinction between speech/act and, more broadly, between reason-persuasion/violence-force. In this course we will study the development of legal doctrine and spend a fair amount of time reading case law.

Credits 4

Politics 228 : Political Ecology

This course introduces students to the interdisciplinary field of "political ecology," a framework for thinking about environmental politics that combines insights from geography, anthropology, history, political economy, and ecology. Through the lens of case studies from around the world, the course critically examines the origins and key contributions of political ecology, with a focus on three themes:

- 1) Nature-society relations, or the challenges of weaving history, economy, and power into the study of the environment (and vice versa);
- 2) The politics of resource access and control in diverse settings from Amazonian forests to biotech laboratories;
- 3) The (dis)connections between environmental movements and social justice struggles.

Credits 4

Politics 232 : The Politics of Globalization

This course introduces students to some of the major scholarly works and central debates about globalization. The course will critically examine some of the competing perspectives on the historical origins of globalization, the shape and intensity of its many dynamics (economic, political and cultural), its inevitability and desirability, and its impacts on different communities around the world. Some of the central themes covered will include the future of the nation-state, the salience of various transnational actors, changing patterns of capital and labor mobility, rising levels of environmental degradation and new kinds of cultural configurations.

Credits 4

Politics 240 : Mexico: Politics and Society in the Age of NAFTA

Mexico and the United States have been inextricably connected for as long as both countries have existed. Currently, Mexico is the United States' third largest trade partner. More than 10 percent of the U.S. population is of Mexican descent, and every year millions of U.S. residents visit Mexico as tourists. And yet—fed on a diet of political polemics, racialized representations, and sensationalist media--most people in the U.S. have little understanding of their southern neighbor. This course surveys the history, political economy, and cultural politics of Mexico. It begins with a short introduction to Mexican history and a critical exploration of representations of Mexico in U.S. popular culture going back to the 19th century. It then focuses in on several key contemporary themes including: poverty, development, and economic restructuring; the War on Drugs; social movements and struggles for justice; migration and transnational Mexico; conflicts over land and resources; debates about race, gender, and sexuality within Mexico; and the unique dynamics of the U.S.-Mexico border region. Course materials span a wide range, from the work of Mexican political theorists, historians, anthropologists, and economists to novels, films, and social media. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Politics 250 : Reproduction and the State

This course offers a survey of contemporary political debates around reproductive policies. We will engage debates between reproductive rights and reproductive justice frameworks, read legislation and court cases pertaining to contraception and abortion, analyze sex education initiatives, and consider emerging policies around reproductive technologies and surrogacy. We will interrogate the surveillance of pregnant bodies, forced sterilization, eugenics, maternal mortality rates, and policies to promote particular birthing practices. The course will center on debates and policies within the United States and draw upon international comparison cases. Gender, race, sexuality, class, and disability will be central categories of analysis in the course. May be taken for credit toward the Gender Studies major or minor.

Credits 4

Politics 254 : Gender and Race in Law and Policy

This course offers an introductory survey of the ways in which gender and race have been constructed in and through law and policy in the United States. We will uncover the legacy of racism and sexism in U.S. law and policy, and explore the potential as well as the limitations of using law and policy as tools for social and political change. Readings will draw from feminist and critical race theories to critically examine historic and contemporary debates in law and policy surrounding issues such as: employment, education, families, and violence.

Credits 4

Politics 255 : Gender, Race and the Environment

This course examines and connects key insights from the fields of feminism, environmental studies, and critical race studies. While environmental studies explore relationships between living beings and their environment, feminist and critical race theories focus on hierarchical relationships and power structures that benefit some people but oppress others. By reading texts that link environmentalism to feminism and anti-racism, the course navigates difficult questions of power, knowledge, and nature. As a class, we will explore key topics in environmental activism (such as extractivism, oil spills, pollution, etc.) in relation to race, class, gender and sexuality. May be taken for credit toward the Gender Studies major or minor or the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Politics 260 : The Secularization of Whitman College

Whitman College was originally founded as a seminary named after two missionaries who were sent to this region to convert the Cayuse, Umatilla, and Walla Walla peoples to Christianity. Though the college now has no official ties to Christianity, we continue to bear the names of the Whitmans, house artifacts collected by our missionary founders, repent of our mascots, mark and wash our monuments, and have a mission statement outlining our goals and aspirations. Is Whitman haunted? Are all secularisms haunted? In this class we will consider the present politics of Whitman College in light of our archives, collections, and relationships, as well as broader scholarship on religion and secularism. May be elected as Religion 260.

Credits 4

Cross-Listed

Religion 260

Politics 287 : Natural Resource Policy and Management

This course introduces the student to basic problems in natural resource policymaking in the American West. We will focus on the legal, administrative, and political dimensions of various natural resource management problems, including forests, public rangelands, national parks, biodiversity, energy, water, and recreation. We also will explore the role of environmental ideas and nongovernmental organizations, and we will review a variety of conservation strategies, including land trusts, various incentive-based approaches, and collaborative conservation. A field trip may be required.

Credits 4

Politics 301 : The Art of Revolution

How do entirely new political formations emerge? In this seminar, we will consider the possibility of responding to this question by way of aesthetics. Our inquiry will be bookmarked by two defining and radical modern revolutionary events: the 1789 French Revolution and the 1979 Iranian Revolution. Where the former initiated a period of Enlightenment, the latter, in creating an Islamic Republic, appears to have broken the Enlightenment mold. In light of these events, how might we characterize the relationship between aesthetics and political thought? Recent scholarship in political theory suggests that moments of radical democratic action involve the making seen of that which previously had not and could not be seen. For this proposition to hold, a new perspective must emerge whereby new—or revolutionary—modes of political and social life can be recognized in the first place. On the one hand, the aesthetic promises to foster these new ways of seeing. On the other hand, the aesthetic field of vision always seems to be conditioned by politics. What are we to make of this paradox? When and how might revolutionary change occur in light of it?

Credits 4

Politics 308 : Middle East Politics

This course examines approaches to the study of politics in the modern Middle East. We will consider region-specific iterations of conventional themes, including but not limited to: the state; political economy; nationalism; revolution; war; religion and politics; and authoritarianism and democracy. The course begins with critiques of knowledge production articulated in response to colonization and foreign intervention. How are we to interpret modern Middle East politics in light of these critiques? What would it mean to write against regional exceptionalism^{3/4}to understand the "Middle East" as a global phenomenon with ill-defined borders? When analyzing geopolitics, how can we think beyond suffering and resistance to envision a politics of the everyday? What are the limits of area studies? And finally, despite its limits, can area studies nevertheless afford generative possibilities for future inquiry and political action? Case studies appear selectively to illustrate core themes. May taken for credit toward the Middle East area requirement for the South Asian and Middle Eastern Studies major.

Credits 4

Politics 309 : Environment and Politics in the American West

This course explores the political landscape of the American West, focusing on natural resource policy and management on public lands. Topics include forest, mineral, range, grassland, water, and energy policy with an emphasis on the local impacts of climate change. Required of, and open only to, students accepted to Semester in the West.

Credits 4

Prerequisites

Acceptance to the Semester in the West program.

Politics 311 : Deservingness in U.S. Social Policy

Why are some beneficiaries of social policy coded as deserving assistance from the government while others are marked as undeserving? What impacts do these notions of deservingness have on social policies and the politics which surround them? What are the consequences for the material realities of individual lives? How do gender, race, class, and citizenship status work together to construct and maintain distinctions of deservingness? This course engages with these and other questions through historic and contemporary debates in U.S. social policies such as welfare, Social Security, and disability benefits.

Credits 4

Politics 312 : Humanism between Europe and its Others

What does it mean to be human? Is it possible to articulate a universal notion of humanity? What are the challenges to doing so? Why should we (or shouldn't we) attempt to do so? This class responds to these questions in light of a recent political phenomenon: the rise of universal human rights discourse in the aftermath of the Second World War. Articulations of humanism in canonical political theory take European "man" as the center of their analysis. This course considers humanist ideas as they were adopted, engaged, and critiqued by those considered to be—and who considered themselves as—different from European "man." Our investigation covers three strains of contemporary political thought prevalent among those writing as and/or on behalf of Europe's "others": humanism, anti-humanism, and new humanism.

Credits 4

Politics 313 : Tocqueville and Democratic Theory

What do we mean when we say "democracy": is it an electoral system, a cultural order, or a political theory of sovereignty? Is democracy an inescapable unfolding historical fact or a claimed normative good to guide political action? What relationship is there between democracy and wealth or property? Is democracy the realization of freedom or the greatest danger to freedom? How do the boundaries (both imagined and real) of something called "Europe" contour thinking about democracy and its progress? What are the implications for political life when democracy appears as a revolution without end? In an age of democracy, what aristocratic virtues have we lost? Are they recoverable? These are some of the questions we will explore in this seminar via a close and sustained engagement with the thought of Alexis de Tocqueville. Alexis de Tocqueville has served as a theoretical resource and inspiration for liberal individualism, small-government conservatism, communitarianism, Euro-imperialism, and radical democratic anti-capitalism. We will explore all of these threads in his writings. Although we may engage with secondary sources and the writings of Tocqueville's contemporaries, the primary focus of this seminar will be Tocqueville's works. We will read both volumes of *Democracy in America*, *The Old Regime and the Revolution*, and other selected writings.

Credits 4

Politics 314-316 : Special Studies in Politics: Intermediate Level

Intermediate seminars designed for students who have had considerable prior work in the study of politics. Each time they are offered, these seminars focus on different topics. See course schedule for any current offerings.

Credits 4

Politics 320 : The Politics of Global Security

In the study of international relations, the concept of security is almost always tethered to the nation-state through the central signifier of “national security”. Even studies of private security, cyber warfare, or drone technology, all of which raise some complex questions about the changing parameters of modern warfare, rarely stray too far from a focus on the state. The purpose of this course is to both understand the motivations for and the effects of this linkage and open up different ways to think of the concept and the referents of security. Using a variety of different approaches through which global security has been studied, the course will ask who is made secure and/or insecure by statist security, what kinds of apparatuses of power are created in the provision of security, what sorts of affective investments are involved in projects of security, and what political possibilities and risks are inherent in imagining a world beyond security. Topics covered may include: practices and technologies of war-making, the military-industrial complex, nuclear proliferation, surveillance and the securitization of everyday life, and military disarmament and peace movements.

Credits 4

Prerequisites

Previous coursework in Politics; or consent of instructor.

Politics 322 : The Anthropocene

This course is a discussion seminar on the implications of climate change for human societies, natural communities, and hybrid human/natures in the Anthropocene, the age of man. Discussions will focus on controversies surrounding the relatively new concept of the Anthropocene itself and how this concept unsettles understandings of nature, wildness, sustainability, democracy, citizenship, global capitalism, environmental justice, and environmental governance. Our approach will be interdisciplinary, drawing on readings in climate politics, sociology, anthropology, philosophy and critical climate studies. Although our focus will be on theoretical and conceptual debates, we will also explore proposed climate mitigation and adaptation strategies such as low carbon social and economic systems, geo-engineering, carbon sequestration, and landscape-scale conservation efforts. A field trip and a longer research paper may be required. May be elected as Environmental Studies 322, but must be elected as Environmental Studies 322 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Environmental Studies 322

Politics 323 : Debt, Law, and Politics

In recent years the issue of debt—individual debt, institutional debt, sovereign debt—has burst forth into public life in a manner that increasingly raises pressing questions for political democracy and constitutional order. Financial crises have produced constitutional crises and vice versa. As example, threats by the U.S. Congress to default on public debts promised to produce a financial meltdown as well as a constitutional one, as constitutional theorists attempted to locate the “least unconstitutional” option for resolving the matter. This course will explore the complex interaction between creditor-debtor relations and theories of constitutionalism. Questions to be explored in the course include: What is the implication of the inequality lurking in debtor-creditor relationships for the constitutional presumption of equal citizenship and the ideal of comity between nations? Is the legal fiction of a sovereign constitutional “people” a challenge to the ascendancy of post-national financial power or a precondition of it? To what extent does the constitutional language of right, contract, and obligation contradict or marginalize concepts of mercy, forgiveness, and friendship?

Credits 4

Politics 325 : Queer Politics and Policy

This upper level seminar traces the development and effects of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) politics in the United States from pre-Stonewall through contemporary activism, attending to the importance of race and ethnicity, gender identity and expression, sex, class, and age in LGBTQ organizing. We will explore contemporary policy debates and on-going tensions between assimilation and liberation in U.S. queer politics with an eye toward global connections. May be taken for credit toward the Gender Studies major or minor.

Credits 4

Politics 328 : Contemporary Feminist Theories

This course will begin by exploring various schools of contemporary feminist theory (e.g., Marxist feminism, liberal feminism, ecofeminism, psychoanalytic feminism, etc.). We will then ask how proponents of these schools analyze and criticize specific institutions and practices (e.g., the nuclear family, heterosexuality, the state, reproductive technologies, etc.). Throughout the semester, attention will be paid to the ways gender relations shape the formation and interpretation of specifically political experience.

Credits 4

Politics 330 : Indigenous Feminisms in the Americas

Since the rise of the "third wave," feminists have sought to problematize the centrality of the "White Western Woman" in classical feminism. Among these approaches are alternative feminisms developed from the unique experiences and struggles of Indigenous women in the Americas. These Indigenous activists and scholars have challenged the exclusion of their histories and voices within hegemonic feminist traditions. This course explores the work of pioneer figures from Domitila Barrios de Chungara (Bolivia) and Rigoberta Menchú (Guatemala) to the Zapatista women (Mexico). As we read texts by and about Indigenous women, we will explore the relationship between Indigenous feminisms and other feminist traditions; the unique concepts of indigeneity, gender, and class in these movements; and the reasons that Indigenous feminists connect women's struggles to the broader resistance struggles of Indigenous communities. May be taken for credit toward the Gender Studies major or minor or the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Politics 331 : The Politics of International Hierarchy

This course examines the ways in which the international social-political system is hierarchical. The course looks at how such relations of hierarchy have been historically produced and continue to be sustained through a variety of mechanisms. The first part of the course focuses on the period of classical colonialism, examining the racial and gendered constructions of imperial power. The second part of the course turns to more contemporary North-South relations, studying the discourses and practices of development and human rights, and critically examining the resuscitation of the project of empire in recent U.S. foreign policy practices.

Credits 4

Politics 333 : Feminist and Queer Legal Theory

Broadly, this is a course on gender, sexuality, and the law. More particularly, this course will 1) explore the relationship between queer theoretical and feminist theoretical projects and will 2) consider how these projects engage legal doctrines and norms. In question form: Where do feminist and queer theories intersect? Where do they diverge? How do these projects conceive of the law in conjunction with their political ends? How have these projects shifted legal meanings and rules? How have the discourses of legality reconfigured these political projects? These explorations will be foregrounded by legal issues such as marriage equality, sexual harassment, workers' rights, and privacy.

Theoretically, the course will engage with issues such as identity, rights, the state, cultural normalization, and capitalist logics. We will read legal decisions and political theory in this course. Broadly, this is a course on gender, sexuality, and the law. More particularly, this course will 1) explore the relationship between queer theoretical and feminist theoretical projects and will 2) consider how these projects engage legal doctrines and norms. In question form: Where do feminist and queer theories intersect? Where do they diverge? How do these projects conceive of the law in conjunction with their political ends? How have these projects shifted legal meanings and rules? How have the discourses of legality reconfigured these political projects? These explorations will be foregrounded by legal issues such as marriage equality, sexual harassment, workers' rights, and privacy. Theoretically, the course will engage with issues such as identity, rights, the state, cultural normalization, and capitalist logics. We will read legal decisions and political theory in this course.

Credits 4

Politics 334 : The U.S.-Mexico Border: Immigration, Development, and Globalization

This course examines one of the most politically charged and complex sites in the Western hemisphere: the 2,000-mile U.S.-Mexico border. The borderlands are a zone of cultural mixings, profound economic contrasts, and powerful political tensions. In recent years, the border has emerged as a key site in debates over U.S. immigration policy, national security, the drug war, Third World development, social justice in Third World export factories, and transnational environmental problems. This course examines these issues as they play out along the sharp line running from east Texas to Imperial Beach, California, as well as in other sites from the coffee plantations of Chiapas to the onion fields of Walla Walla. These concrete cases, in turn, illuminate political theories of the nation-state, citizenship, and transnationalism. Students are encouraged, but not required, to take this course in conjunction with the U.S.-Mexico border trip usually offered at the end of spring semester.

Credits 4

Politics 335 : The Politics of the Body as Territory

The body-land territory is a political proposal developed by the Maya-Xinka communitarian feminist Lorena Cabnal, which argues the body is a living and historic territory that has a vital relationship to the places we inhabit and that records our situated memories of oppression, resistance and empowerment. Moving away from Western cartography, Cabnal conceptualizes "territory" from an Indigenous cosmogonic standpoint to highlight the vital relationship between bodies and land, and how both are concrete spaces where meaning and life is constructed and recreated. This proposal has had a major influence on Latin American feminist and environmental movements in the last decade. From movements organized against oil and mining projects, to feminist congresses or strikes adopting the label of "body as territory," activists and academics have adopted and adapted this proposal into their agendas. In this course, we analyze the politics behind the translation of this Indigenous proposal. By following the different adaptations and transformations of this proposal in anti-extractive movements like the Colectivo Miradas Críticas del Territorio desde el Feminismo in Ecuador or feminist platforms like the Feminist Strike in Argentina, we will examine the political effects of Indigenous thinking, theory and practice on these movements and spaces of organizing. At the same time, we will analyze what these varied translations leave out and what underlying asymmetric relations of power they conceal.

Credits 4

Politics 339 : Nature, Culture, Politics

In this seminar we explore changing understandings of nature in American culture, the role of social power in constructing these understandings, and the implications these understandings have for the environmental movement. Topics discussed will include wilderness and wilderness politics, management of national parks, ecosystem management, biodiversity, place, and the political uses of nature in contemporary environmental literature. The seminar will occasionally meet at the Johnston Wilderness Campus (transportation will be provided).

Credits 4

Politics 345 : Indigenous Politics

"It has been said that being born Indian is being born into politics." -Gerald Taiaiake Alfred. America is an occupied space, structured by a logic of elimination. Indigeneity is the refusal to be eliminated. Whitman College is a part of that occupation, and yet we have an agreement with the Confederated Tribes of the Umatilla Indian Reservation, whose ancestors have lived on this land since "time immemorial"--long before the arrival of any American settlers. In this class we will spend a semester considering what that commitment can and should entail. Topics and themes include treaties, nation states, federal Indian law, Indigenous nationhood, boarding schools, education, monuments and memorials, queer Indigenous studies, MMIW, settler colonialism, blood, DNA, First Foods, Truth and Reconciliation, reparations, sovereignties, Indigenous futurities, critical indigenous studies, and more

Credits 4

Politics 350 : Politics of Salmon

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

Credits 4

Cross-Listed

Environmental Studies 350

Politics 354 : Topics in Jurisprudence: Time, Law, and Justice

This seminar will center on the nexus between theorizations of time in political life and the politics of difference. In particular, we will consider how different peoples, histories, and hopes are included and excluded in theoretical and legal orderings of temporality. For example, how might the laws, norms and practices of gendered “publics” and “politics” inform the experience of one’s sense of place in political time? In addition, how might the accumulation of racial privilege and property structure different understandings of the future and the urgency required to get there? Does the law solidify these temporal regimes or offer the means to reconfigure them? The course will interrogate writings about the velocities of modernity, the time of capital, the historical markers of a “now,” the constitutional imperatives for justice, and the conditions prefiguring futures on the horizon. Texts will include works from the Western canon, landmark legal documents, and contemporary writings in political theory. Some thinkers we will engage include Edmund Burke, Karl Marx, Martin Luther King, Jr., Joan Tronto, and Jacques Derrida.

Credits 4

Politics 359 : Gender and International Hierarchy

This course draws attention to the manner in which international hierarchies and gender relations intersect to have implications for the lives of Third World women. The course examines how the needs and interests of Third World women are addressed in various international discourses and practices, how Third World women are affected by international political practices, and how Third World women sustain, resist, and transform international power structures. We will cover a number of different issue areas that include security and war, development and transnational capitalism, media and representation, cultural practices and human rights, women’s movements and international feminism.

Credits 4

Politics 362 : Food, Culture, and Politics

Eating is a relational act linking people and environments in complex webs of power. Across time and geography, food has united and divided, underpinned political systems, provided the material and symbolic basis for conceptions of society, and played key roles in forging gender, race, class, and status. This interdisciplinary class draws on texts from history, anthropology, political theory, literature, art, religion, and political economy to explore the cultural politics of food, diet, and eating. It focuses primarily on the development and dynamics of capitalist global food systems from the 18th Century to the present. May be elected as Environmental Studies 362, but must be elected as Environmental Studies 362 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Environmental Studies 362

Politics 363 : Genealogies of Political Economy

What is capitalism? Where did it come from? How does it work, and what are the politics of its epochal expansion? This course explores the origins, dynamics, and politics of capitalism as they have been theorized over the past 200 years. It begins with classical political economy, closely reading the works of Ricardo, Smith, and Marx. It then traces the lineages of classical political economy through the works of theorists such as Weber, Lenin, Schumpeter, Gramsci, Keynes, and Polanyi. The course ends with an examination of theorists who critique Eurocentric political economy by approaching the dynamics and experiences of capitalism from Europe’s former colonies. Topics addressed in the course include debates about imperialism, the state, class struggle, development, and globalization.

Credits 4

Politics 365 : Political Economy of Care/Work

Whether labeled work/family balance, the second shift, or the care gap, tensions between care and work present important challenges for individuals, families and states. This seminar interrogates the gendered implications of the political and economic distinction between care and work. How do public policies and employment practices construct a false choice between work and care? What role should the state play in the provision of care for children, the sick, the disabled and the elderly? How does the invisibility of carework contribute to the wage gap in the United States and the feminization of poverty globally? Course readings will draw from the literatures on political economy, feminist economics and social policy.

Credits 4

Politics 367 : African Political Thought

This course will explore themes in African politics such as colonialism, nationalism, development, authenticity, gender, violence, and justice, through the ideas of some of Africa's most notable political thinkers of the past half-century, including Fanon, Nkrumah, Senghor, Nyerere, Mandela, and Tutu. The course also will consider the work of contemporary critics of the postcolonial African state. These may include writers, artists, and activists such as Ngugi wa Thiongo, Chinua Achebe, Wangari Maathai, Ken Saro-Wiwa, and Wambui Otieno.

Credits 4

Politics 370 : Power, Pipelines and Dispossession

What is fossil fuel capitalism and how does it operate? In this course we will consider answers to this question by examining oil as a political, social, and natural resource. We will focus on how the transnational oil industry operates at the level of infrastructures, territories, finance, and the state. In other words, the course will explore how the extraction and consumption of oil shapes processes of democratization, state governance, and individual and collective identity construction. We will also discuss how oil affects workers, racialized communities, natural environments, and Indigenous peoples who often resist its extraction.

Credits 4

Politics 400-404 : Special Studies in Politics: Advanced Level

Advanced seminars designed for students who have had considerable prior work in the study of politics. Each time they are offered, these seminars focus on different topics. Students are expected to complete extensive reading assignments, write several papers, and participate regularly in discussions. See course schedule for any current offerings.

Credits 4

Politics 481, 482 : Individual Projects

Directed individual study and research.

Credits 1-4

Prerequisites

Appropriate prior coursework in Politics; and consent of instructor.

Politics 490 : Senior Seminar

This team-taught seminar will meet one evening a week throughout the semester. Its purpose is to engage senior majors in sustained discussion of contemporary political issues. Requirements include attendance at all seminar meetings; extensive participation in discussion; and the completion of several papers, one being a proposal for a senior thesis or honor thesis. Required of, and open only to, senior politics majors. Fall degree candidates should plan to take this seminar at the latest possible opportunity.

Credits 4

Prerequisites

Senior status; and declared major in Politics.

Politics 497 : Senior Thesis

During their final semester at Whitman, majors will satisfactorily complete the senior thesis launched the previous semester. Over the course of the semester, students submit sections of their thesis for discussion and review with their readers on a regular basis and defend the final thesis orally before two faculty members. Detailed information on this process is provided to students well in advance. No thesis will be deemed acceptable unless it receives a grade of C- or better. Politics majors register for four credits of Politics 497. Politics-Environmental Studies majors should register for three credits of Politics 497 and one credit of Environmental Studies 488, for a total of four credits.

Credits 3-4

Prerequisites

Senior status; and declared Politics major.

Politics 498 : Honors Thesis

During their final semester at Whitman, senior honors candidates will satisfactorily complete the senior honors thesis launched the prior semester. Over the course of the semester, students submit sections of their thesis for discussion and review with their readers on a regular basis, and defend the final thesis orally before two faculty members. Required of and limited to senior honors candidates in politics. Politics majors register for four credits of Politics 498. Politics-Environmental Studies majors should register for three credits of Politics 498 and one credit of Environmental Studies 488, for a total of four credits.

Credits 3-4

Prerequisites

Admission to honors candidacy; and consent of department chair.

Psychology

Chair: Matthew W. Prull

Thomas Armstrong

Pavel Blagov

Melissa W. Clearfield (*on sabbatical, 2024-2025*)

Nancy Day

Greg Harman

Walter T. Herbranson

Erika Langley

Stephen Michael

Erin Pahlke

Learning Goals

Psychology is the scientific study of the mind and behavior, and the application of that science to improve the quality of life.

Upon graduation, students will demonstrate:

- **Knowledge of psychology**
 - Show familiarity with important psychological discoveries. Use psychological theories to explain or predict behavior and mental processes. Use scientific evidence to evaluate theoretical claims. Describe ways to apply psychological concepts to pressing social issues or in individual, relational, educational, occupational, or clinical contexts. Analyze complex, enduring, or controversial "big ideas" in psychology.
- **Scientific reasoning**

- Find, read, and understand credible sources of psychological scholarship. Use skeptical inquiry and creative thinking to critique psychological theories and research findings. Propose meaningful research questions. Use statistical and research design concepts to test hypotheses. Analyze and interpret psychological data. Use knowledge about the scientific method to evaluate the quality of research evidence. Evaluate how well research findings apply to the world at large.
- **Ethical and social responsibility in a diverse world**
 - Apply the principles of research ethics, including in research with diverse or vulnerable persons or nonhuman animals. Discuss how societal or cultural developments may relate to the way psychologists theorize about behavior and mental processes. Recognize ways in which sociocultural, theoretical, or personal biases may influence the design and interpretation of research. Show sensitivity to issues of power, privilege, and discrimination, including when interacting with people of diverse abilities, backgrounds, and cultural perspectives. Recognize, understand, and respect the complexity of sociocultural, international, and other forms of human diversity.
- **Communication**
 - Communicate effectively about psychological science in oral and written formats in ways that are consistent with established standards, including with the use of information technology as appropriate. Present clear and coherent arguments, including with the display of data.
- **Professional development**
 - Seek and respond appropriately to feedback from educators, mentors, supervisors, or experts to improve performance. Collaborate on group projects productively. Describe how psychological science or scientific problem-solving may be helpful in the workplace. Propose self-management and self-improvement strategies based on psychological knowledge. Discuss the meaning of one's identity as a student of psychology in terms of the field's history and contemporary issues.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Psychology apply to the social sciences distribution area with the following exceptions:

Cultural pluralism or social sciences: 218, 239, 309, 311

Quantitative analysis: 210

Science: 215, 225

None: 325

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Psychology+French Major

Program of Study Type

Combined Major

Total credits required for a Psychology+French major: A student who enters Whitman with no prior college-level work in any of these areas would need to complete at least 36 credits in Psychology, at least 2 credits in Biology, at least 2 credits in Philosophy, and a total of 24 credits in French.

- **Complete all of the requirements for a Psychology major (40 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits

- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a Psychology course taught in French (normally only an option through off-campus studies)
 - A course in Psychology that has been approved as a "double dip" (see note)
 - An internship related to Psychology, conducted in French
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Psychology major
- **Notes**
 - Certain majors may allow for a "double dip," such as:
 - An approved course taught in English that counts toward both the major requirements and the French requirements
 - A course completed in French off-campus that counts toward both the major requirements and the French requirements
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Psychology+French candidates have a major advisor in Psychology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

64

Psychology Major

Program of Study Type

Major

Total credits required for a Psychology major: A student who enters Whitman with no prior college-level work in any of these areas would need to complete at least 36 credits in Psychology, at least 2 credits in Biology, and at least 2 credits in Philosophy.

- **Required Courses**
 - Psychology 110, 210, 210L, 220, 420, 495, and 496 or 498
 - One course each from three of the four foundation areas:
 - Clinical/Personality: Psychology 216, 260, or 270
 - Cognitive/Learning/Physiological: Psychology 215, 217, 225, 229, or 290
 - Developmental: Psychology 218, 219, or 240
 - Social: Psychology 230, 231, or 239
 - A special topics course may satisfy a foundational area requirement only if that has been specified in the course description.
 - One 300-level seminar course numbered between 300 and 349
 - At least 2 credits in Biology and 2 credits in Philosophy
 - Excluding independent study and Philosophy 200
- **Senior Requirements**
 - Psychology 420, 495, and 496 or 498
 - Thesis paper
 - One-hour oral defense of the thesis
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which the student is eligible.

- Accumulated at least 87 credits
- Completed two semesters of residency at Whitman
- Major GPA of at least 3.500
- Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
- Earn a grade of at least A- in Psychology 495 and 498.
- Pass the senior assessment with distinction.
- Chair of the department will notify the Registrar of students attaining honors no later than the beginning of week 12 of the student's final semester of their thesis.
- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Students must complete Psychology 210, 210L, and 220 by the end of their junior year.
 - No courses may be taken P-D-F.

Total Credits

40

Psychology Minor

Program of Study Type

Minor

- **15 Credits**
- **Required Courses**
 - Psychology 110 and 210
 - One 300-level seminar
 - Two additional psychology courses
- **Notes**
 - Psychology 407, 408, 495, 496, and 498 may not be used to satisfy minor requirements.
 - No courses may be taken P-D-F.

Total Credits

15

Psychology Course Descriptions

Psychology 110 : Introduction to Psychology

The science of psychology as intended for general and beginning students. Designed to introduce students to the technical vocabulary, methodology, and principal fields of research. Analysis of such topics as learning, development, personality, behavior pathology, emotions, and social behavior. All sections designed to introduce the student to the basic material of the introductory psychology course.

Credits 3

Psychology 210 : Psychological Statistics

This course introduces students to descriptive, correlational, and inferential statistical methods as well as some of their applications in psychology. The final grade is based on completion of homework assignments and examinations. The material is at an intermediate level of complexity, and students are advised to take the course early in preparation for more advanced work. Psychology 210L also is required for the psychology major. Not available to senior psychology majors without department consent.

Credits 3

Psychology 210L : Psychological Statistics Lab

This lab is an introduction to the use of automated statistical analysis tools appropriate for large data sets. The final grade is based on completion and interpretation of weekly data analysis assignments.

Credits 1

Psychology 215 : Cells to Brain to Mind

This introduction to psychobiology will relate the molecular and cellular workings of the brain to behavior and mind. We will cover the cellular basis of information flow across neural networks (including basic science behind psychopharmacology), sensation and perception, conscious and unconscious behavior, learning and memory, neurobehavioral disorders, and how the interplay between genes and environment contributes to the biological basis of individuality. The course will be a mix of lectures and in class projects that draw on case studies and animal models to help develop an understanding of the tools and experimental approaches used in psychobiology.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 216 : Emotion

This course will grapple with fundamental questions about the nature of emotion. What constitutes an emotion? What causes an emotion? Are there basic emotions that exist across culture and history? If so, how many are there and which make the cut? What is the purpose of emotion? How do scientists measure emotion? How is emotion represented in the brain? What role does emotion play in mental illness, moral judgment, communication, and other important human phenomena. In answering these questions, we will draw on a variety of psychological subfields as well as disciplines outside of psychology. Readings will be journal articles and book chapters. Writing assignments will apply emotion theory to personal experience and case material.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 217 : Psychology and Law

This course introduces the ways in which psychological research and practice influence the legal system and, to some extent, how law influences mental health practitioners. Topics that illustrate issues related to science vs. pseudoscience, improving measurement and decision-making, mental health, and human diversity will receive emphasis. The general topics may include: investigation techniques, pretrial consulting, forensic assessment in criminal and civil cases, psychology of the trial and jury, punishment and correction, psychology of victims, discrimination, and civil rights. The specific topics may include psychological ethics, profiling, interrogation, lie detection, jury selection, competence to stand trial, eyewitness testimony accuracy, the insanity defense, jury decision-making, mental illness and retardation of the offender, psychopathy, battered spouse syndrome, and contributions of psychology to legal cases related to race, gender, and sexual orientation.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 218 : Psychology of Poverty

The United States today has a highly unequal distribution of wealth and income, with the top one-tenth of 1% of our population owning almost as much wealth as the bottom 90%. Tens of millions of people live below official poverty thresholds in the U.S., including around 20% of children. What are the psychological implications of being poor in such an unequal society? How are the impacts of poverty and economic inequality evident in our mental health, physical health, family relationships, and personal identity? In this course, we will study: 1) psychological concepts of social class, 2) the effects of poverty across the lifespan on such topics as child development, parenting, mental and physical health, family relationships, and personal identity, 3) the psychological stigma of being poor, and 4) justifications for inequality. Assessment will include class discussion, frequent short writing assignments and a final paper.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 219 : Educational Psychology

In this course, we will investigate issues and research in educational psychology. The course will focus on theories within the field of child and adolescent development as they apply to educational theory and practice. We will read both theoretical and empirical literature, with an eye toward using psychological concepts to improve children's and adolescents' educational outcomes. Topics will include student development, evaluation techniques, tracking and ability groupings, teaching approaches, and motivation. Assignments will include short response papers related to observations and readings, exams, and a final project that requires students to apply their knowledge to an issue in education.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 220 : Research Methods

This course will provide students with an understanding of the research methodology used by psychologists. Students will learn to read and critique psychological studies and learn the details of experimental design. Students will also design an empirical study, review the related literature, and learn to write a formal APA-style research report.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

[Psychology 210: Psychological Statistics](#)

[Psychology 210L: Psychological Statistics Lab](#)

Psychology 225 : Behavioral Neuroscience

This course will introduce students to the field of psychobiology and topics fundamental to neuroscience (neuroanatomy, neurophysiology, and neurochemistry). Chapters from popular science books will frame discussions relevant to the molecular and cellular properties of the nervous system as they relate to behavior. In addition, students will engage in careful analysis of brain-behavior relationships by reading and evaluating primary literature. Specific topics will include the electrical and chemical basis of neural functioning, the structure and function of sensory and motor systems, the physiological basis and treatment of psychopathology; and the biology of central processes including but not limited to learning, memory and emotion. The course will include lectures (2x/week) and laboratory exercises (1x/week) that will enable students to develop an understanding of the tools and experimental approaches used in psychobiology. Credit not allowed if Psychology 215 has been taken.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Corequisites

Includes a required corequisite lab (Psychology 225L).

Psychology 229 : Cognitive Psychology

This course examines the theories, issues, and research associated with the ways that people come to know and understand the world in which they live. Topics include pattern recognition, attention, memory, imagery, language, problem-solving, decision-making, and consciousness. Course meetings are twice weekly. At least two essay examinations and one research paper are required. Credit not allowed if Psychology 349 has been taken

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 230 : Social Psychology

This course provides students with a broad introduction to the field of social psychology, the study of how others influence our thoughts, feelings, and behavior in a social world. Course content will focus on both theoretical and empirical research to explore the ways in which social situations affect our cognition, emotion, and action, and the ways in which the self contributes to the social construction of human behavior. Specific topics include social judgment, group behavior, stereotyping and prejudice, conflict and war, liking and love, helping, and persuasion, among others.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 231 : Psychology of Intergroup Relations

This course is intended to provide a foundation in understanding a core issue in social psychology, intergroup relations, which focuses on the psychological processes involved with how individuals in groups perceive, judge, remember, reason about, feel, and behave toward people in social groups. Social groups can take many forms, ranging from classic social groups (e.g., race, gender, ethnicity, religion, sexual orientation) to minimal groups where membership is arbitrary. Throughout the course we will examine intergroup interactions, social categorization, stigma, prejudice/discrimination, and individual differences (e.g., political ideology, social dominance orientation, etc.). We will accomplish this through a combination of readings, class discussion, writing assignments, and a final project.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 239 : Psychology of Gender

This course will begin with an empirical and theoretical exploration of conceptions of sex and gender. We will then explore how gender differences manifest themselves in all aspects of individuals' lives, including childhood, love and dating relationships, families, the media's influence, work, violence, and mental health. Assessment will include class discussion, quizzes, and writing assignments.

Credits 4

Prerequisites

Psychology 110 or Gender Studies 110.

Psychology 240 : Developmental Psychology

This course provides students with a broad introduction to developmental psychology, the study of how we go from a single cell to a walking, talking, thinking adult in a social world. The goals of the course are to promote critical thinking and problem-solving skills using readings, data and video on issues in perceptual, motor, social, and cognitive development, from pre-natal development through emerging adulthood. Students will understand the major issues in developmental psychology and developmental processes through critical reading of research reports and popular press, evaluating conflicting data, interpreting data, and generating testable hypotheses.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 247, 248 : Special Topics

These courses focus on topics within psychology and/or research interests of psychology faculty and are generally not offered regularly. See course schedule for any current offerings.

Credits 3-4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 260 : Psychological Disorders

This course is a broad overview of psychopathology. It covers the classification, symptoms, epidemiology and morbidity, and prominent etiological models of the major kinds of psychological disorders. It examines critically issues related to different approaches to diagnosis, the standard of treatment for different disorders, and several types of research.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 270 : Personality Psychology

This course is about the science of individual differences (meaningful ways in which people differ) and personality structure (the organization of mental processes shared by most people). We will examine personality theories and research examples from several psychological paradigms. We will address such issues as the measurement, science vs. pseudoscience, and pathology of personality. The readings will include a textbook, and they may include a few articles and short stories. Assessment may include quizzes, exams, and written critiques of personality test results. Students will choose to critique either their own results or those of volunteers.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 290 : Psychology of Learning

This course uses principles of conditioning and learning to explore how humans and animals adapt their behavior to meet changing environmental demands. Students will learn about historical and modern applications of Pavlovian and operant conditioning, and will apply those models to contemporary problems in psychology. In the associated lab, rats will be used as a model organism to demonstrate principles of learning as tools for the modification of behavior. Formerly Psychology 390-may not be taken for credit if completed 390.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Corequisites

Includes a required corequisite lab, Psychology 290L.

Psychology 309 : Science of Sexual Orientation

This advanced seminar explores critically the contemporary psychological science of human homosexuality (major theories, methods, findings, and gaps in our knowledge). Other forms of sexual diversity may be addressed. The course emphasizes empirical studies and reviews in such areas as the subjective experience, psychobiology, and developmental course of homosexuality, as well as questions related to same-sex relationships and parenting, sexual-minority discrimination, and gay-affirmative therapy. Most class meetings will involve guided discussion of assigned readings; toward the second half of the semester, students will lead discussion with the instructor's support. Additional assignments may include weekly written responses to the readings and two or three papers. May be taken for credit toward the Gender Studies major or minor.

Credits 3

Prerequisites

Psychology 110 and 210; or consent of instructor.

Psychology 310 : Seminar in Adolescent Development

This seminar course explores development over the course of adolescence, focusing on physical, cognitive, social, and personality transitions. Students will explore central psychological issues of this developmental period (e.g., identity, autonomy, intimacy, and sexuality). Because development takes place in context, we will pay particular attention to the influences of family, peer group, school, and culture. Coursework will involve reading original source materials, and class sessions will include a combination of lecture and discussion. Assignments will include writing related to observations and readings, oral presentations and discussion-leading, and a theoretical paper.

Credits 3

Prerequisites

Psychology 218, 219, or 240.

Psychology 315 : From Columbine to Parkland: How School Shooters Develop

The US has had 57 times as many school shootings as the other major industrialized nations combined. Who are these shooters and how did they develop? This course will explore the development of these teens through case studies along with theoretical and empirical work on likely contributing factors. Through the lens of developmental psychology, we will explore topics such as physiology and brain development, psychopathy, psychosis, trauma, decision-making, masculinity, bullying, parenting and the media. Assignments may include class discussion, frequent short writing assignments, class presentations and a final paper.

Credits 3

Prerequisites

Psychology 240 or 260.

Psychology 317 : Perspectives on Disgust

What makes something disgusting? Why do we experience disgust? How did it evolve? How is it shaped by culture? What role does disgust play in moral judgment? What role does disgust play in psychopathology? This course will explore these questions and more through classic and contemporary works of psychologists, evolutionary biologists, cultural anthropologists, and literary writers. In addition, the course will provide a foundation in psychological research and theory on emotion.

Credits 3

Prerequisites

At least six credits in other Psychology courses.

Psychology 318 : Child Abuse and Neglect

Rates of child abuse and neglect are increasing in the U.S., with the highest rates among infants and children under 5. In this course, we will explore the neurological, psychological and emotional effects of neglect and abuse on young children. We will learn about Adverse Childhood Experiences (ACEs), focusing on physical and emotional neglect, as well as physical, emotional and sexual abuse. Additional topics may include treatments, foster care and the child welfare system.

Credits 3

Prerequisites

Psychology 218 or 240.

Psychology 320 : Psychology of Aging

This course surveys basic knowledge in the psychology of aging. Models of successful aging, social changes in late life, age-related changes in cognitive and intellectual functioning, psycho-pathology and the consequences of age-related degenerative diseases (Alzheimer's and Parkinson's diseases) are among the topics discussed. The course will likely motivate students to examine their preconceptions about older people and the aging process.

Credits 3

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Psychology 322 : Seminar in Stereotyping, Prejudice and Discrimination

In this seminar we will examine contemporary issues in stereotyping, prejudice, and discrimination, both from the perceiver's and the target's perspective. We will cover the phenomena and processes associated with one's beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group membership (discrimination). We will also study how these issues shape the experiences of social group members, especially when they are members of low-status and/or minority groups. In order to explore these topics, we will primarily focus on large societal groups that differ on cultural dimensions of identity, with a focus on race and gender. The goal of the course is to provide an overview of social psychological frameworks used to study stereotyping and prejudice, and to stimulate creative thinking and research on this topic. We will accomplish this through a combination of readings, student presentations, group discussions, and written assignments.

Credits 3

Prerequisites

Psychology 218 , 230, 231, or 239.

Psychology 325 : Brain and Language

If there is one trait that is uniquely human, it is our capacity for language. But when and why did this trait evolve? Clues to the origins, evolution, and use of language may exist by studying the brains and behaviors of other groups of animals in addition to our own. In this seminar, we will discuss how social experience and speech/language deficits have informed our understanding of how the human brain and body govern our ability to communicate with sounds (e.g., speech) and gestures (e.g., sign). By examining the nervous and communication systems of other animal species, we will identify additional biological bases necessary for speech and, potentially, language. Students will be expected to prepare written responses to readings, lead a class discussion, write a final term paper, and participate in an oral debate. Students will read literature from multiple disciplines (e.g., psychology, biology, anthropology) and theorize about how and why language evolved and what may be special about our brains to support this human-specific behavior.

Credits 3

Prerequisites

Psychology 215 or 225.

Psychology 330 : Personality: Clinical Science & Research

What is personality, and in what important ways do people differ? Valid theories of personality and its pathology may help us ask research questions, make clinical inferences, and treat patients. How do scholars evaluate such theories? Students will critique primary sources (with a focus on modern theories) and collaborate to interpret quantitative and qualitative data and to complete an original research project. The main goal will be to help students enhance their scientific critical thinking while theorizing about what it means to be a person.

Credits 3

Prerequisites

Psychology 260 or 270; or consent of instructor.

Psychology 339 : Comparative and Evolutionary Psychology

This seminar explores psychological topics across a wide variety of species, with a particular emphasis on evolution as a determinant of behavior and cognition. Course content will include modern research on animal behavior and ethology, stressing the importance of an animal's biological, ecological and social milieu. Specific topics may include dominance and social structure, foraging, mating, predation, communication, perception, conflict, and cooperation.

Credits 3

Prerequisites

At least six credits of other Psychology courses.

Psychology 347, 348 : Special Topics Seminars

These seminars focus on specific topics within psychology and/or research interests of psychology faculty. These courses are generally not offered regularly. Individual courses may be taught only once, and course offerings are likely to change substantially from year to year. Enrollments are generally limited to 12 students per class so that class discussion opportunities are maximized. See course schedule for any current offerings.

Credits 3-4

Psychology 349 : Seminar in Human Memory

Other than that which is genetically coded, everything that we know about the world represents some aspect of human memory. This seminar examines historical and contemporary accounts of human memory, with particular emphasis on reading and discussing primary research articles. Neurobiological as well as psychological perspectives to the study of human memory will be taken. Domains that are likely to be explored include memory processes (e.g., encoding, storage, and retrieval), distinctions (e.g., short-term/long-term, episodic/semantic, implicit/explicit) and systems (e.g., temporal and frontal lobe correlates of memory). Class presentations and an empirical project are required components of the course.

Credits 3

Prerequisites

Psychology 110 or equivalent; and 229.

Psychology 353 : Practicum in Psychology

Practicum experiences allow students to integrate and apply issues they have learned in coursework. Placements vary by semester and may include school, hospital, community, or outpatient sites. Students engage in a minimum of three hours per week in off-campus placement, complete readings and assignments, and meet weekly with course instructor.

Credits 1-3

Prerequisites

Psychology 110 and consent of instructor.

Corequisites

Psychology 356 (if taking for the first time).

Psychology 356 : Applied Psychology

This course focuses on the applications of psychology in community settings. Integrates theory, research, and treatment modalities to introduce the scientist practitioner model of psychology. Addresses professional issues and career possibilities in applied areas of psychology. Class sessions devoted to a discussion of the readings, exposure to basic therapeutic skills, and group supervision of practicum experiences. All students required to be concurrently enrolled in Psychology 353.

Credits 3

Prerequisites

Psychology 260 or 322; and consent of instructor.

Corequisite Courses

[Psychology 353: Practicum in Psychology](#)

Psychology 358 : Research Experience

A supervised research experience in an ongoing lab project, arranged with the instructor, giving students the opportunity to recruit participants, collect, code, and analyze data, as well as read relevant literature and write lab reports.

Credits 3-4

Prerequisites

Consent of instructor.

Psychology 390 : Psychology of Learning

This course uses principles of conditioning and learning to explore how humans and animals adapt their behavior to meet changing environmental demands. Students will learn about historical and modern applications of Pavlovian and operant conditioning, and will apply those models to contemporary problems in psychology. In the associated lab, rats will be used as a model organism to demonstrate principles of learning as tools for the modification of behavior.

Credits 4

Prerequisite Courses

[Psychology 110: Introduction to Psychology](#)

Corequisites

Course includes a required corequisite lab, Psychology 390L.

Psychology 407, 408 : Independent Study

Independent study in an area of special interest selected by the student with direction of a staff member.

Credits 1-3

Prerequisites

Consent of instructor.

Psychology 410 : Multivariate Statistics for Psychology

This course covers advanced statistical procedures, with an emphasis on multivariate analyses. Class meetings will involve analyzing and interpreting complex data sets. We will also consider how the availability of advanced statistical analyses influences measurement, theory, and experimental design within the field of psychology. Intended for students who already have an understanding of basic statistics.

Credits 2

Prerequisites

Mathematics 247; or Psychology 210 and 210L.

Psychology 415 : Theories of Psychotherapy

This seminar introduces major theories that inform case conceptualization and intervention in psychotherapy, and it invites their critical comparison. It touches upon issues related to evidence, ethics, and diversity in therapy. The course does not teach psychological evaluation or intervention skills or how to critique psychotherapy research. Student responsibilities (some of which may require group work) will likely include weekly reading and brief written assignments, class participation, a presentation or leading discussion, and a paper.

Credits 3

Prerequisites

Psychology 260 or 270; or consent of instructor.

Psychology 420 : Contemporary and Historical Issues in Psychology

This capstone course considers where psychology came from, what it is now, and what the field should be, through close reading of historical and current literature. Goals are: 1) to provide senior psychology majors a conceptual and historical background by which to consider contemporary matters of pressing concern; 2) to assist students in their integration of psychology as a discipline; and 3) to consider the wide range of ethical issues pertinent to the study and practice of psychology. Students are asked to write several position papers, complete a take-home exam, and lead a class discussion on a current debate.

Credits 4

Prerequisites

Restricted to senior Psychology majors and minors; others by consent of instructor. Required of all senior Psychology majors.

Psychology 495 : Thesis

First semester of a yearlong thesis project, usually completed in a small research team. The course includes separate weekly meetings with class, with research team, and with adviser. Several drafts of a well-documented proposal are expected throughout the semester.

Credits 3

Prerequisite Courses

[Psychology 220: Research Methods](#)

Prerequisites

Open only to senior Psychology majors.

Psychology 496 : Thesis

Second semester of a yearlong thesis project, usually completed with a small research team. The course includes separate weekly meetings with class, with research team, and with advisor. Students are expected to give an oral presentation on the thesis project. A polished final draft is typically due in early April.

Credits 3

Prerequisite Courses

[Psychology 495: Thesis](#)

Prerequisites

Open only to senior Psychology majors.

Psychology 498 : Honors Thesis

Second semester of a yearlong thesis project, usually completed with a small research team. The course includes separate weekly meetings with class, with research team, and with advisor. Students are expected to give an oral presentation on the thesis project. A polished final draft is typically due in early April. In addition, a public presentation, preferably at a professional or student conference, is required.

Credits 3

Prerequisites

Open only to senior Psychology majors.

Religion

Chair: Lauren Osborne

Ralph H. Craig III

Daniel J. Schultz

Stan Thayne

Jonathan S. Walters

Xiaobo Yuan

Affiliated Faculty

Daniel Smith, Classics

About the Department

The goal of the study of religion at a secular college is religious literacy. Religious literacy, an important dimension of cultural literacy, entails both a cognitive component (knowledge of religions and of the religious dimension of culture) and proficiencies (the acquiring of skills relevant to the analysis of religion). Courses in religion have the objective of conveying knowledge about the world's religion, and of developing skills of analysis, interpretation, and communication.

An individually designed combined major which integrates the study of religion with work in another department can be arranged.

Learning Goals

1. Students who major in Religion will gain an understanding of the breadth and diversity of religious traditions throughout the world, building the capacity to understand the roles religion has played in varied cultural and historical contexts.

2. Students who major in Religion will gain substantive, in-depth knowledge of at least two different religious traditions in their multiple dimensions through the study of such things as primary texts, theological content, socio-historical development, and that tradition's manifestations in different cultural locations.
3. Students who major in Religion will acquire sophistication in the historiographical, methodological, and theoretical challenges of studying particular traditions, and the category of "religion" in general.
4. Students who major in Religion will be able to carry out independent research. Specifically, they will be able to:
 - Formulate a sophisticated question.
 - Conduct the appropriate research in order to answer that question.
 - Present their answers to that question in writing that meets the highest standards of conceptual clarity and readable prose.
 - Discuss orally the subject matter of their research in a substantive and precise manner.
 - Locate their own methodological approach to their research question within the broader field and articulate the contributions and limitations of their chosen method.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Religion count toward the humanities distribution area; selected courses also count toward cultural pluralism.

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Religion+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for a Religion major (36 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a Religion course taught in French (normally only an option through off-campus studies)
 - A course in Religion that has been approved as a "double dip" (see note)
 - An internship related to Religion, conducted in French
 - An oral presentation of the senior project (or equivalent) in French, open to the public
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Religion major
- **Notes**
 - Certain majors may allow for a "double dip," such as:
 - An approved course taught in English that counts toward both the major requirements and the French requirements
 - A course completed in French off-campus that counts toward both the major requirements and the French requirements
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.

- Religion+French candidates have a major advisor in Religion, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

60

Religion Major

Program of Study Type
Major

- **Required Courses**
 - Religion 203 and 448
 - Religion 490 or 498
 - Six elective courses, including:
 - At least one course in Comparative Religion
 - At least two courses at the 300-level
 - At least three courses, including one at the 300-level, must form a concentration.
- **Senior Requirements**
 - Religion 448; and 490 or 498
 - Involves preparation of a 25-30-page thesis written in the area of concentration
 - Oral examination
 - Defense of the thesis
 - May include comprehensive questions regarding the major
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - A maximum of two courses can be approved from courses outside of Religion, including transfer credit, off-campus study, and Whitman courses offered by other departments that substantively engage religion. If a student is double-majoring, these courses may also be counted from another major. These courses will count as electives and may not be used to fulfill the requirement of at least two 300-level courses.
 - Only one 100-level course may be applied toward the major.
 - Study of appropriate language is highly recommended.
 - No courses may be taken P-D-F.

Item #	Title	Credits
	Comparative Religion Electives	
	Total Credits	36

Religion Minor

Program of Study Type
Minor

- **Required Courses (20 Credits)**

- Religion 203
- At least 16 additional credits in Religion electives, including:
 - At least one 300-level course
 - At least one course in Comparative Religion
- **Notes**
 - Only one 100-level course may be applied toward the minor.
 - No courses may be taken P-D-F.

Item #	Title	Credits
	Comparative Religion Electives	
	Total Credits	20

Religion Course Descriptions

Religion 100 : Introduction to Religion

An introduction both to religion as a reality of human history, culture, and experience, and to the study of religion as a field in the humanities and social sciences. Topics include the nature of religion; theological; and social scientific theories of religion; sacred scriptures, East and West; religious thought about the nature of ultimate reality, the human condition, and the path to salvation in several traditions. Not a survey of world religions, but an introduction to religion using cross-cultural materials and a variety of approaches. Three class meetings per week. Open only to first- and second-year students.

Credits 4

Religion 110 : Religion and the Senses

Looking across a range of religious traditions, this course examines the modes of the human senses in relation to religious experience, drawing on both primary and secondary literature. We will ask such questions as: are the senses acting as a means allowing for perception of the divine, or some kind of experience or contact? Are they a medium for self-discipline, in either a positive sense through the cultivation of a pious self, or negatively, through denial? Are the senses serving as a metaphor, and, if so, to what end? We will also interrogate the boundaries and relationships between senses. Open only to first- and second-year students.

Credits 4

Religion 115 : Consuming Divinity: Religion and Food

This course takes food as a central node around which to explore different religious traditions. We explore why food plays such a big role in the constitution of religious identities, social bodies, and ethical systems throughout the world. Topics will include food prohibitions and taboos; rituals of fasting and feasting; the ethics of eating and provisioning; food's role in healing, sacrifice, and myth; and diverse foodways that span a variety of sites, religious practices, and historical time periods. *Open only to first- and second-year students.*

Credits 4

Religion 116-118 : Comparative Studies in Religion

This course is an introduction to the academic study of religion. Topics for the sections vary from semester to semester and year to year, depending on the particular interests of the instructors, but every course will consider some aspect of the phenomenon of religion and study it in a comparative perspective. Open only to first- and second-year students. See course schedule for any current offerings.

Credits 4

Religion 153 : Religion and Native America

When Europeans first arrived in the Americas, they did not typically recognize Indigenous rituals, beliefs, and practices as "religion." Over time, however, European Enlightenment categories such as "natural religion" were applied to Indigenous practices, with significant implications. This course will be both an excavation of the category of religion and a history of religion in Native America, including its contemporary setting. We will consider how religious, anthropological, and other Euroamerican categories have influenced and been involved in the production of "Indigenous religion" and Indigeneity in North America, as well as ways these categories have been co-constituted with/as/against race. The course will also focus on Native American engagement with Christianity, missionary work to Indigenous peoples, Native "conversion," and U.S. reform efforts, such as federal boarding schools. We will consider how religion has functioned within the U.S. legal system, particularly in cases where Indigenous peoples have sought to protect their lands and practices under the rubric of religion. Particular attention will be given to religion in this region, with sections on Washat, or the Seven Drums religion of the Plateau peoples, First Salmon ceremonies of Pacific NW peoples, the missionary work of Myron Eells (son of Whitman Seminary founder Cushing Eells), and the missionary efforts of Marcus and Narcissa Whitman—namesakes of Whitman College—among the Cayuse, Walla Walla, and Umatilla people, and the complicated issue of memorializing and remembering the so-called "Whitman Massacre" and legacy. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor. May be elected as Anthropology 153. Open only to first and second year students.

Credits 4

Cross-Listed

Anthropology 153

Religion 170 : The End Times: Representations of the Apocalypse

How has the apocalypse been imagined in various religious traditions? How have those apocalyptic visions been inscribed into the popular imagination? This course considers how the end of the world has been understood in the context of different traditions, taking a comparative approach in studying apocalypse as a genre, a means of persuasion, a worldview, a motif, and more. Course materials will include texts as well as film and television media. Possible sources and topics may include: the biblical books of Daniel and Revelation, selections from the Qur'an, apocalyptically-oriented new religious movements, the phenomenon of doomsday preppers, the *Left Behind* series of Christian thrillers and accompanying films, and *The Leftovers* book and television series. Open only to first- and second-year students.

Credits 4

Religion 171 : Apocalypse: Ancient and Modern Visions of the End

The end of the world has felt imminent for some time now. The biblical Prophets Enoch and Ezra's visions of the earth held in judgment, Revelation's visions of Rome buried and burned for its imperial evils, and the threat of environmental or existential ruptures found throughout contemporary film each demonstrate an enduring fixation with the calamitous end of this world and the potential for a "new earth" rid of suffering. How might climate change—experienced as a slowly unfolding series of plagues, disasters, and deaths—engage with concepts like judgment, justice, and hope? If we consider the root meaning of "apocalypse" as a "revelation" or "unveiling," what does the current ecological crisis reveal about our world? This class analyzes Jewish apocalyptic literature alongside Modern film and climate discourse to explore the manifold meanings of a world brought to its end. May be elected as Classics 171.

Credits 4

Cross-Listed

Classics 171

Religion 180 : James Baldwin's America

The work of African American writer James Baldwin has probed the enduring contradictions of America's troubled history with race and the legacies of slavery. Drawing from both his literary and non-fiction work, this course explores how Baldwin excavates, confronts, and rewrites his own story and the story of America through the lens of religion, race, and sexuality. We will consider the political dimensions of Baldwin's autobiographical writing and study the ways Baldwin reads the racial imaginary of literature and film. We will examine the ambiguities of Baldwin's Pentecostal upbringing, something he rebelled against yet continued to deploy rhetorically in his writing. Students will learn to analyze how forms of literary and visual representation produce, rank, and value racial difference. The course will also incorporate the perspectives of Baldwin's interlocutors, in addition to exploring contemporary voices that engage enduring problems of race and its entanglements with religion. May be elected as Indigeneity, Race, and Ethnicity Studies 180.

Credits 4

Cross-Listed

Indigeneity, Race, and Ethnicity Studies 180

Religion 203 : What is Religion?

What is religion, and why is its study important in the twenty-first century? This course engages students with classic and contemporary theories about religion, and considers a variety of methods in the transdisciplinary field of religious studies.

Credits 4

Religion 205 : American Islam

Who are American Muslims? Can Islam be an American religion? This course interrogates the history of American Islam and Muslims. Examining the religion of Islam within the American context offers a key opportunity to consider its intersections with the categories of race, gender, immigration and nationhood, and multiculturalism. Topics covered may include Islam of African peoples enslaved in the Americas, immigrant and diaspora communities, Black Islams such as the Nation of Islam and the Moorish Science Temple, and Islamophobia and the racialization of Muslims. No prior background in the study of Islam required. Course materials include readings and films. Assignments include papers and presentations. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Religion 207 : Islamic Traditions

This course provides an overview of the religious tradition of Islam in a global context. We will encounter a lived tradition: one that is constantly defined, redefined, and contested through the beliefs and practices of Muslims in interpretation of scripture, ritual life, literature, art, and other modes of expression. Themes that may receive attention include foundational sources and literatures such as the Qur'an, hadith, and shari'a, as well as the role of the Prophet Muhammad, Sunni and Shi'i traditions, political Islam, and Islam in America. The sources for the course include both readings and films. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Religion 217 : The Qur'an

This course offers an exploration of the Qur'an, the scripture of Islam. In introducing the text, we will examine the historical and literary context in which it was revealed to the Prophet Muhammad in seventh century Arabia. Through close reading we will survey the many messages, themes, and literary and poetic styles found in the text itself. Special attention will also be given to the range of methods and approaches that Muslims have used in interpreting the Qur'an, and to the role played by the text in ritual life.

Credits 4

Religion 219 : Modern Jewish Thought

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

Credits 4

Cross-Listed

German Studies 219

Religion 220 : Introduction to Christian Thought

This course aims to acquaint students with a working knowledge of the vocabulary, topics, and history of Christian Thought. What are its sources, patterns, and forms of meaning making? What does Christianity have to say about God, bodies, reason, faith, sex, desire, ecology, life, and death? The readings for this course will draw from the Bible, a range of canonical and contemporary theological voices, literature, and philosophy. Students will acquire theological literacy in the Christian tradition, the ability to detect and discern Christianity's historical entanglements with other discourses, and the knowledge needed to negotiate ongoing cultural contestations over religion.

Credits 4

Religion 223 : Religion and the Spirit of Capitalism

As global capitalism reaches into every corner of human life, what role does religion play in the reproduction of social inequalities, labor practices, and exploitative economies? Did religion sow the seeds of capitalism? How might religious traditions and practices be used to critique capitalism and reimagine the culture it created? In this course, we delve into the entanglements between religion and the dominant economic form of the modern world: capitalism. Areas covered include classical social theories of religion and capitalism (Marx, Weber, Tocqueville, Durkheim); contemporary examples of interactions between religious practice and capitalist processes; and the mobilization of religious traditions in critiquing and resisting capitalism. Topics may include the "Confucian ethic" and economic growth in East Asia; Islamic financial institutions; the effect of Pentecostalism's explosive growth on the economic experiences of African and Latin American communities; the marketization and commodification of religion; and more. May be elected as Anthropology 223.

Credits 4

Cross-Listed

Anthropology 223

Religion 224 : Anthropology of Religion

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

Credits 4

Cross-Listed

Anthropology 224

Religion 225 : Global Christianity

This course examines Christianity in its multiplicity and diversity, from its origins in a pluralistic ancient Mediterranean world to the spread of Christian practices and cultural forms throughout the globe. Through engagement with anthropology, history, theology, and literary texts, we will explore how various Christian texts, concepts, institutions, practices, and narratives have circulated among different populations in distinct socio-historical contexts. The course centers around two key questions: How has Christianity been formed and reformed through its global encounters? And how have these encounters in turn shaped the world as we know it? May be elected as Anthropology 225.

Credits 4

Cross-Listed

Anthropology 225

Religion 226 : Religion in America

Religion is deeply woven into the historical fabric of American life. From the pre-Columbian cultures of the Americas (Cahokia) to the pilgrims at Plymouth Colony, from the emergence of new religions like Mormonism to movements for social justice such as abolitionism and civil rights, religion cuts across the American experience—its political, legal, social, and cultural formations. This course offers an archaeological, historical, and ethnographic survey of religion in the United States, examining not only the ways it has been encoded in the nation's founding documents and institutional practices, but also in the diversity of its lived forms. The course will investigate the ways religion becomes a site of contestation and identity formation. It will explore how religion is entangled in the many contradictions of American life, its forms of national storytelling, and the practice and afterlives of slavery and settler colonialism. May be elected as Anthropology 226.

Credits 4

Cross-Listed

Anthropology 226

Religion 236 : Comparative Scriptures

This course takes a comparative thematic approach to reading across the three scriptures of the Abrahamic traditions—the Hebrew Bible, the New Testament, and the Qur'an. Although they originate at different moments in history, in the context of different religious traditions, a common vocabulary of themes, narratives, genres, and poetics appears across all three. We will take a thematic approach by reading the scriptures as literature, in conversation with one another, and in so doing, raising the issue of the possibilities and limitations of a comparative perspective.

Credits 4

Religion 260 : The Secularization of Whitman College

Whitman College was originally founded as a seminary named after two missionaries who were sent to this region to convert the Cayuse, Umatilla, and Walla Walla peoples to Christianity. Though the college now has no official ties to Christianity, we continue to bear the names of the Whitmans, house artifacts collected by our missionary founders, repent of our mascots, mark and wash our monuments, and have a mission statement outlining our goals and aspirations. Is Whitman haunted? Are all secularisms haunted? In this class we will consider the present politics of Whitman College in light of our archives, collections, and relationships, as well as broader scholarship on religion and secularism. May be elected as Politics 260.

Credits 4

Cross-Listed

Politics 260

Religion 270 : Race and Religion

How are race and religion related? If we reject the idea of race as a fixed biological essence and think of it instead as a product of human history, how do we understand religion's role in the historical production of race? This course explores the ways religions reinforce and resist practices of racialization, and further asks how religious identity itself comes to be understood in racial, ethnic, and/or nationalist terms. The course will examine pre-modern and modern forms of anti-Semitism, Orientalism and Islamophobia; it will ask whether the caste system in Hindu South Asia can or should be understood in terms of race; and it will take up religion's complex entanglements in the slave trade, the plantation system, and European settler colonialism in the Americas. We will read from the primary source historical texts (Valladolid Debate), a selection of foundational theorists (such as Sylvia Wynter, B.R. Ambedkar, Hannah Arendt, Edward Said and Frantz Fanon), and a range of contemporary voices and perspectives. May be elected a Indigeneity, Race, and Ethnicity Studies 270.

Credits 4

Cross-Listed

Indigeneity, Race, and Ethnicity Studies 270

Religion 275 : Reading Buddhism: Exploring Buddhism through its Formative Texts

This course offers an in-depth exploration of a wide variety of texts drawn from across Buddhist traditions. Buddhist literature is vast in scope and extremely rich in imagination, offering to its readers a fantastic world populated by Buddhas, advanced bodhisattvas, heavenly paradises, supernatural occurrences, profound philosophical discussions, and enigmatic words of wisdom. We will focus both on placing these texts within their proper historical context within the development of Buddhism and engaging them creatively as modern readers. Taken together, this literature can help us learn to think and imagine otherwise possibilities for relating to the world and moving forward into the twenty-first century. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Religion 290-292 : Special Topics in the Academic Study of Religion

One-time offerings of studies of selected authors, themes, or religious traditions at the intermediate level. See course schedule for any current offerings.

Credits 2-4

Religion 300 : Transformative Spiritual Journeys: Contemporary Memoirs of Religion

This course presents individuals who have created religious and spiritual lives amid the variety of possibilities for religious belonging. By engaging this canon of memoirs, we will take seriously the writings of theologians, religious laity, spiritual gurus, pop icon philosophers, LGBT clergy, religious minorities, and scholars of religion as foundational for considering religious authority through popular, institutional, and otherwise forms of religious leadership. Themes of spiritual formation and religious belonging as a process—healing, self-making, writing, converting, renouncing, dreaming, and liberating—characterize the religious journeys of the writers, thinkers, and leaders whose works we will examine. Each weekly session will also incorporate relevant audiovisual religious media, including online exhibits, documentary films, recorded sermons, tv series, performance art, and music.

Credits 4

Religion 303 : Religion and Gender in Global Context

This course examines issues of gender and religion as they intersect with global political discourses about women's rights and competing definitions of agency. The study of global religions have been transformed in important ways by encounters with postcolonial and feminist scholarship; similarly, the persistent interest in religious forms of life have shaped how scholars think about gender, sexuality, and feminism in transnational contexts. In this course, we will explore how these dialogues between feminism, postcolonial studies, and religious studies may inform and transform our understandings of categories like "women" and "religion." Questions explored will include: why have women's bodies and forms of religious dress become charged sites of these negotiations? What assumptions concerning moral agency, freedom, and public/private space invest these sites with meaning in the first place? Why does the sensibility of being modern and politically progressive depend so heavily on particular representations of the appropriate roles and behaviors of women and religion? May be elected as Anthropology 303. May be taken for credit towards the Gender Studies major or minor.

Credits 4

Cross-Listed

Anthropology 303

Recommended Prerequisites

One prior course in Anthropology, Gender Studies, or Religion.

Religion 304 : Muslim Bodies

This course considers the roles of bodies and embodiment as related to the religious tradition of Islam. What is the role of the body in Islamic thought and practice? How are different bodies understood and treated in Islamic contexts? In what ways might the category of Islam as a religion intersect with race? Themes that may receive attention include ritual performance via the body, fashion and clothing, gender, sexuality, disability, race, and theoretical discourse of embodiment. The basics of Islam will not be covered in the course; while there are no prerequisites, it is highly recommended that students have prior course experience relating to Islam, or in Religion, Gender Studies, or Indigeneity, Race, And Ethnicity Studies. May be taken for credit toward the Middle East area for the South Asian and Middle Eastern Studies major, Gender Studies major or minor, or Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Religion 307 : Mediating Religions

This course will engage with philosophy, religious studies, phenomenological theory, post-colonial and cultural studies scholarship in order to critically analyze mediated religion and other parts of social life on a global scale. We will consider the many meanings of mediation, from the larger social level of mass communication to the individual level of the body, in which larger beliefs are individually mediated through ritual and performance. Themes that may receive attention include: the use of electronic fatwas in modern Muslim societies; the rise of American televisual evangelism; the global and local markets for religious cultural products; the representation of religious identities—particularly the rise of Islamophobia—in media; and the prominence of fundamentalist and nationalist religious politics across the globe. Lectures, discussions, and tests. May be elected as Film and Media Studies 307. When Film and Media Studies 307 is not offered, Religion 307 may be taken for credit toward the Film and Media Studies major or minor. May be taken for credit toward the South Asian and Middle Eastern Studies major.

Credits 4

Cross-Listed

Film and Media Studies 307

Religion 310 : Hearing Islam

This course explores the ways in which Islam has been conceived, represented, and contested through sound. How does hearing or saying affect the practice of religion? What makes a particular sound religious, with regard to either its production or its experience? Topics will include the call to prayer, recitation of the Qur'an, the "problem" of music in Islam, and genres of Islamic music from a wide range of historical and cultural contexts (such as ghazals--love poems set as songs --and Islamic rap, for example), sermons, and other audio artifacts. The course will draw on both reading and listening assignments. May be taken for credit toward the Film and Media Studies major or minor or the South Asian and Middle Eastern Studies major. May be elected as Music 310.

Credits 4

Cross-Listed

Music 310

Religion 321 : Islamic Mysticism

This course examines the concepts, literatures, and practices associated with mysticism in Islam (Sufism), and the lives of related figures. We will draw on both close reading of mystical literatures, as well as studying the integration of the practices and individuals into Sufi orders into society in a variety of geographical and historical contexts.

Credits 4

Religion 325 : Religion and Politics in East Asia

How has the modern development of religion in East Asia shaped the region's historical experiences and contemporary life-worlds? In this course, we examine how an imported concept — "religion" (宗教) — has transformed the sociopolitical landscapes of greater China, Japan, and Korea. With readings from anthropology, religious studies, and other related fields, the class will explore thematic topics set in contemporary East Asian contexts through a multi-religious lens. In addition to looking at 20th-21st-century restructurings of East Asian traditions like Confucianism, Daoism, Buddhism, and Shintoism, we also focus on Christianity's impacts in the region as well as emerging, hybridized religious movements in the region. Topics include: religious communities' role in modernizing and nationalizing projects; religion and violent conflict; relationships between religious organizations and the state, under democratic, socialist, and capitalist orders; and East Asian religions' contemporary influences in globalized mass media and pop culture.

Credits 4

Religion 350 : Missionaries and other Anthropologists

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

Credits 4

Cross-Listed

Anthropology 350

Religion 365 : Queer Religion

What kinds of queer possibilities, spaces, and practices do we find internal to religious traditions? How do religious imaginations, narratives, bodily disciplines, and ritual practices open onto what Ashon Crawley has termed "otherwise possibilities"? How might queer religion offer visions of social and political transformation? Paying close attention to the boundaries that structure sexual, gender, and religious discourse — for instance, boundaries between nature and culture, immanence and transcendence, and modernity and tradition — this course takes up the question and status of "queerness" in relation to religion. Topics to be discussed include (but are not limited to) queer ecology, queer theologies, queer ethnographies across different cultural and historical settings, and queer methodologies/reading strategies. May be elected as Anthropology 365.

Credits 4

Cross-Listed

Anthropology 365

Religion 366 : Religion, Language, and Power

How do people talk with god(s)? What marks language as "religious"? What elements of power, identity, and agency are enacted through linguistic interactions between humans and the sacred? In this course, we explore these questions by looking at the role of language in diverse forms of religious life. Readings will examine how different genres of speech, text, and communicative practice mediate relationships between humans and the divine or otherworldly, with topics including ritual and sacramental language, prayer and confession, conversion narratives, shamanism and spirit possession, speaking in tongues, translation, and other linguistic phenomena. We will also consider how religion shapes popular language ideologies — that is, how religious beliefs structure the way we understand the authority, intentionality, or function of language itself. In addition to reading texts drawing from anthropological theory, religious studies, and ethnographic analyses of religious language in action, students will engage with films and primary source materials to contribute their own analyses of "religious language." Classes will be discussion-centered, with assignments a mixture of short written responses, analytical essays, and a culminating research-driven assignment. May be elected as Anthropology 366.

Credits 4

Cross-Listed

Anthropology 366

Religion 367 : Affect and Emotion

Affect is notoriously difficult to define. Often associated with bodily intensities, potentials, sensations, and capacities, the concept of affect contrasts with cognition and rationality, and challenges formal structures of meaning and representation. Emotions, on the other hand, are culturally meaningful feelings, with regularized patterns and normative expressions. In this course, we bring these two concepts together by exploring how both affect and emotion shape our social world. How are political commitments viscerally felt? What sensations attach people to religious beliefs? How are emotions (like anger or grief) strategically mobilized in social movements? More broadly, we ask: how do experiences of affect, emotion, passion, and sensation inform how people navigate the world? Focusing on scholars of the "affective turn" in anthropology and religious studies, this course introduces students to theoretical and ethnographic scholarship that bring attention to how feelings, sensations, and embodied energies reside in and transform the world, as well as how feelings become meaningful in different cultural and religious contexts. Topics include the role of affect in political and religious movements; the cultural significance of emotions (and the limits of representation); collective effervescence and spiritual ecstasy; eco-anxiety and the embodied atmospherics of climate catastrophe; the circulation of "bad feelings" in mass media; and other examples of the affective dimensions of social life. Classes will be discussion-centered, with assignments a mixture of short written responses, analytical essays, and a culminating research-driven assignment. May be elected as Anthropology 367.

Credits 4

Cross-Listed

Anthropology 367

Religion 370 : Religion and Disenchantment in 20th-century Literature

How is religion imagined in modern literature? In what ways has literature itself become a species of religious thought? This course explores how 20th-century literature reflects a crisis of meaning in modern religious thought, on the one hand, and how it sustains the religious through attachment to form, to loss, and to belief without meaning, on the other. The course will examine the relationship between words and things, knowledge and power, truth and illusion, and consider the ways literary representation expresses, transposes, and otherwise complicates these terms. We will read writers with both direct and oblique relationships to religious discourses and institutions, writers who bring religious forms of thinking to crisis, who invert its logics, who explore its hauntings, its silences, its ambiguities, and its enduring capacity to make meaning. We will take up these conceptual questions in conversation with the historical (social, political) dynamics out of which they emerge and to which they are posed. Readings will be drawn from authors such as Kafka, Borges, Morrison, Djébar, Coetzee, Endo, O'Connor, and Ngugi wa' Thiong'o.

Credits 4

Religion 387-390 : Special Topics in Religious History, Literature, and Thought

Intensive studies of particular authors, literatures, issues, or eras. The topics will vary year to year. See course schedule for any current offerings.

Credits 2-4

Religion 401, 402 : Independent Study

An opportunity for advanced students to pursue a specific interest after consultation with the instructor.

Credits 1-4

Prerequisites

Consent of instructor.

Religion 448 : Seminar in the Academic Study of Religion

A senior capstone experiences that prepares majors for senior thesis writing through an exploration of contemporary issues in the field. Required of, and open only to senior religion majors.

Credits 4

Religion 490 : Thesis in Religion

Research and writing of the senior thesis. Open only to and required of senior religion majors.

Credits 4

Prerequisite Courses

[Religion 448: Seminar in the Academic Study of Religion](#)

Religion 498 : Honors Thesis in Religion

Research and writing of the senior honors thesis. Students register for Religion 490, not for Religion 498. The registration will be changed from Religion 490 to 498 for those students who attain honors in Religion. Open only to senior religion majors.

Credits 4

Rhetoric, Writing, and Public Discourse

Chair: Matthew Bost

Michael Dalebout

Ellen Defossez

Lydia McDermott

Kaitlyn Patia

Writing Program:

Director of the Center for Writing and Speaking and General Education Writing Program: Lydia McDermott

Director of Academic Writing Courses: Jenna Terry

Sally Bormann

Chetna Chopra

Georgia Cloepfil

Lydia McDermott

Wendy Oleson

Rob Schlegel

Johanna Stoberock

About the Department

Rooted in the classical art of persuasion, the study of rhetoric encompasses the use and analysis of symbols to share ideas, construct social reality, and make decisions about matters of common concern. Students of rhetoric engage in the critical study and composition of various messages, as well as exploring the dynamics of symbolic action through studying speeches, written and audiovisual texts, and embodied performance.

Through the study and practice of rhetoric, students learn to critique historical and contemporary public discourse, considering the stylistic and persuasive devices that make particular pieces of rhetoric effective. Additionally, students develop skills in written and oral composition, learning to craft messages that account for specific audiences in specific rhetorical situations. Finally, students reflect on the larger dynamics of rhetoric, considering the relationship between discourse and reality, the cultural and ethical power dynamics of communication, and the ways that any public discourse reflects its historical and social contexts.

In addition to serving students in our major and minor, the Rhetoric, Writing, and Public Discourse Department (RWPD) teaches written and oral communication as skills necessary for the broader Whitman community. RWPD courses seek to help students across disciplines develop the writing and speaking skills they will use for their

coursework and for all types of written and oral communication during and after their time at Whitman. Courses in RWPD help students develop skills for many genres of composition, from research papers, poster presentations and senior theses to artist statements, op-eds and protest speeches.

Majors are welcome to concentrate their studies in areas such as political rhetoric, social justice rhetoric, presidential rhetoric, rhetorical theory, or any area in which they have scholarly interest.

Learning Goals

Upon graduation, a student will be able to:

- Describe and engage central questions and concerns that have shaped the field of rhetoric, and effectively engage core rhetorical concepts and theories.
- Critically analyze public discourse as it is shaped by composition, audience, genre, rhetorical situation, and systemic power dynamics.
- Create messages which are shaped by communicative goals and responsive to audience, context, and ethical engagement with difference.
- Understand and practice written and oral communication as recursive processes.
- Create written and oral arguments that use clear evidence to support specific claims.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in RWPD apply to the humanities distribution area with the following exceptions:

Humanities or cultural pluralism: 250

Humanities or fine arts: 110

Humanities or social sciences: 342 and 365

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Advisory Information

As part of its commitment to teaching written and oral communication across the curriculum, the department of Rhetoric, Writing, and Public Discourse offers RWPD 170, Language and Writing. Many students are required to take RWPD 170, and more information about the Writing Proficiency requirement can be found in the General Studies section of the catalog. In addition to the requirement, all incoming students are encouraged to take the course in their first year. RWPD 170 does not count toward the major credit requirement or the Writing Across Contexts distribution requirement.

Rhetoric, Writing, and Public Discourse Major

Program of Study Type

Major

Total credit requirements for a Rhetoric, Writing, and Public Discourse major: 36

- **Required Courses**
 - RWPD 230, 330, 387, and 487
 - All majors will complete RWPD 230 by the end of fall junior year.
 - All majors will complete RWPD 387 by the end of their junior year.
 - At least 20 additional credits in RWPD
 - May include up to 8 credits of 200-level or higher courses outside the department relevant to the student's rhetorical studies that are pre-approved by the student's major advisor.
- **Senior Requirements**

- RWPD 487, in which students will write an approximately 6,500-word capstone paper and give a 10–15-minute presentation on the capstone paper, followed by a brief discussion including the students' senior seminar classmates and RWPD faculty.
- **Honors**
 - Students do not apply for admission to candidacy for honors, but will be invited by the department at the end of fall semester of their senior year.
 - In addition to their senior capstone paper, students wishing to pursue honors will complete an approximately 700-1,000-word proposal for expanding their capstone project into an honors thesis. The proposal should include the names of the student's primary thesis advisor and two additional readers for their proposed project, an initial plan for expanding the argument of the project, and a plan for additional research. Honors thesis proposals will be due in the final weeks of fall semester of the student's senior year, and will be reviewed by the RWPD department faculty.
 - If their proposal is approved, and after finishing RWPD 487, the student will take RWPD 498 as an independent supervised research project during spring of senior year, with their chosen thesis advisor serving as the course instructor. During RWPD 498, the student will write and revise a senior thesis of approximately 10,000 words. Honors thesis will be assessed using the RWPD Senior Assessment rubric.
 - The student will orally defend their thesis at the end of spring senior year. The defense will consist of a 10-15-minute public presentation followed by approximately 45-minute-long discussion with the student's committee members.
 - In order to be eligible for honors, a student must:
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program
 - Pass the senior assessment with distinction
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Total Credits

36

Rhetoric, Writing, and Public Discourse Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - RWPD 230
 - Four credits at 300-level or higher
- **Notes**
 - Up to four credits at 200-level from outside the department can be approved to apply toward the minor.
 - No courses can be taken P-D-F.

Total Credits

20

Rhetoric, Writing, and Public Discourse Course Descriptions

Rhetoric, Writing, and Public Discourse 100-103 : Special Topics in Rhetoric, Writing, and Public Discourse
Courses in special topics areas within RWPD. See course schedule for any current offerings.

Credits 1-4

Rhetoric, Writing, and Public Discourse 110 : Public Speaking

Words matter. If we want to change the world, it is more important now than ever to develop our ability to communicate clearly, effectively, and artfully. In this course, students will learn the fundamentals of public speaking. They will learn how to speak about things that matter to them, and — with practice — to make things matter to others. Students will refine their ability to speak in a variety of settings, situations, and genres to diverse audiences. Through classroom activities, practice speeches, and formal performances, they will learn how to engage the attention, attitudes, and actions of others regarding issues of personal, communal, and civic importance.

Credits 4

Rhetoric, Writing, and Public Discourse 121 : Fundamentals of Argumentation

This course is an introduction to the theory and practice of argumentation. Argumentation as an area of study explores the ways that evidence-based claims are used to mediate disagreement and controversy in personal, technical, and political contexts, and make decisions when the best course of action is contested or unclear. The course engages four primary topics: we will explore the core theoretical concepts of argument, and think about how different types of argument work and what makes them effective when directed toward particular audiences. We will discuss the ways that different communities of argument (from legal and scientific fields, to local and national debates over political issues, to arguments in mass media forums and online) judge the worth of different claims, and mediate disagreements, and we will think about how those communities interact and what happens when they come into conflict. We will dissect examples of argument in different communities in-depth, and think about how particular arguments are shaped by historical context and specific circumstances. Finally, we will interrogate the limits of argument as a paradigm, inquiring into its foundational assumptions, the ethical issues it raises, and potential alternatives that have been forwarded (ranging from dialogue to invitational rhetoric and consensus-building). In addition to analyzing arguments, students will put course material in practice through written and oral argumentation and debate. Assignments will include papers and presentations addressing different theories of argument, case studies diagramming the evolution of major historical or contemporary public arguments, advocacy and op-ed writing, and in-class dialogues and debates.

Credits 4

Rhetoric, Writing, and Public Discourse 170 : Language and Writing

A course designed to introduce students to analytical writing through extensive writing practice and revision. The course provides strategies for invention, development, and editing. Emphasis is placed on analysis and synthesis, with additional attention to language use at the sentence level, including grammar, diction, and syntax. Priority enrollment through the Registrar's Office for students fulfilling their Writing Proficiency Requirement. Open by consent of the Director of Academic Writing Courses.

Credits 4

Prerequisites

Consent of the Director of Academic Writing Courses.

Rhetoric, Writing, and Public Discourse 175 : Persuasion, Propaganda, and Power

This course provides an introduction to the relationship between communication, power, and individual and communal identity. We are bombarded with hundreds of communicative messages every day, each of which aims at getting us to take some action, hold some belief, or think of ourselves in a certain way. This course will give students basic tools for critically reading these everyday communicative interactions. We will consider the basic elements of persuasion (speaker, text or argument, the context of a given message, and the ways that appeals to evidence and emotions shape how messages are received). We will consider the relationship between rhetoric and representation, asking how people use rhetoric to represent their own experiences and identities and how they are represented by others, whether to create social change or secure the status quo. We will consider how rhetoric and public discourse are shaped by contemporary communication technologies. Finally, we will consider some of the ethical and practical concerns involved in crafting persuasive messages and communicating with others, paying particular attention to how individuals engage with the above themes. Assignments will include several short critical papers and a presentation on a piece of contemporary public discourse or a critical concept. Open to first-years and sophomores only.

Credits 4

Rhetoric, Writing, and Public Discourse 180 : Processes and Practices of Writing

This course extends students' practices and understanding of college-level academic writing processes. The course focuses on strategies and structures that support thesis-driving writing and repeated revision. Through extensive and recursive writing practice, the course emphasizes reflection on students' own writing processes and practices. Students will learn from this reflection ways to intervene in their own writing practice to encourage complexity of ideas, careful evidence evaluation and integration, and diverse revision approaches. Open to all students and fulfills the College's Writing Across Contexts requirement.

Credits 4

Rhetoric, Writing, and Public Discourse 200-203 : Special Topics in Rhetoric, Writing, and Public Discourse

Courses in special topics areas within RWPD. See course schedule for any current offerings.

Credits 1-4

Rhetoric, Writing, and Public Discourse 210 : Writing for Diverse Purposes

This course offers writers the opportunity to focus on expository writing for varying audiences and for diverse purposes. The course will engage students in the study of genre characteristics and conventions, prosodic style, and adaptation of writing for differing audiences. Open to Sophomores, Juniors, and Seniors, and First-Years by Instructor Consent, and fulfills the College's Writing Across Contexts Requirement.

Credits 4

Rhetoric, Writing, and Public Discourse 225 : Communication in Science

Grounded in rhetoric of science scholarship, this course introduces students to both the theory and practice of science communication. Areas of focus will include the role of persuasion within the discourses of science, the rhetorical dynamics of science controversies related to matters of public importance, and effective practices for communicating technical material to general audiences. Students will be given theoretical tools to engage in constructive critical analyses of science communication, and practical tools to engage in the production of rhetorically-informed science communication. Course assignments will include essays and a practical project involving the translation of a matter of scientific complexity for a general audience.

Credits 4

Rhetoric, Writing, and Public Discourse 230 : Introduction to Rhetoric and Public Culture

This course gives students the basic tools for analyzing the ways that symbols shape the world, informing peoples' fundamental ideas about reality, contributing to our sense of community, and letting us make decisions about urgent matters of common concern. We will examine rhetorical artifacts from presidential speeches and policy documents to film, television, and socially mediated discourse. Rhetorical artifacts are shaped by the identity and social position of those who compose them, the rhetorical situations to which they respond, the audiences they attempt to reach, and the cultural ideologies and power dynamics that underpin them. We will consider the impact of media form (whether a rhetorical artifact is written, spoken, audio-visually mediated) on its composition and reception, and explore some of the major theories of how symbols affect people's lives, from public memory and body rhetoric to theories of rhetorical performance and representation. Students will write several short papers that critically examine different rhetorical artifacts, and will also write, workshop, and present a longer research project. Students will practice critical writing, academic research, and use of evidence and citation as they develop their projects over the course of the semester.

Credits 4

Rhetoric, Writing, and Public Discourse 250 : Rhetoric, Gender, and Sexuality

This class examines the ways that rhetorical practices and theories rooted in gender and sexuality can and do create, reinforce, adjust and sometimes overcome sex and gender based bias in society. The nature of this bias is addressed as a rhetorical construct that continues to serve as a basis for social, political, and economic conditions of existence for many. In the class, we will critique communication in the media, daily discourse, the law, politics, and in personal experiences. The goal of this examination is to increase awareness of difference and bias in communication based on gender and sexuality, to challenge theoretical assumptions about what constitutes inequity, to analyze the rhetorical practices that constitute gender and sexuality, and to offer new perspectives from which to view gender-based rhetorical practices. May be taken for credit toward the Gender Studies major or minor. May be elected as Gender Studies 250.

Credits 4

Cross-Listed

Gender Studies 250

Rhetoric, Writing, and Public Discourse 255 : Social Justice Movements

This course examines the issues animating movements for social justice, as well as the protest strategies and organizing tactics that activists draw on to challenge systems of power. Students will engage with speeches, manifestos, and other acts of protest by contemporary and historical changemakers in the United States and beyond. Course materials additionally include documentary films, photographic images of protests, and scholarship on issues such as the ethics of confrontation and disruption, the tensions between publicity and privacy, the relationship between violence and nonviolence, and the role of bodies in acts of protest. Issues, organizations, and movements covered may include racial justice and civil rights, Black Power, feminism and intersectionality, ACT UP, Queer Nation, the United Farm Workers, student movements, peace activism, disability justice, environmental and climate justice, the American Indian Movement, and resistance to voter suppression. Assignments include reading annotations or responses, facilitating class discussion, a presentation on a current social justice movement, and two short essays. All assigned course materials are available at no cost to the student. This course is open to (and suitable for) all class levels, including first-year students. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Rhetoric, Writing, and Public Discourse 260 : Rhetoric and Sensation in Civic Life

For much of rhetoric's history, scholars have focused on the ways that tropes and textual devices, from metaphor to narrative, influence human communication and civic engagement. This course explores a variety of recent scholarly work that expands rhetoric to account for visual, auditory, tactile and other sensory aspects of rhetoric. We will explore the ways that sensory factors (for example, hearing a speech at a political rally versus reading it on paper) influence the meaning and effects of public discourse. We will also explore a series of basic critical tools for reading images, music and audio, considering communication rooted in touch and exploring the persuasive features of particular spaces (e.g. malls, courtrooms, protest rallies), as well as discuss a variety of other rhetorical artifacts that shape our lived experience of the world. Finally, we will explore the broader implications of rhetoric's effects across the senses for how we think about symbolic action and civic engagement. Assignments will include a mid-length research paper, a discussion assignment, and short responses in a variety of written, visual, and audible forms. May be taken for credit toward the Film and Media Studies major or minor.

Credits 4

Rhetoric, Writing, and Public Discourse 300-303 : Special Topics in Rhetoric, Writing, and Public Discourse

See course schedule for any current offerings.

Credits 1-4

Rhetoric, Writing, and Public Discourse 310 : The Theory and Practice of Tutoring Writing

This course is designed to prepare you to be an effective and confident writing tutor. It will introduce you to major theories on peer-tutoring, debates concerning the teaching of writing, and practical techniques for dealing with difficult situations in the process of tutoring. You will leave the course having conducted genre-specific research, having developed your own tutoring philosophy, and with a portfolio of strategies for tutoring from yourself and your peers. One of our goals is to create a community of knowledgeable and supportive writing center tutors who can then work as a team within the writing center. Not open to first semester students.

Credits 2

Prerequisites

General Studies 175; or consent of instructor.

Rhetoric, Writing, and Public Discourse 320 : Advanced Writing Studies

An advanced course in writing studies for students interested both in advancing understanding of their own writing processes and styles as well as in learning broader theories of composition and rhetoric across the curriculum. Students will study and practice rhetorical devices and genre analysis in order to facilitate flexibility in writing for different academic communities. Not open to first-year students.

Credits 4

Rhetoric, Writing, and Public Discourse 321 : Changing the Subject: Judith Butler and Philosophy

This course will examine the writings of contemporary philosopher and queer theorist Judith Butler in response to seminal texts from the European philosophical tradition. These texts will include selections from Hegel's *Phenomenology of Spirit*, the "Second Essay" from Nietzsche's *Genealogy of Morals*, Kant's "What is Enlightenment?" as well as Foucault's reply to that essay, and Levinas' "Peace and Proximity." The seminar will focus on, first, the close reading of the primary source philosophical texts, placing those texts into dialogue with Butler's critical interpretation of them. Thematically, it will engage such themes as the constitution of the subject, critique, and the relationship to the Other; methodologically, it will explore Butler's deconstructive and rhetorical style of reading, using it as an exemplar for the theoretical appropriation of traditional philosophical texts. Bi-weekly seminar presentation papers will be required, as well a final presentation and researched paper. The seminar is writing intensive, and emphasizes structured peer feedback. May be elected as Philosophy 321.

Credits 4

Cross-Listed

Philosophy 321

Prerequisites

Philosophy 201, Rhetoric, Writing and Public Discourse 230, or consent of instructor.

Rhetoric, Writing, and Public Discourse 325 : Rhetorics of Health and Medicine

This course introduces students to key themes within the rhetorics of health and medicine—a field of inquiry that examines how language and persuasion shape our understandings of health and illness. Topics will include the role of metaphor, narrative and genre in medical discourse, the rhetorical dynamics of medical controversies, the persuasive strategies utilized in public health messaging, the cultural significance of mediated representations of health and illness, and the relationship between identity and illness. Course assignments will invite students to identify the rhetorical dimensions of health discourses, to consider how the cultural meanings of health are rhetorically constructed and contested, and to evaluate the rhetorical strategies employed by patients, advocates, and health professionals across a range of communication contexts.

Credits 4

Rhetoric, Writing, and Public Discourse 330 : Rhetorical Theory and the Human Condition

The very question, "What is rhetoric?" prompts consternation and confusion, dialogue and dissent. From its inception in ancient Greece, the study of rhetoric has gone hand in hand with important debates over truth versus belief, the role of persuasion in social change, the relationship between identity, power and civic engagement, and the possibility of democracy. These debates have only become more pressing in the present moment, as our lives and communities are shaped by a ubiquitous array of communicative acts and sources, from cable news to the internet. Beginning with rhetoric's classical origins, this course will explore the primary debates and conceptual tools that have shaped it as a field, focusing on how authors grappled with rhetoric's power, the links between rhetoric and civic identity, and the role of rhetoric in social change. Throughout the semester, we will assess how rhetoric has been studied in different historical contexts to construct a picture of rhetoric's role in molding the human condition. Course to include a final research project and several short response papers, as well as class discussion and participation.

Credits 4

Recommended Prerequisites

Rhetoric, Writing and Public Discourse 230.

Rhetoric, Writing, and Public Discourse 332 : Coalition, Identity, and Difference in Social Movements

Successful movements for social change have almost always relied on strategies of coalition-building that unite movements working toward different goals against a common enemy, or around a common vision of a shared future. This course will examine the ways that social movements have created and maintained coalition in the 20th and 21st-century. We will focus especially on the ways that different perspectives and experiences of race, class, gender/sexuality, ability, and nationality have been negotiated within different social movements, as well as in building bridges between movement groups. In addition to scholarship on the rhetoric of social movements, we will also consider the organizational and interpersonal communicative strategies that movements have used to build successful coalition, the ways that social movements make decisions and negotiate internal conflict, the relationship between conversations within movements and communication between movements and external audiences, and why coalitions collapse. We will consider case studies of coalitional politics including historical and contemporary "poor people's movements", activism around welfare, childcare, and "wages for housework", the relationship between feminist and antiracist struggles in the US and global anticolonial, anti-capitalist, and gender justice struggles, the politics of mutual aid, and coalitions between LGBTQIA+ activists and advocates for more inclusive immigration policy. Assignments will include a self-designed research project, an oral presentation, and several short responses. May be taken for credit toward the Gender Studies major or minor.

Credits 4

Rhetoric, Writing, and Public Discourse 340 : Variable Topics in Rhetorical Methods

This course offers an intensive exploration of select approaches to conducting scholarly research in the field of rhetoric. Course offerings will encompass a variety of rhetorical methods, including but not limited to community-based research, archival research, close textual analysis, memory studies, and ideological criticism. Students will read texts that exemplify the selected rhetorical method and hone their skills as critics through various practicum over the course of the semester. See course schedule for any current offerings.

Credits 4

Rhetoric, Writing, and Public Discourse 342 : Rhetoric and Capitalism: Exploitation, Precarity and Social Change

From conversations about campaign finance and net neutrality to ethical debates over the labor practices used to produce contemporary communication technologies, capitalism shapes contemporary civic engagement in a variety of important ways. In this course, we will explore some of the key histories and theoretical terms necessary to understand the links between capitalism and public discourse. We will focus on two key trends: capitalism's tendency to translate local human relationships and symbolic actions into abstract, interchangeable processes of exchange (for example through social media, creditor relationships, or monetary exchange), and the ways that capitalism makes some bodies or lives precarious while insulating other bodies or lives from risk and potential harm. Topics covered will include the *Citizens United v. FEC* Supreme Court decision, the increasing global shift to an economy based on communication and information, the relationship between conventional waged labor and other forms of labor (e.g. housework, sex work, black market economies), and the utility of various lenses, from Marxist and anarchist perspectives to feminist, ecological, critical race, and queer perspectives for rhetorically engaging with capitalism's effects. We will also discuss some of the ways that activists have responded to these trends, from traditional labor organizing to the construction of communities removed from capitalism, to digital and social media activism. Assignments will include a mid-length research paper, a series of short reflections, and a discussion assignment. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor.

Credits 4

Rhetoric, Writing, and Public Discourse 350 : U.S. Political Campaigns

How did campaigns for political office in the United States come to look like they do today? Focusing on the role of communication in U.S. political campaigns, this course traces how the social movements of the 1960s and 1970s—and backlash to these movements—have shaped the contemporary landscape of U.S. politics. We will examine the history of various features of political campaigns, including candidate debates, advertisements, speeches, media coverage and the traveling press corps, social media and new technologies, crafting candidate image and narrative, deliberative forums, and the role of consultants. Within our exploration of these issues, we will attend to questions of power, access, and identity, including the intersection of race, gender, sexuality, and class in politics. Students will both analyze and create examples of political campaign communication. This course is open to (and suitable for) all class levels, including first-year students. May be taken for credit toward the Film and Media Studies major or minor. Formerly Rhetoric, Writing, and Public Discourse 350 *Political Campaign Communication*; may not be taken for credit if credit already earned for 350.

Credits 4

Rhetoric, Writing, and Public Discourse 353 : The Rhetoric of the Black Freedom Struggle

This course examines the rhetoric of the Black freedom struggle in the US, beginning with African Americans' efforts to survive and resist slavery and culminating in contemporary struggles for social, political, and economic justice. We will explore the birth of 20th century struggles for civil rights in the radical left of the 1930s, and chart the continuation of these struggles through the lunch counter sit-ins, marches and bus boycotts of the mid-1950s, struggles for voting rights and political representation in the 1960s, and community organizing and advocacy for Black power in the late 1960s and early 70s, as well as examining the ways that all of these movements inform present-day struggles for social change. Assignments will include short analytical essays centered on primary texts, and a final rhetorical criticism paper on a topic of the student's choice. May be taken for credit toward the Indigeneity, Race, and Ethnicity Studies major or minor or the Gender Studies major or minor.

Credits 4

Rhetoric, Writing, and Public Discourse 360 : Variable Topics in the Rhetoric of Social Protest

This course offers in-depth exploration of historical and contemporary protest rhetorics. Course offerings will encompass a variety of movements for social justice focused on gender, sexuality, race and class, and will explore primary texts produced by social movements, media coverage of social movements, theories of social change, and philosophical works produced in moments of protest. See course schedule for any current offerings.

Credits 1-4

Rhetoric, Writing, and Public Discourse 365 : Rhetoric and Violence

Rhetoric and violence are frequently separated and irresistibly connected parts of contemporary civic life. We bemoan the breakdown of discussion into violent division, and worry over rhetorical incitements to violent action, even as we draw lines between "free speech" and physically violent acts. This course examines key theoretical and historical connections between rhetoric and violence, attempting to make sense of the rhetorical impacts of physical force, the relationship between speech and violent action, and the ways that histories of violence shape subjectivity, interpersonal relationships, and political community. We will begin by studying rhetorical theorists who have posed general questions about the relationship between rhetoric and violence, the definition and scope of the term "violence", and the material power of discourse. We will then engage these theoretical debates through extended discussions of scholarly, activist and journalistic literature around several points of intersection between rhetoric and violence including rhetoric around gun violence and mass shootings, feminist discussions of gendered violence and masculinity, histories of racial violence, "fighting words" and injurious or hurtful speech, and contemporary military and political violence. We will also discuss antiviolence rhetoric that attempts to publicize, counter, or mitigate the effects of systemic violence against marginalized communities. Throughout, the course will link important political discussions with larger theoretical debates, giving us the tools to think violence in connection with rhetoric, and consider the ethics of nonviolence. Assignments will include several short response papers, seminar based discussion, and an oral presentation. May be taken for credit toward the Gender Studies major or minor.

Credits 4

Rhetoric, Writing, and Public Discourse 380 : Rhetorical Bodies

This course examines the rhetorical construction of bodies as well as the ways in which bodies are often used rhetorically. In order to carry out this examination, we will apply a variety of critical rhetorical lenses to written and visual texts. We will be particularly concerned with the intersections of social factors such as gender, race, class, sexuality, and disability and the ways in which these intersections are written on our bodies. We will read texts by classical and contemporary theorists and authors, such as Hippocrates, Quintilian, Judith Butler, Kenneth Burke, Patricia Hill Collins, Debra Hawhee, and Robert McRuer. This course will be writing intensive. May be taken for credit toward the Gender Studies major or minor or the Indigeneity, Race, and Ethnicity Studies major or minor. May be elected as English 377.

Credits 4

Cross-Listed

English 377

Rhetoric, Writing, and Public Discourse 387 : Rhetorical Criticism

This course teaches students the core methods used to critically analyze texts from a rhetorical perspective. Using a variety of rhetorical artifacts including speeches and court opinions film, public monuments and memorials, and political protest rhetoric, students will consider how individual rhetorical acts are shaped by authorship and composition, audience, and social and historical context. We will think about these factors in conversation with concrete methods for analysis ranging from close textual criticism to ideology critique to affect and public memory analysis. Finally, the course will instruct students in researching and writing an extended piece of rhetorical criticism.

Credits 4

Recommended Prerequisites

Rhetoric, Writing, and Public Discourse 230.

Rhetoric, Writing, and Public Discourse 401, 402 : Independent Study

Individually directed studies in rhetoric culminating in a presentation, paper, or other creation as arranged between the student and professor.

Credits 1-4

Prerequisites

Consent of instructor.

Rhetoric, Writing, and Public Discourse 403-406 : Special Topics in Rhetoric, Writing, and Public Discourse

Courses in special topics areas within rhetorical studies. See course schedule for any current offerings.

Credits 1-4

Rhetoric, Writing, and Public Discourse 487 : Senior Seminar in Rhetoric, Writing, and Public Discourse

This course focuses on an advanced analysis of rhetoric, and facilitates independent research on senior capstone papers and senior theses. Course readings will explore the goals of rhetorical theory and criticism, the utility of rhetoric for political advocacy and public life outside the academy, and core skills and strategies for effectively planning and writing original academic research. Students will also assign and teach rhetorical scholarship relevant to their senior research. The goal of the course is to prepare students to perform effective rhetorical criticism, to integrate theory effectively in analyzing rhetoric, and to produce well-organized and well-argued research. Students will either produce a senior capstone paper over the course of the semester, or prepare a thesis proposal that will enable them to pursue honors in the spring semester of their senior year.

Credits 4

Rhetoric, Writing, and Public Discourse 491 : Thesis

Research and writing of the senior thesis. Open only to and required of senior majors.

Credits 4

Rhetoric, Writing, and Public Discourse 498 : Honors Thesis

Research and writing of the senior honors thesis. Open only to and required of senior majors. Students wishing to be considered for honors must apply to the department during the fall semester of their senior year.

Credits 4

Prerequisites

Admission to honors candidacy.

Science

Courses in science do not automatically count toward distribution requirements, unless specifically noted in the course descriptions below.

Science Course Descriptions

Science 180 : Special Topics in Science

Special topics in science include interdisciplinary offerings generally not considered in courses offered by specific departments. The material will vary from semester to semester. See course schedule for any current offerings.

Credits 1-4

Science 380 : Special Topics in Science

Special topics in science include interdisciplinary offerings generally not considered in courses offered by specific departments. The material will vary from semester to semester. See course schedule for any current offerings.

Credits 1-4

Science 391, 392 : Independent Study

Discussion and directed reading on a topic of interest to the individual student.

Credits 1-3

Prerequisites

Consent of instructor.

Social Justice

Concentration Director: Lisa Uddin, Art History

About the Concentration

Students in the Social Justice concentration will acquire a foundational knowledge of social justice theory and practice, synthesizing coursework related to social justice from a variety of departments, and connecting academic exploration of social justice with work in education, activism, the nonprofit sector, and other community contexts. Students will consider the ways that structural power dynamics and policies produce and reproduce a variety of inequalities. Students will critically reflect on their own positionality and responsibility related to power and privilege, and study the ways that different power dynamics related to identity and difference function and intersect with one another. Finally, students will consider the relationship between social justice scholarship and practice both through studying historical and contemporary social movements and strategies for social change, and through a community engagement project that involves sustained work with a community organization or social movement.

Please contact the director of the Social Justice concentration for a complete list of concentration-affiliated faculty who are available to serve as advisors. Students may declare the concentration at any time until the first semester of their senior year.

Learning Goals

Students in the Social Justice concentration will:

- Develop an understanding of the ways that systems, institutions, and policies (for example, historical, economic, political, cultural, or religious systems) produce and reproduce conditions of domination & inequality.
- Reflect critically on their own positionality and responsibility in the context of power, privilege, and structures of inequity.
- Bring theories and historical and contemporary movements for justice and liberation into critical dialogue with one another.
- Consider the relationship between social justice scholarship and social justice practices outside of academic contexts.

Social Justice Concentration

Program of Study Type

Concentration

- **Required Courses (15 Credits)**
 - Social Justice 110 and 310
 - One elective course in each of the following Thematic Areas:
 - *Systems, Institutions, and Policies:* Courses in this category explore the ways that structural power dynamics, political economy, and/or social policies produce and reproduce inequity.

- *Power, Positionality, and Responsibility*: Courses in this category theorize and respond to the ways that social location positions people in relation to identity, power, and difference. Courses might explore how different identities and vectors of difference (including race, gender/sexuality, class, ability, religion, nationality, and others) are constituted and intersect.
 - *Social Movements and Liberation*: Courses in this category engage with concrete cases of historical and contemporary struggles against social injustice, or with practices of social movements.
- **Additional Requirements**
 - *Project for Action & Change and Social Justice Practicum Course (Social Justice 310)*: Students will engage in a project, internship, or volunteer experience in which they develop the capacity to work with others in solidarity for social change. Examples might include a social justice-inflected internship or work with a community partner; study-abroad experiences with social justice organizations; volunteering with a campus or off-campus activist organization. Concurrently with the project, students will complete a 1-credit, Credit/No Credit Practicum course that will situate the project within a social justice framework, and contain a written reflection on their project.
 - *Integrative Component*: Students will produce a substantive written, oral, or multimedia project that reflects on and analyzes their work in the category of Action & Change. The presentation will situate their experiential learning in relation to the concentration coursework and learning goals. The presentation must be public-facing; examples might include presentation at the Power & Privilege Symposium, the Whitman Undergraduate Conference, or other public-facing format. Students will meet with their concentration advisor to discuss the ways it will satisfy the requirement. Some aspect of the project should be archive-able via ARMINDA for future reference of students & community members (as a default, access will be restricted to Whitman users).
 - **Notes**
 - No more than one course from a single department may be used to satisfy the thematic requirements.
 - At least one of the courses taken to satisfy the thematic requirements must be a 4-credit course.
 - Students may use one course from off-campus study or transfer credit to satisfy the thematic requirement.

Item #	Title	Credits
	Systems, Institutions, and Policies Electives	
	Power, Positionality, and Responsibility Electives	
	Social Movements and Liberation Electives	
	Total Credits	15

Social Justice Course Descriptions

Social Justice 110 : Introduction to Social Justice

This course will introduce students to the basics of social justice work through engagement with a variety of intellectual traditions and models of practice. Topics covered will include: theorizing structural inequalities; power and privilege; social movements; and models of community organizing and advocacy for social change. The course will culminate in the student's proposal of an "Action & Change" project that will engage course themes and concepts in a community context, and will form a core part of the remaining concentration work

Credits 4

Social Justice 310 : Social Justice Practicum

This course will offer a space for reflection and critical engagement for students pursuing the Project for Action & Change in the course of their Social Justice concentration. The course will ask students to situate their project within a social justice framework and critically engage different approaches to social justice practice (e.g. through social movements, nonprofit work, education). The course will culminate in a reflective project that integrates the student's work in the concentration and proposes a public-facing integrative component. Social Justice 310 must be completed by the end of fall semester of a student's senior year and should be taken concurrently to or immediately after (in the case of a summer project) the student's Project for Action & Change.

Credits 1

Prerequisites

Social Justice 110; and consent of instructor.

Sociology

Chair: Gilbert Mireles

Alissa Cordner (*on sabbatical, Fall 2024*)

Michelle Janning

Helen Kim

Rachel Nickens

Alvaro Santana-Acuña (*on sabbatical, 2024-2025*)

Chris Wakefield

Jon Williams

About the Department

Sociology courses deal with the structure and functioning of societies, the nature of social interaction, the relationship between the individual and society, and the nature of change in human societies.

Course levels: 200-level courses are designed to introduce students to subfields in sociology. 300-level courses include: more depth and specificity; seminar-style pedagogies; smaller class size; more intensity in reading assignments; deeper engagement with, and application of, theories and methods in sociology; greater emphasis on written and/or oral communication; and an emphasis on thesis preparation. Most 200-level courses in Sociology do not have prerequisites. 300-level courses require at least two credits of prior work in Sociology or consent of instructor.

Learning Goals

Upon graduation, a student will be able to:

- Understand the discipline of sociology, including foundational concepts such as the sociological imagination, social inequality, stratification, social change, culture, structure, institutions, identity, interactions, and the importance of place and the natural environment in social relations.
- Describe, effectively apply, and engage basic theories or theoretical orientations in at least one area of sociological inquiry.
- Employ various sociological research methods, including qualitative and quantitative approaches, to ethically investigate sociological questions.
- Identify underlying assumptions of, effectively apply, and critically engage sociological work that uses different theoretical and methodological approaches.
- Connect sociological questions with appropriate theories and methods in research.
- Critically and effectively communicate verbally and in written form according to professional standards in sociology.
- Understand both the importance of public and applied sociology and the individual student's role in civic engagement using a sociological lens.

Distribution

For students who started at Whitman College prior to Fall 2024, courses in Sociology apply to the social sciences distribution area, with the following exceptions:

Cultural pluralism or social sciences: selected courses (see course descriptions)

Quantitative analysis or social sciences: 208

For students who start at Whitman College in Fall 2024 or later, please refer to the General Studies section for a full list of courses that count toward each distribution area.

Sociology+French Major

Program of Study Type

Combined Major

- **Complete all of the requirements for a Sociology major (36 credits).**
- **A total of 24 additional credits in French and Francophone Studies, comprised as follows:**
 - At least 16 credits taught in French at the 200-level or above, or equivalent
 - French language courses numbered below 200 do not count toward the major.
 - Up to 12 credits may be comprised of any combination of the following:
 - Up to 8 credits from approved courses taught in English
 - Up to 8 credits transferred from off-campus studies or another institution
 - Up to 4 credits "double-dipped" with approved courses counted toward another major or minor
 - Up to 4 AP or IB credits
- **Attainment of the level of B2 or Advanced Low on a recognized language proficiency assessment (DELF, ACTFL, etc.)**
- **Two or more of the following integrative components with the primary major:**
 - A thesis topic that explicitly incorporates a significant portion of French/Francophone content, broadly understood (textual, geographic, theoretical, historical, etc.)
 - A grade of B or higher in a Sociology course taught in French (normally only an option through off-campus studies)
 - A course in Sociology that has been approved as a "double dip" (see note)
 - An internship related to Sociology, conducted in French
 - An oral presentation of the senior project (or equivalent) in French, for a general public audience
 - Portfolio + reflective essay in French
- **Complete the senior self-evaluation survey about the student's combined major experience.**
- **Honors**
 - Determined according to the criteria for the Sociology major
- **Notes**
 - Certain majors may allow for a "double dip," such as:
 - An approved course taught in English that counts toward both the major requirements and the French requirements
 - A course completed in French off-campus that counts toward both the major requirements and the French requirements
 - Within the 8-credit transfer limitation, any university-level courses taught entirely in French may count toward the French requirements, regardless of topic.
 - Sociology+French candidates have a major advisor in Sociology, and a second advisor from French and Francophone Studies who works with them to define and assess the integrative component. Students should approach a French advisor as soon as possible after declaring their primary major.

Total Credits

60

Sociology-Environmental Studies Major

Program of Study Type

Combined Major

Sociology-Environmental Studies majors analyze the social dimensions of natural and built environments. More specifically, students explore questions such as, how do people's experiences of and knowledge about environmental issues differ by race, class, gender and nationality? How do those differences shape perspectives on environmental problems and ecological damage such as species decline, toxic contamination, air and water pollution, especially now that the rate of damage is increasing? The critical study of social factors that influence environmental issues such as population growth, globalization, climate change, environmental health and environmental justice, leads to a greater understanding of society's efforts to address such problems.

Total credit requirements for a Sociology-Environmental Studies major: 59 (34 credits in Sociology and 25 in required coursework for all Environmental Studies majors)

Common Requirements for all Environmental Studies Majors

- **Required Courses**
 - *Introductory Coursework:* Environmental Studies 120 and 207
 - *Foundation Coursework:* Fulfill the following requirements for the two areas outside of your area of concentration (arts and humanities, natural and physical sciences, or social sciences).
 - Environmental Arts and Humanities: Take two elective courses from the list below.
 - Environmental Natural and Physical Sciences: Take 7 credits in elective courses from the list below. Credits must come from at least two departments, and include at least one course with a lab.
 - Environmental Social Sciences: Take two elective courses from the list below.
 - *Interdisciplinary Coursework:* Take one interdisciplinary elective from the list below.
 - *Senior Coursework:* Environmental Studies 479
- **Additional Requirements**
 - Fulfill all of the requirements for a major in a specific area of concentration, chosen from:
 - Environmental Arts and Humanities: Art-Environmental Studies or Environmental Humanities
 - Environmental Natural and Physical Sciences: Biology-Environmental Studies, Chemistry-Environmental Studies, Geology-Environmental Studies, or Physics-Environmental Studies
 - Environmental Social Sciences: Anthropology-Environmental Studies, Economics-Environmental Studies, History-Environmental Studies, Politics-Environmental Studies, or Sociology-Environmental Studies
- **Senior Requirements**
 - Environmental Studies 479
 - Further requirements as specified by the chosen major
- **Honors**
 - Specified within each major
- **Notes**
 - Up to 8 transfer credits may be applied to a major in Environmental Studies.
 - No courses taken P-D-F can be applied toward the major.

Requirements for Sociology-Environmental Studies Majors

- **Complete the Common Requirements for all Environmental Studies Majors (25 Credits)**
- **Required Sociology Courses**
 - Sociology 117, 207, 229, 251, and 490
 - Sociology 325, 329, or 353
 - Sociology 492 or 498
 - One additional four-credit elective course in Sociology
- **Additional Required Courses**
 - Environmental Studies 488 or 498
 - One additional relevant foundational course in Environmental Social Sciences outside of Sociology
- **Senior Requirements**
 - Sociology 490; and 492 or 498
 - Environmental Studies 488 or 498, which involve a written thesis
 - Pass a comprehensive oral examination.
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.

- An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.

Item #	Title	Credits
	Environmental Arts and Humanities Electives	
	Environmental Natural and Physical Sciences Electives	
	Interdisciplinary Environmental Studies Electives	
	Environmental Social Sciences Electives	
	Total Credits	59

Sociology Major

Program of Study Type

Major

- **Required Courses**
 - Sociology 117, 207, 251, and 490
 - Sociology 492 or 498
 - At least one 300-level course in Sociology, excluding off-campus studies and independent studies courses
 - Additional Sociology elective courses to total at least 36 credits
- **Senior Requirements**
 - Sociology 490; and 492 or 498
 - Must be taken in sequence (490 in fall, 492 or 498 in spring)
 - Written thesis
 - Comprehensive oral exam
- **Honors**
 - Students do not apply for admission to candidacy for honors.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - Chair of the department will notify the Registrar of students attaining honors no later than the beginning of Week 12.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - No courses taken P-D-F may be applied toward the major.
 - No more than 8 transfer credits may be applied toward the major.
 - Students should take Sociology 117 as early in their Whitman career as possible.
 - Students should take Sociology 207 and 251 before their senior year, if possible.

Total Credits

36

Sociology Minor

Program of Study Type

Minor

- **Required Courses (18 Credits)**
 - Sociology 117, 207, and 251
 - At least six additional credits of Sociology electives
- **Notes**

Sociology Course Descriptions

Sociology 110 : Social Problems

A systematic and in-depth introduction to the sociology of social problems. This course examines, from a sociological perspective, some of the more commonly identified social problems in contemporary United States and globally, and analyzes the structure and culture of this society, in the attempt to determine how and why these problems are produced and sustained.

Credits 4

Sociology 117 : Principles of Sociology

Principles of Sociology is a comprehensive introduction to the discipline of sociology, or the systematic study of human group behavior. With a balance between lectures and discussions, the course covers basic sociological theories and quantitative and qualitative methodological perspectives. Course topics include historical foundations of the discipline, social interaction, socialization, structure, culture, groups and networks, applied sociology, inequalities, globalization, and the relationship between humans and the built and natural environments. Student work includes reading assignments, exams, papers, and an empirical research project that entails research design, data collection and analysis, oral and written presentation of findings, and application of a sociological theory and past empirical research to the findings. Required of all majors; should be taken as early in the student's program as possible. Open to First-years, sophomores and juniors; seniors by consent of instructor only.

Credits 4

Sociology 207 : Social Research Methods

A course designed to introduce the student to the procedures by which sociologists gather, analyze, and interpret factual information about the social world. Topics to be covered in this course include the part which social research plays in the larger discipline of sociology, the relationships between sociological theory and social research, research design, measurement and the operationalization of concepts, probabilistic sampling, observational data-gathering procedures, survey research, the use of secondary source materials, and experimentation. Required of sociology majors and minors; open to students in other social science disciplines with consent of instructor.

Credits 4

Sociology 208 : Social Statistics

A course designed to complement and expand upon the knowledge gained in Sociology 207, as it introduces the student to the various statistical procedures by which social researchers carry out the quantitative analysis of sociological data. Topics to be addressed in this course include univariate and bivariate descriptive statistics, statistical inference, and techniques of multivariate analysis. The goals of this course are to instill within the student an understanding of these procedures at both the conceptual and practical levels, and to teach the student how to utilize these procedures using computer software packages. This course is particularly recommended for any student who is (a) contemplating writing a senior thesis involving the collection and quantitative analysis of original empirical data, and/or (b) considering the possibility of pursuing graduate study in the social sciences.

Credits 4

Prerequisites

Sociology 207; or consent of instructor.

Sociology 209 : Sociology of Health and Illness

This course provides an introduction to the sociology of health and illness, also known as medical sociology. It examines the distribution and experience of health and illness, and explores how the health care system, health experiences, and health inequalities are shaped by social, cultural, political, and economic factors. The course will introduce sociological perspectives on health and disease, and focus on understanding illness trends and experiences in social and historical context. Topics covered include: the illness experience; doctor-patient relationships; hierarchies within the health care sector; the social construction of medicine; the impact of food, occupations, and the environment on health; disparities in health outcomes and health care access; ethics in medicine; health social movements; and health care policy.

Credits 4

Sociology 211 : Community-Based Sociology

Community-Based Sociology is designed for any student interested in combining an ongoing or new local paid or unpaid community placement with sociological investigation into the topics central to the placement, to the placement's interactional and group-level organizational dynamics, and to the overarching connection between social inquiry and its application in local organizations and/or projects. Professor-approved placements can be located in non-profit, for-profit, educational, governmental, human service, or other similar community settings in the Walla Walla Valley. Topics for placements can connect to fields in social sciences, humanities, arts, and/or sciences, and placements may be arranged using existing College resources or by the student and professor. Readings, lectures, and discussions cover epistemological, political, and conceptual overlaps and differences between traditional, public, applied, and other forms of community-based sociology, as well as issues surrounding reciprocity and ethics in the relationship between academic inquiry and on-the-ground work in the community. Students who take the class must have an arranged placement by the second week of classes, and must spend at least one hour per week in the placement. Placements must be concurrent with the semester the course is taken. Student work includes readings, reflective writing about the experience, class meetings (which includes discussion and presentation), responses to readings, and a project that integrates sociological investigation with the placement experience.

Credits 4

Sociology 212 : Political Sociology

What is power and what forms can it take? What are nation states and why have they become the dominant form of ruling over people? Who elects our political representatives: markets or voters? Is democracy the best system of government? Are there viable alternatives to it? How is democracy achieved and what threats does it face in the current era? In an increasing globalized world, does it make sense to refer to citizens, states, and power in national terms? These are some of the questions we analyze in this course, which reviews major approaches to political sociology through explorations of the following topics: state and nation formation, civil society, citizenship, democracy, elections, contentious politics, populism, terrorism, globalization, markets, media coverage, and the environment. A strong emphasis is put on historical analyses and empirical studies.

Credits 4

Sociology 220 : Latin@s in the United States

This course provides an introduction to the social scientific study of Latina/os in American society. Major social, political, and economic trends will be discussed in historical and contemporary contexts. The course will focus on issues related to immigration and transnationalism, ethnicity and identity, gender and sexuality, and socioeconomic status and labor market participation. Course readings will focus primarily on the Cuban, Puerto Rican, and Mexican descent populations; however we will also consider other groups in the heterogeneous Latin@ community. Students will be evaluated on class participation, a midterm and final exam, and a short research paper.

Credits 4

Sociology 229 : Environmental Sociology

How is the environment shaped by society, and how is society shaped by the environment? Who controls access to environmental resources, and who is impacted by environmental hazards? How is "nature" defined, and what role do societies have in that definition? This course addresses these and other questions, and provides an overview of the central debates in environmental sociology. We will explore current environmental topics from a sociological perspective, focusing on interactions between human societies and the natural environment. At the end of the course, students will be able to describe key theories in environmental sociology, explain how environmental sociologists look at issues like technological innovation and population stresses on resources, and apply these key theories to a variety of contemporary environmental problems. The course will include lectures, in-class discussions and assignments, papers, applied research projects and exams.

Credits 4

Sociology 248 : Sociology of Big Data: Algorithms, Robots, and Digital Societies

In recent decades, most societies around the world have experienced an explosion in the production, circulation, and consumption of data. This ongoing revolution, often associated with the word Big Data, is having unprecedented social and cultural consequences. This course will explore such consequences by looking at global usages of Big Data. Sites of observation and analysis will include technological tools and social groups that interact with such data, including algorithms, artificial intelligence, biotechnology, robots, social media, and digital influencers. Areas looked into will include labor markets, political policies, social relations, and cultural values. Students will leave the course with a better understanding of the current relationship between society and technology and especially of the social implications surrounding use of Big Data.

Credits 4

Sociology 251 : Social Theory

This course introduces students to major thinkers, ideas, concepts, and debates that are part of the trajectory of social theory from the mid-eighteenth century to the present. The course also addresses the question of how social theories relate to the context in which they are produced and how they can be put in practice to help us explain social issues. Required of sociology majors and minors.

Credits 4

Sociology 257 : Sociology of the Family

This course examines contemporary and historical families in the U.S. and globally through a sociological lens. Simultaneously a public and private entity, the family has long been considered by many to be the critical building block and pivotal institution in society, but over the course of many generations and in countless cultures, the concept of family itself has been defined and redefined. Students will learn about changing families as they relate to growing lifespans, globalization, shifts in paid work experiences, changing religious and political perspectives, technological changes, shifting media representations, and innovative lifestyles and dwelling design. Upon completion of the course, students will demonstrate an understanding of, and connection between, topics such as: family theories, research methods used to study families, love and sex, courtship, cohabitation, care work, reproduction, parenting, childhood, paid work and family boundaries, violence, break-up/divorce, family policy, stepfamilies, aging, home design, and more. Through course readings, written assignments, class discussions, and exams, students will explore how race, social class, gender, age, and sexual orientation intersect and shape processes of inequalities, family formation, intimacy, and decisions about various family life stages.

Credits 4

Sociology 258 : Gender and Society

What is gender? How does gender inform our lives and the organization of society? This course provides a variety of theoretical, empirical, and narrative responses to these questions. Emphasis is placed on the interplay between theory and lived experience in a variety of interactional and institutional settings. The course investigates the economic, political, and cultural dimensions of gender relations in the context of race and class. Topics include: the global economy, domestic work, socialization, sexuality, violence, identity, the family, health, education, and social change.

Credits 4

Sociology 259 : Sociology of Crime and Delinquency

A sociological examination of the patterns, causes, and consequences of criminal and delinquent behavior in modern society. Specific topics to be studied in this course include: 1) the origins of and purposes behind criminal law; 2) the various theories of crime and delinquency; and 3) the relationships between the public's perception of and concern about the various forms of criminal deviance and the true impact of these behaviors upon society. This course is open to all students, but previous coursework in sociology would be very helpful.

Credits 4

Recommended Prerequisites

Previous coursework in Sociology is recommended.

Sociology 267 : Race and Ethnic Group Relations

This course investigates ways in which power relations in the United States influence cultural, economic, and political meanings of race and ethnicity. A variety of sociological meanings of race and ethnicity are explored. In addition to examining theoretical frameworks regarding race and ethnicity, the course draws upon historical analysis and considers current debates related to cultural politics and identity. Emphasis is placed on the interplay of race, class and gender in the United States. Intended for sophomores and juniors with at least one previous course in sociology.

Credits 4

Sociology 269 : The Sociology of Prisons and Punishment

This course will provide a sociological analysis of prisons in America and throughout the world. Specific topics to be covered include the history of imprisonment as a way of dealing with criminal offenders; the process by which persons become incarcerated in America; theoretical perspectives on imprisonment; the many different types of penal facilities which exist in our society; the impacts of prison upon the larger society; the internal dynamics of the prison institution; and alternatives to incarceration as a means of imprisonment. This course will be conducted as a large seminar, and all participants will be expected to complete a major analytical paper, and to present that paper to the other members of the seminar. In-class lectures and discussion will be supplemented by visits to some of the prisons and jails which are located in eastern Washington and Oregon.

Credits 4

Sociology 278 : Social Movements and Social Change

This course provides an introduction to the sociological study of collective action and social change. The causes, trajectories, and outcomes of social movements will be analyzed from a macro-, meso-, and microsociological perspective. The theoretical models presented stress political processes and organizational dynamics as well as the intersections of politics, culture, and identity. Case studies will be drawn primarily from liberal democratic societies. Course evaluation will be based on participation, a course term paper, a midterm, and final exam. This course is open to all students but previous coursework in sociology or a related field is strongly advised.

Credits 4

Recommended Prerequisites

Previous coursework in Sociology or a related field is strongly recommended.

Sociology 279 : Sociology of Education

A sociological investigation of education in society, including historical and comparative perspectives. Students will understand and apply fundamental social scientific theoretical and methodological approaches to studying education, with emphasis on early learning, K-12 education, and higher education. Topics include inequality, teacher/student/administrator experience, peer culture and cultural constructions of childhood and adolescence, learning abilities, school types, education reform, and intersections between education and other social institutions such as family, government, and media. Students will complete applied research projects and exams.

Credits 4

Sociology 293, 294 : Special Topics in Sociology: Intermediate Level

An intermediate course designed to review selected topics in sociology through lectures, seminars, or group research projects. See course schedule for any current offerings.

Credits 1-4

Sociology 325 : Sociology of Disasters

This course offers an in-depth exploration of the sociology of disasters. Though disasters are often thought of as being either natural or technological in nature, they are fundamentally social in nature, and their impacts are unequally distributed. This course will examine a number of specific disaster cases, including weather-related disasters, technological hazards, terrorism, and the impacts of climate change. It will also focus on social science theories of disaster response and social vulnerability. The course will pay specific attention to topics including community vulnerability, response, and resilience; disaster risk perception and preparation; impacts of disasters on vulnerable social groups; community disruption and social change after disasters occur; and the geographic and temporal scales at which disasters occur. This course involves group work, oral presentations, independent research projects, exams and quizzes, written papers, and classroom discussion.

Credits 4

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Sociology 329 : Environmental Health

Environmental health issues are inherently interdisciplinary. This seminar-style course will examine how the natural, built, and social environments impact human and environmental health outcomes. The course will draw on research articles, theoretical discussions, and empirical examples from fields including toxicology, exposure science, environmental chemistry, epidemiology, sociology, history, policy studies, and fiction. Particular attention will be paid to the use of science to develop regulation, the role of social movements in identifying environmental health problems, and inequalities associated with environmental exposures. This course will be reading, discussion, and writing intensive. May be elected as Environmental Studies 329, but must be elected as Environmental Studies 329 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Environmental Studies 329

Prerequisites

At least two credits of prior work in sociology or consent of instructor

Sociology 337 : Seminar in Cultural Sociology

This seminar examines cultural dimensions of social processes and explores how cultural categories, symbols, and rituals are analyzed sociologically. Topics covered include: culture in everyday social interactions, identity and social status, culture and institutions, symbolic power, rituals and events, subcultures and countercultures, social change, mass media, and the arts. This course involves intensive reading and writing about classical and contemporary theoretical approaches to analyzing culture, as well as projects that involve innovative research methods in cultural sociology.

Credits 4

Prerequisites

At least two credits of prior coursework in sociology; or consent of instructor.

Sociology 340 : Economic Sociology

This seminar will provide an advanced exploration into the social bases of economic behavior in society. Three substantive areas will be covered in depth. The course opens with a unit on organizations where students will read classical, contemporary, and critical analyses of formal organizations in modern society. The second unit of the semester is focused on the interactions between organizations, or firms in the economic sense, and the broader sociopolitical contexts in which they are found. This includes classical political economics readings from Europe as well as more contemporary perspectives from the United States. Special emphasis will be placed on the rise of large capitalist firms in American society during the 19th and 20th centuries. The final unit of the course deals with different forms of labor in advanced industrial societies. Course evaluation will be based on participation, a course term paper, a midterm, and final exam.

Credits 4

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Sociology 353 : Environmental Justice

How are environmental problems experienced differently according to race, gender, class and nationality? What do we learn about the meaning of gender, race, class and nationality by studying the patterns of environmental exposure of different groups? Environmental justice is one of the most important and active sites of environmental scholarship and activism in our country today. This course integrates perspectives and questions from sciences, humanities and social sciences through the examination of a series of case studies of environmental injustice in the United States and worldwide. Biology and chemistry figure centrally in links between environmental contaminants and human health. Systematic inequalities in exposure and access to resources and decision-making raise moral and ethical questions. Legal and policy lessons emerge as we examine the mechanisms social actors employ in contesting their circumstances. This course will be reading, discussion and research intensive. May be elected as Environmental Studies 353, but must be elected as Environmental Studies 353 to satisfy the interdisciplinary course requirement in environmental studies.

Credits 4

Cross-Listed

Environmental Studies 353

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Sociology 360 : The Sociology of Everyday Life

An introduction to the sociology of face-to-face interaction, communication, and the social construction of reality. Areas covered include: symbolic interaction and dramaturgy, ethnomethodology, qualitative research methods and ethnography, the presentation of self, feeling rules, boundary work, stigma management, and studies of social space. Students will read canonical pieces of sociology as well as contemporary case studies as they work to see patterns of social behavior in everyday situations. Student assessment is based on in-class participation, tests, and a semester-long qualitative research project.

Credits 4

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Sociology 368 : Contemporary Social Theory: A Textual and Visual Approach

Using a hands-on approach, this course introduces students to key thinkers, ideas, concepts, and debates that are part of contemporary social theory from World War II to the present. This course acknowledges the interdisciplinary nature of contemporary social theory. Students are exposed to theories in the following disciplines: sociology, history, anthropology, economics, political science, and philosophy; and in the following subfields: cultural analysis, gender and feminism, race and ethnicity, global studies, post-colonialism, science studies, environmental studies, and post-humanism. Along with close textual analysis, students will also watch theorists at work in lectures, interviews, and debates.

Credits 4

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Sociology 369 : Social Stratification

This course provides an advanced introduction to the study of structured inequality in late industrial, liberal democratic societies. This includes a look at the ways in which economic position, social prestige, and political resources affect individual life chances in society. Specific topics covered include classical approaches to social inequality, social mobility, networks and social capital, class and culture, and educational systems and social mobility. In addition, we review ascriptive factors such as race and gender and their impact on labor market participation and inequality. Student evaluation will be based on class participation, three written seminar papers and presentations, and a midterm and final exam.

Credits 4

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Sociology 370 : Sex, Law, and American Society

Whenever sex is involved, efforts to control the public become more extensive and severe. From chastity belts to the latest in sex doll construction, American authorities have been keen to regulate, constrain, and control sex—especially acts that emphasize pleasure over reproduction. In this seminar-style course, students will explore the myriad ways that authorities use social controls to manage behaviors and communities with special attention paid to the ways sex has been socially constructed over the past four centuries. Topics will include reproduction, masturbation, sexual violence, sex work, sexual disease transmission, age of consent, queer sexualities, sex offender management, BDSM, and pornography. Students will engage with a range of theories during the course: sexual scripts, moral panics, Foucauldian theories of discourse, queer theory, necropolitics, and multiple feminist frameworks. This course will be reading, writing and discussion intensive, requiring all students to engage in class and regularly in written form. Students will be evaluated based on a combination of small and large writing assignments, classroom discussion, and oral presentations. Students should be advised that frank discussions of sexual behavior, sexual harm, and nonnormative sexuality will occur during the class; therefore, students should not take the class if they are unprepared to engage in such discussions.

Credits 4

Prerequisite Courses

[Sociology 117: Principles of Sociology](#)

Sociology 381, 382 : Independent Study

Reading and/or research in an area of sociology of interest to the student, under the supervision of a faculty member. A maximum of four credits may count toward the major. Default of standard grading but can be graded credit/no credit if and when agreed upon by the professor and student, however, courses graded credit/no credit cannot count toward the major.

Credits 1-4

Prerequisites

At least two credits of prior coursework in Sociology; and consent of instructor.

Sociology 393 : Special Topics in Sociology: Upper Level

An advanced course designed to review selected topics in sociology through lectures, seminars, or group research projects. See course schedule for any current offerings.

Credits 1-4

Prerequisites

At least two credits of prior coursework in Sociology; or consent of instructor.

Sociology 407, 408 : Seminar

Seminars in selected topics in sociology primarily for advanced students. See course schedule for any current offerings.

Credits 4

Prerequisites

Consent of instructor.

Sociology 490 : Current Issues in Sociology

Limited to, and required of, senior sociology majors. The course meets in a seminar format with all available sociology faculty. Students will demonstrate advanced understanding and application of the sociology major learning goals through discussions of recent research in the field. Students will also make significant progress towards the writing of their thesis and preparation for their oral defense. Must be taken the last fall semester in which the student is in residence.

Credits 4

Prerequisite Courses

[Sociology 117: Principles of Sociology](#)

Sociology 492 : Thesis

A course in which the student conceptualizes, designs, and carries out a senior thesis. The major emphasis in this course will be upon the student's own individual thesis project, which may be completed under the supervision of any full-time member of the department. In addition, students also will be expected to participate in evaluations and critiques of the theses being written by the other senior majors in the course. Required of all senior sociology majors. Must be taken the last spring semester in which the student is in residence. Sociology majors must sign up for four credits. Sociology-Environmental Studies majors should sign up for two credits in Sociology 492 and two credits in Environmental Studies 488, for a total of four credits.

Credits 2-4

Prerequisite Courses

[Sociology 117: Principles of Sociology](#)

[Sociology 207: Social Research Methods](#)

[Sociology 251: Social Theory](#)

Sociology 498 : Honors Thesis

Students register for Sociology 492, not for Sociology 498. The registration will be changed from Sociology 492 to 498 for those students who attain honors in Sociology. Designed to allow those students who qualify the opportunity to complete a senior thesis of honors-level quality. Students enrolled in this course also must participate in and meet all requirements of the Sociology 492 seminar. Required of and limited to senior honors candidates in sociology. Must be taken the last spring semester in which the student is in residence. Sociology majors must sign up for four credits. Sociology-Environmental Studies majors who are eligible for honors should sign up for two credits in Sociology 492 and two credits in Environmental Studies 488, for a total of four credits and then those who receive honors are switched by the registrar into Sociology 498 and Environmental Studies 498 on their registration.

Credits 2-4

Prerequisite Courses

[Sociology 117: Principles of Sociology](#)

[Sociology 207: Social Research Methods](#)

[Sociology 251: Social Theory](#)

South Asian and Middle Eastern Studies

Director: Tarik Ahmed Elseewi, Film and Media Studies

Krista Gulbransen, Art History

Libby Miller, Art History

Lauren E. Osborne, Religion

Jonathan S. Walters, Religion

About the Major

The South Asian and Middle Eastern Studies (SAME) major cultivates understanding of South Asian and Middle Eastern cultures and their place in the world through an integrated, multidisciplinary course of study. Students will attain broad familiarity with both regions and more focused understanding of one of them. The major also exposes students to a variety of disciplinary perspectives and approaches. Study abroad and/or language study is strongly encouraged when available. Guidance will be provided by an advisor chosen from among the faculty who regularly offer South Asia and Middle East-related courses.

Learning Goals

Students graduating with a major in South Asian and Middle Eastern Studies will demonstrate:

- **Major-Specific Areas of Knowledge**
 - Depth of knowledge of some South Asian or Middle Eastern cultures.
 - Knowledge of connections between regions of South Asia and the Middle East.
 - Academic knowledge of South Asia or the Middle East that spans more than one disciplinary perspective.
- **Critical Thinking**
 - Develop skills of critical analysis that are broadly transferrable.
 - Analyze issues with a variety of tools and approaches from a range of disciplines.
- **Research Experience**
 - Conduct academic inquiry on a research question that demonstrates substantial knowledge of a South Asian and/or Middle Eastern area in consultation with program faculty.
 - Ability to orally discuss, defend, and articulate the greater significance of one's own academic work to broader issues in relation to the regions of South Asia and the Middle East.

South Asian and Middle Eastern Studies Major

Program of Study Type

Major

Total credit requirements for a South Asian and Middle Eastern Studies major: 36-50, depending on use of single courses to fulfill multiple requirements.

- **Required courses**
 - South Asian and Middle Eastern Studies 492 or 498
- **Electives**
 - At least four credits in Integrative Theory
 - At least eight credits in South Asia
 - At least eight credits in the Middle East
 - At least eight credits at the 300-level or above, not including SAME 492/498
 - At least 12 credits in one of the following categories, plus four credits in each of the other two categories:
 - Literary & Artistic Analysis
 - Humanistic Inquiry
 - Social Inquiry
- **Notes**
 - No courses may be taken P-D-F.
 - No more than 12 credits may be earned in off-campus programs or transfer courses as electives.
 - If a student is double majoring, a maximum of 12 credits toward the South Asian and Middle Eastern Studies major may also be counted from another major program.

Item #	Title	Credits
	South Asian and Middle Eastern Studies Electives	
	Total Credits	36-50

South Asian and Middle Eastern Studies Course Descriptions

South Asian and Middle Eastern Studies Major 492 : Senior Integrative Essay

Senior majors will work with an advisor to complete an integrative essay in the area of South Asian and Middle Eastern Studies. Open only to senior majors in South Asian and Middle Eastern Studies.

Credits 2

South Asian and Middle Eastern Studies Major 498 : Senior Project, Honors

Completion of a senior honors thesis in South Asian and Middle Eastern Studies. Students register for Asian and Middle Eastern Studies 492. The registration will be changed from Asian and Middle Eastern Studies 492 to 498 for those students who attain honors in South Asian and Middle Eastern Studies. Open only to senior South Asian and Middle Eastern Studies majors.

Credits 2

Sport Studies, Recreation and Athletics

Director: Kim Chandler	Michelle Ferez	John Lamanna
Jennifer Blomme	John Hein	Skip Molitor
Jose Cedeño	Matthew Helm	Jeff Northam
Heidi Colford	Brian Kitamura	Scott Shields
John Eckel		Michelle Voiland
Adjunct Instructors:		
Jocelyn Awe	Allison Keppel	Alicia Riley
Stuart Chapin	Amy Molitor	Brien Sheedy
Laura Cummings	Kelli Pitzer	Rebecca Thorpe
Christel Joy Johnson		

The department of sport studies, recreation and athletics has the following functions: 1) to provide opportunity for all students to secure instruction and formal practice in a variety of recreational and physical education activities; 2) to conduct a program of intercollegiate athletics for both men and women; 3) to schedule and facilitate open recreation, intramurals, and club sports for the entire campus community; and 4) to, as opportunity permits, offer lecture and applied coursework in sport studies, recreation and athletics.

SSRA Course Types

The department offers two types of courses:

- **SSRA Activity Courses** are designed to provide the student with knowledge, guidance, and practice in a wide variety of sport and recreational activities. A maximum of eight activity course credits are allowed toward the graduation requirement. All activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; **other activity courses may not be repeated for credit.** Special fees will be assessed in some courses.
- **SSRA Academic Courses** are professional courses designed for students who wish to study the theory, methods, and philosophy of physical education and to develop leadership skills in the field.

Sport Studies, Recreation and Athletics Course Descriptions

Sport Studies, Recreation, and Athletics 100 : Introduction to Fitness

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 101 : Beginning Aerobic Conditioning

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 102 : Jogging

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 103 : Sport Yoga

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 104 : Beginning Yoga

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 105 : Beginning Speed and Agility Training

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 106 : Radiant Body Yoga: Vinyasa & Kundalini

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 108 : Beginning Basketball

An SSRA Team Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 110 : Beginning Tennis

An SSRA Dual Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 111 : Beginning Racquetball

An SSRA Dual Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 112 : Beginning Skiing

An SSRA Winter Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 114 : Beginning Snowboarding

An SSRA Winter Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 117 : Beginning Golf

An SSRA Individual Sport Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 119 : Beginning Mountain Biking

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 121 : Triathlon Sports

An SSRA Individual Sport Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 123 : Pilates

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 125 : Walk-Fit

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Consent of instructor.

Sport Studies, Recreation, and Athletics 127 : Beginning Fly Fishing

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 130 : Swimming

An SSRA Aquatics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 131 : Badminton

An SSRA Dual Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 136 : Beginning Sand Volleyball

An SSRA Team Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 137 : Beginning Indoor Rock Climbing

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit. No trip required.

Credits 1

Sport Studies, Recreation, and Athletics 138 : Rock Climbing

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit. Includes a required trip.

Credits 1

Sport Studies, Recreation, and Athletics 140 : Beginning Whitewater Kayaking

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 141 : Beginning Flat-Water Kayaking

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 150 : Soccer

An SSRA Team Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 151 : Beginning Volleyball

An SSRA Team Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 201 : Intermediate Total Body Conditioning

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 202 : Intermediate Weight Training

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 204 : Intermediate Yoga

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 205 : Advanced Speed and Agility Training

An SSRA Individual Fitness Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 210 : Intermediate Tennis

An SSRA Dual Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 211 : Intermediate Racquetball

An SSRA Dual Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 212 : Intermediate Skiing

An SSRA Winter Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 214 : Intermediate Snowboarding

An SSRA Winter Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 217 : Intermediate Golf

An SSRA Individual Sport Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 230 : Advanced Swimming & Conditioning

An SSRA Aquatics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 236 : Intermediate Sand Volleyball

An SSRA Team Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 237 : Intermediate Indoor Rock Climbing

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit. No trip required.

Credits 1

Sport Studies, Recreation, and Athletics 238 : Intermediate Rock Climbing

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit. Includes a required trip.

Credits 1

Sport Studies, Recreation, and Athletics 250 : Intermediate Kayaking

An SSRA Outdoor Skills Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 251 : Intermediate Volleyball

An SSRA Team Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 252 : Intercollegiate Cross Country

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 253 : Intercollegiate Men's Soccer

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 254 : Intercollegiate Women's Soccer

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 255 : Intercollegiate Volleyball

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 256 : Intercollegiate Swimming

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 257 : Intercollegiate Baseball

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 258 : Intercollegiate Men's Basketball

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 259 : Intercollegiate Women's Basketball

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 260 : Intercollegiate Men's Golf

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 261 : Intercollegiate Women's Golf

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 262 : Intercollegiate Track

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 263 : Intercollegiate Women's Tennis

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 264 : Intercollegiate Men's Tennis

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 266 : Intercollegiate Women's Lacrosse

An SSRA Intercollegiate Athletics Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Prerequisites

Varsity athlete status.

Sport Studies, Recreation, and Athletics 312 : Advanced Skiing

An SSRA Winter Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation, and Athletics 314 : Advanced Snowboarding

An SSRA Winter Sports Activity course designed to provide the student with knowledge, guidance, and practice in a particular sport or recreational activity. A maximum of eight Activity course credits will be allowed toward the graduation requirement. All Activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; other SSRA Activity courses may not be repeated for credit.

Credits 1

Sport Studies, Recreation and Athletics 142 : Beginning Camping Skills

An introductory course for students interested in learning more about camping. The basic skills of what to bring, selecting a camping spot, setting up camp, knot tying, backcountry cooking, treating water, fire building, map reading, basic gear repair and "Leave No Trace" practices will be included. In addition to regular weekly meetings there will be a weekend trip included. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Sport Studies, Recreation and Athletics 152 : Introduction to Olympic Weightlifting

A brief introduction to the two Olympic lifts: the clean & jerk and the snatch. Course will also cover all variations of the two lifts including hang and power positions, squats, and pulls. A basic familiarization with the two lifts is highly recommended before starting this course. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Prerequisite Courses

[Sport Studies, Recreation, and Athletics 100: Introduction to Fitness](#)

Sport Studies, Recreation and Athletics 153 : Holistic Nutrition and Health

This course is an opportunity to learn about whole body health by exploring some of the most up-to-date information in the field of holistic nutrition. We will look at digestive anatomy and physiology, discuss common misconceptions about fat, carbohydrates and protein, and explore common symptoms associated with stress, impaired digestion, poor diet, and food sensitivities. Students will also have the opportunity to explore their own personal health, nutrition, stress and energy levels through a variety of modalities including mindfulness, breathing, food journaling and self-reflection. Graded credit/no credit. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 200 : First Aid

A course designed to prepare students to give emergency treatment before regular medical care can be given. CPR and first aid certification may be earned. Graded credit/no credit. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 1

Sport Studies, Recreation and Athletics 206-207 : Special Topics in Sports Studies, Recreation and Athletics

Courses in special topics areas within SSRA. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply. See course schedule for any current offerings.

Credits 1-4

Sport Studies, Recreation and Athletics 208-209 : Special Topics in Sports Studies, Recreation and Athletics

Courses in special topics areas within SSRA. Any current offerings follow.

Credits 1-4

Sport Studies, Recreation and Athletics 210 : Sports, Social Justice and Facilitation

As a society, we have witnessed an interesting and powerful relationship between sports and social justice. Athletes have long used their platform to address societal injustice, but rarely do we create a space for dialogue at the intersection of sports and social justice. This course is designed to give students a background in the relationship of sports and social justice as well as a foundation for effective intergroup dialogue and facilitation. Students will discuss relevant reading material, videos, and lived experiences as a base for conversation and community development. Students will engage in and practice facilitating dialogue exploring cultural similarities and differences. These facilitation skills around both historical and current topics in sports provide a framework to examine sports movements and sports team culture at all levels through the lens of social justice. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 226 : Glacier Mountaineering

The goal of this course is to learn the basics of glacier travel and mountaineering so that the participant becomes a competent group member capable of participating in trips with other skilled individuals. Some of the skills that will be covered include: knots and rope handling, belaying, protection placement and anchor building, hazard evaluation, ice axe use, self arrest, technical snow and ice climbing, crampon use, snow and ice anchors, fourth class climbing techniques, peak ascents, roped glacier travel, crevasse rescue, fixed line ascension & snow camping techniques. The primary class requirement is participation in the class weekend trips. This course is limited to 9 students for risk management and permitting reasons. Offered every other year. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply. Includes three full weekend trips.

Credits 2

Prerequisites

Sport Studies, Recreation, and Athletics 137, 138, 237, 238, 248, or 338; or consent of instructor.

Sport Studies, Recreation and Athletics 240 : Wilderness First Aid

Prepare for the unexpected with this engaging, hands-on introduction to wilderness medicine, taught over two or two and a half days. If you like to take short trips relatively close to medical resources, work at wilderness camps, enjoy weekend family outdoor activities, or recreate outdoors, this course is for you. This course is great for people of all experience levels, and is best suited for those who recreate outdoors where EMS response can be expected in a timely manner (fewer than eight hours). You'll learn the Patient Assessment System, how to provide effective first aid treatments for injuries and illnesses common in the outdoors, and how to make appropriate evacuation decisions. You'll learn both in the classroom and in outdoor settings regardless of weather, so come prepared for wet, muddy, cold or hot environments! You will receive a Wilderness First Aid Certification from the National Outdoor Leadership School (NOLS) upon successful completion of this course. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Sport Studies, Recreation and Athletics 242 : Wilderness First Responder

This Wilderness First Responder course is a nationally recognized course that trains participants to respond to emergencies in remote settings. The 80-hour curriculum includes standards for urban and extended care situations. Special topics include but are not limited to wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, plus up-to-date information on all environmental emergencies along with advice on drug therapies. Emphasis is placed on prevention and decision making, not the memorization of lists. Upon successful completion of practical and written exams a two-year WMI of NOLS Wilderness First Responder certification and a two-year Adult Heartsaver CPR certification will be issued. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 2

Sport Studies, Recreation and Athletics 244 : Swift Water Rescue

The course is intended for guides, recreational kayakers and rafters and other river professionals. This course will combine skills from Lifeguard training, kayak instructor training, raft guide training and skills outlined by the ACA (American Canoe Association) and NOLS (National Outdoor Leadership school). The goal is to foster increased safety through the development of skills, knowledge and experience. This course will create a theoretical and practical experience that will enable boaters to be better prepared and equipped as a rescuer in the swift water environment. Classroom sessions will be complemented by practical "on water" exercises. The course will focus on throw ropes, safety vests, foot entrapment/ vertical pin scenarios, knots, anchors, mechanical advantage systems (i.e. z-drags and pig rigs), the reach system, as well as wading rescues, boat based rescue (kayak/raft), and other related theories and ideas. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Sport Studies, Recreation and Athletics 248 : Climbing Wall Instructor

This course provides instructors and potential instructors with an in-depth and standardized understanding of the skills essential to teaching climbing in an indoor setting. It is the first step in a sequential approach to professional climbing instructor development. The course reinforces the importance of teaching technically accurate information and debunks many common climbing myths. The course emphasizes the presentation of sound fundamental skills to climbing gym participants, the use of deliberate and effective instructional methods, the formation of risk assessment and risk management skills and basic problem-solving skills such as belay transitions and on-wall coaching and assist techniques. Participants will be assessed on both their core knowledge and their ability to effectively teach and coach related skills. Consent from the instructor required. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Prerequisites

Consent of instructor.

Sport Studies, Recreation and Athletics 265 : Climbing Movement and Technique

This course is intended for current climbers interested in improving their movement skills and technique. This course will have a heavy bouldering and movement emphasis but will do some roped climbing as well. Attention will be given to both footwork and hand and arm techniques. Advanced movement skills such as crack climbing, off width technique, knee bars, drop knee, flagging, monkey hangs, and much, much more will be covered along with taping and injury prevention techniques. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Sport Studies, Recreation and Athletics 267 : Route Setting for Climbing

This course is intended for climbers interested in learning how to do effective route setting. There is a lot to good route setting and this course will cover risk management and safety concerns with route setting along with artistic elements. This course will have a heavy bouldering route setting emphasis but will cover how to do vertical route setting as well. Attention will be given to route setting so as to reduce the likelihood of athletic injuries and overuse injuries. Hold types, frequency and locations for holds to reduce and prevent certain common overuse or athletic climbing injuries will be covered. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Sport Studies, Recreation and Athletics 268 : Traditional Climbing

Traditional (or trad) climbing, is a style of rock climbing in which a climber or group of climbers place all gear required to protect against falls, and remove it when a pitch is complete. This course is intended to teach students how to place trad gear, build trad anchors and lead climb while placing that gear. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Prerequisites

Sport Studies, Recreation, and Athletics 237, 238, or 248; or consent of instructor.

Sport Studies, Recreation and Athletics 270 : Winter Mountaineering Skills

This course is designed for individuals interested in developing winter camping and cold weather survival skills. Snow shelter construction, extreme weather dressing and equipment, snow kitchens, winter camping, snowshoeing, snowpack and weather assessment, trip planning, risk management and mitigation techniques to be covered. This course is to be mainly taught over one long weekend trip. Extremely useful for individuals interested in pursuing glaciated mountaineering, multi-day winter activities or pushing their skill base to better handle camping in harsh weather. Graded credit/no credit. May be repeated for a maximum of two credits. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Sport Studies, Recreation and Athletics 284, 285 : Athletic Leadership I, II

This activity course is graded credit/no credit and is open to varsity student-athletes who will be representing their respective teams as part of the Student-Athlete Advisory Council. Students will be introduced to a variety of leadership tools and models and will be encouraged to develop leadership skills through the planning and executing of several projects and initiatives each semester. As a part of the leadership experience students also will engage in the NCAA legislative process, the NWC administrative process and interact with campus and community members representing their fellow student-athletes. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Sport Studies, Recreation and Athletics 300 : Outdoor Sport Climber

This course is intended to build upon the skills developed in the Intermediate climbing class and prepare students to lead climb single pitch bolted sport routes outdoors. Anchor building, cleaning & rappelling, with a variety of techniques and materials will be covered. Site and equipment considerations, risk management and additional lead climbing techniques will be covered. Field trips are part of this course. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Prerequisites

Sport Studies, Recreation, and Athletics 237, 238, or 248; or consent of instructor.

Sport Studies, Recreation and Athletics 308 : Lifeguard Training

A course designed to certify a student in lifeguarding. The course will include both classroom and pool instruction; topics covered include personal safety, water rescue, guarding technique and CPR. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 328 : Women and Sport

This course will cover the history of women in sport, examine the impact of Title IX, and discuss current trends in women's athletics. The course will include lecture and discussion as well as several short papers. Two texts and additional reading will be required. Offered in alternative years.

Credits 2

Sport Studies, Recreation and Athletics 329 : The Story of Sport

The course will address what elements of the athletic experience make sports such a popular topic of fiction. Through reading short stories, novels, and viewing films, students will examine both the retelling of sports moments as well as what it is about sport that draws our attention. Themes to be studied will include the underdog, teamwork, leadership, and cheating. Students also will be asked to examine the significance of sports stories in their social and historical contexts. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 331 : Canoe Guide Leadership

A course designed for individuals interested in developing the technical skills, leadership skills and theoretical foundations for leading canoe trips in a dynamic outdoor environment. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness and avoidance, travel skills, rescue procedures, boat-handling skills, leadership, hard and soft skill development, conflict resolution, leave no trace practices, navigation, multi-day trips and group management. A willingness to camp and swim in cold conditions are the only prerequisites. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 332 : River Guide Leadership

A course designed for individuals interested in developing the technical skills, leadership skills and theoretical foundations for leading trips in a dynamic river environment. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness and avoidance, legal implications, hard and soft skill development, conflict resolution, leave no trace, river hydrology, rescue skills, leadership techniques, multiday trips, rigging, and group management techniques. Skills for paddle rafts and oar rigs will be the focus of this course but management of other whitewater crafts such as kayaks may be discussed. A willingness to camp and swim in cold conditions are the only prerequisites. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 334 : Sea Kayak Guide Leadership

A course designed for individuals interested in developing the technical skills, leadership skills, seamanship skills and theoretical foundations for leading kayak-touring trips in both ocean and inland water environments. The skills and theories covered will be directed toward safety and risk management, travel skills, rescue procedures, boat-handling skills, leadership, hard and soft skill development, conflict resolution, leave no trace practices, expedition planning, navigation and group management. This course will alternate between being offered locally and being offered in more distant locations so as to provide different teaching environments and different economic choice. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 338 : Improvised Rock Rescue Systems

This course is designed to train skilled lead climbers in improvised self-rescue systems for technical rock climbing. It is useful for both single pitch and multi-pitch climbers. It is especially useful for instructors and advanced climbers to help them both analyze and mitigate potential hazards and problems. It also will enable them to initiate self-rescue through a variety of tried and true systems that can be combined and used in various ways. Ascension systems, escaping the belay, passing a knot, lowering systems, raising systems, counterbalance rappels, assisted rappels and other rescue concepts will be covered. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Prerequisites

Sport Studies, Recreation, and Athletics 238 or 387; or consent of instructor.

Sport Studies, Recreation and Athletics 342 : Wilderness Expedition: Sea Kayaking

A course designed for individuals interested in developing wilderness expedition skills in a variety of skill areas. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness evaluation and avoidance, hard and soft skill development, conflict resolution, leave no trace, rescue skills, leadership techniques, multiday trips, rigging, and group management techniques. Sea kayaking, glacier mountaineering, backcountry skiing, whitewater boating and backpacking are the types of expeditions that will be offered, and these topics will rotate from year to year. This class will involve preparation classes at Whitman before going on the expedition, which will run for one or two weeks and will normally occur during Spring Break but could occur during other breaks on some years. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1

Corequisite Courses

[Sport Studies, Recreation and Athletics 334: Sea Kayak Guide Leadership](#)

Sport Studies, Recreation and Athletics 350 : Advanced Kayaking: Whitewater Kayak Instructor

This course trains students to be whitewater kayak instructors and offers the opportunity for students to earn a nationally recognized certification with the American Canoe Association. The course will teach students about advanced paddle strokes and boat maneuvering, kayak curriculum progression, supporting a positive learning environment, managing participants in dynamic river environments and some basic rescue and assist techniques. Graded credit/no credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 2

Sport Studies, Recreation and Athletics 357 : Coaching Soccer

A course designed for students interested in coaching soccer at the high school level. Stress is placed on the basic fundamentals of soccer and theories of offense and defense, including methods of teaching these phases. Offered in alternate years. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 359 : Coaching Baseball

A course designed for students interested in coaching baseball at the high school level. Stress is placed on the basic fundamentals of the game and on the various methods of teaching these phases.

Credits 2

Sport Studies, Recreation and Athletics 360 : Coaching Basketball

A course designed for students interested in coaching basketball at the youth and/or high school level. Stress is placed on the basic fundamentals of the game and on the various methods of teaching these phases. A portion of the course will be devoted to methods and philosophy of coaching for any sport at the youth and/or high school level. Offered in alternate years. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 370 : Coaching Tennis

A course designed for students interested in coaching tennis at the high school level, club, and/or parks and recreation department. Stress is placed on preparing for the U.S. Professional Tennis Association (USPTA) coaching certification test. The course offers a weekly on-court practicum experience with players of varying ability. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Prerequisites

Consent of instructor.

Sport Studies, Recreation and Athletics 380 : Outdoor Leadership

A course designed for individuals who are interested in leading or organizing adventure trips. The skills and theory covered will be directed toward backpacking and snow camping adventures, food planning, legal implications of leadership, hazard awareness and avoidance, navigation, emergency response, and minimum impact camping. A weekend and a Spring Break outing will be coupled with classroom studies. Appropriate for first and second year students who would like to start leading trips for the program.

Credits 2

Sport Studies, Recreation and Athletics 385 : Recreation Leadership

A companion to our present SSRA 380 *Outdoor Leadership*. This course is designed to provide the classroom and textbook theory of recreational leadership, while SSRA 380 aims to apply skills to the field. The following elements will be included: 1) basic history of recreation and outdoor adventure leadership; 2) an examination of the models and theories of outdoor recreation; 3) an analysis of leadership theories including a study of effective leadership qualities and styles; 4) an understanding of the challenges of leading special populations (i.e., youth at risk, physically disabled, elderly); 5) practice planning and designing an outdoor adventure pursuit. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 2

Sport Studies, Recreation and Athletics 387 : Advanced Climbing: Single Pitch Instructor Course

This course is designed for strong climbers interested in becoming climbing instructors and managing an institutional single pitch climbing site. Emphasis will be on developing an awareness of liability concerns and how to mitigate risk. Topics that will be covered include: movement on rock, knots and rope systems, anchors, protection placement, rappelling, belaying, lead climbing, following, single pitch rescue techniques, teaching techniques, route setting and climbing wall management.

Credits 3

Prerequisites

Consent of instructor.

Sport Studies, Recreation and Athletics 390 : Introduction to Sports Medicine

A course designed to meet the needs of students desiring to pursue a career in sports medicine (physical therapy, athletic training, or orthopedic medicine) or students who will coach or teach young athletes. It includes the study of anatomy and kinesiology as they pertain to the more common injuries incurred by an athletic population. Injury, prevention, recognition, and rehabilitation are stressed in both the lecture and laboratory experiences.

Credits 4

Sport Studies, Recreation and Athletics 395 : Advanced Techniques in Sports Medicine

This course structure provides a continuation of material learned in SSRA 390. Through hands-on experience, students will learn advanced evaluation techniques, discuss administrative and organizational concerns for a training room, explore the broad spectrum of sports medicine job settings, and participate in a practical application of rehabilitation techniques. Instructional units will include specific joint injury evaluation, physiological effects of modalities, modality set-up, exercise rehabilitation, massage, and rehabilitation protocol design. Students will work individually with injured athletes to evaluate injury as well as to design and supervise rehabilitation programs. Laboratory experience will expand on lecture topics. Course design plans for two lectures and two laboratory days per week. Credits in this course are classified as Academic credits, which are subject to the 18-credit enrollment limit.

Credits 4

Prerequisite Courses

[Sport Studies, Recreation and Athletics 390: Introduction to Sports Medicine](#)

Sport Studies, Recreation and Athletics 487 : Independent Study Research

For students who are interested in undertaking a unique sport studies activity or an in-depth analysis (including extensive library research or collecting experimental data related to sports studies and/or recreation). Students must receive prior approval for the selected activity or project prior to registration. A written report of research work will be required for students registering for more than one credit. May be repeated for a total of six credits.

Credits 1-3

Prerequisites

Consent of instructor.

Theater and Dance

Chair: Laura Hope

Director of Dance: Renée Archibald

Aaron Cvatal

Peter de Grasse

Alex Higgin-Houser

Christopher Petit

Daniel Schindler

Nathan Tomscheck

About the Department

Courses and productions at the Harper Joy Theater provide students with rigorous training in the practical skills, historical context, and cultural background of the dramatic arts. The skills they acquire will allow them to succeed in many diverse areas of Theater and dance. All classes without stated prerequisite or an indicated level of difficulty are recommended to any student, regardless of class standing.

Mission Statement: The Department of Theater and Dance at Whitman College is a diverse community of empathetic artists and scholars. We engage critically and artistically to explore the canons of live performance in its many facets. Our students work collaboratively with the faculty and guest artists to investigate the process of art-making and challenge us to expand our capacity for, and ideas of, creative expression.

Learning Goals

Upon graduation, a student will be able to:

- Demonstrate an understanding of theater and dance as a collaborative artistic discipline.

- Demonstrate knowledge of ways in which Theater and dance histories, contexts, and canons are relevant and manifest in contemporary works of performance.
- Demonstrate the practical and intellectual skills necessary to articulate oneself in a performance context.
- Critically analyze artistic work.

Theater Major

Program of Study Type

Major

- **Required Courses**
 - Introductory Studies (1 course): Theater and Dance 125 or 130
 - Production Methods (2 courses): Theater and Dance 246; and 245 or 277
 - Practice (4 courses): chosen from Theater and Dance 248, 332, or 348
 - At least two courses must be Theater and Dance 248 and/or 348.
 - Theater Design (1 course): chosen from Theater and Dance 345, 360, 366, or 378
 - History/Literature, Theory, and Culture (4 courses): chosen from Theater and Dance 210, 235, 357, 372, 373, and 377
 - Senior Project (1 course): Theater and Dance 490
- **Senior Requirements**
 - Theater and Dance 490, involving either a project in production or a written research project
 - Oral thesis defense on the senior project
- **Honors**
 - Students submit an "Honors in Major Study Application" to their department.
 - Students must submit a proposal for their thesis or project within the first six weeks of the two-semester period in which they are eligible.
 - Accumulated at least 87 credits
 - Completed two semesters of residency at Whitman
 - Major GPA of at least 3.500
 - Complete a written thesis or research project prepared exclusively for the satisfaction of this program.
 - Earn a grade of at least A- on the honors thesis or project and the honors thesis course.
 - Pass the senior assessment with distinction.
 - The department will submit the honors applications to the Registrar's Office of students pursuing honors by the specified deadline.
 - The department will submit the "Senior Assessment/Major Study Certificate" to the Registrar's Office no later than Reading Day.
 - An acceptable digital copy of the honors thesis must be submitted to Penrose Library no later than Reading Day.
- **Notes**
 - Students majoring or minoring in Theater and minoring in Dance may not use the same courses to fulfill the requirements.
 - No courses may be taken P-D-F.

Total Credits

36

Dance Minor

Program of Study Type

Minor

- **Required Courses (15 Credits)**
 - History and Theory (2 courses), chosen from:
 - Theater and Dance 118
 - Theater and Dance 232 with associated practicum (130, 230, or 325)
 - Theater and Dance 233 with associated practicum (131, 231, or 325)
 - Theater and Dance 250 with associated practicum 251
 - Theater and Dance 357
 - Dance Composition (1 course): Theater and Dance 234

- Performance (1 course): Theater and Dance 332
- Additional courses (for a total of at least 15 credits), chosen from Theater and Dance 218, 230, 231, 245, 246, 248, 325, 332, and 345
- **Notes**
 - Students minoring in Dance and majoring or minoring in Theater may not use the same courses to fulfill the requirements.
 - No courses may be taken P-D-F.

Total Credits

15

Theater Minor

Program of Study Type

Minor

- **Required Courses (20 Credits)**
 - Introductory Studies (1 course): Theater and Dance 125 or 130
 - Production Methods (1 course): Theater and Dance 245, 246, or 277
 - Practice (4 courses): chosen from Theater and Dance 248, 332, or 348
 - At least two courses must be Theater and Dance 248 and/or 348.
 - History/Literature, Theory, and Culture (3 courses): chosen from Theater and Dance 210, 235, 357, 372, 373, and 377
- **Notes**
 - Students minoring in both Theater and Dance may not use the same courses to fulfill the requirements.
 - No courses may be taken P-D-F.

Total Credits

20

Theater and Dance Course Descriptions

Theater and Dance 107 : Introduction to the Theater

Theater is a global revolutionary force with roots buried deeper than our recorded history. This class will expose students to the many diverse modes in which performance takes place around the world and examine them in the historic context of Theater and the evolving ideas of art and human experience. We will explore how the directors, actors, designers, and technicians who work in this medium generate their work. Students will create their own live performance projects. Using the Harper Joy Theater production season as a laboratory, students will see the plays from backstage and front, and critically evaluate the work. Open to all students.

Credits 3

Theater and Dance 118 : Dance in Popular Media

What rhetorics, possibilities, and complexities are produced through the spectacles of dancing bodies on film and in popular media? This course will be taught from the perspective of dance studies to examine the mass appeal of dance in film and popular media and the questions these media elicit about authorship and ownership, circulations and communities, embodiment, gaze, appropriation, and the capacities of choreography. Content includes early Hollywood Backstage Musicals, contemporary American blockbuster movies, Bollywood movies, music videos, viral videos, and more. May be taken for credit toward the Film and Media Studies major or minor.

Credits 3

Theater and Dance 125 : Beginning Acting I

Designed to help the student to realize his/her potential as an actor and to help him/her find a systematic way of approaching a role. Emphasis on concentration, imagination, movement, working in terms of objectives and responding to others. Students engage in acting exercises, scene work and assigned reading. Open only to first-year students and sophomores.

Credits 3

Theater and Dance 126 : Beginning Acting II

A continuation of Theater 125. Students build on the acting fundamentals they learned in Beginning Acting I. Includes additional scene work, acting exercises, and assigned reading.

Credits 3

Prerequisite Courses

[Theater and Dance 125: Beginning Acting I](#)

Theater and Dance 130 : Beginning Modern Dance Practicum

This course will focus on dance as an art form whose primary medium, and source, is the human body. Generally, class will begin with a warm-up to stretch, strengthen, and engage one's center and progress to longer combinations that emphasize relationships to gravity, falling, and movement of the spine. Open to all students.

Credits 2

Theater and Dance 131 : Beginning Ballet Practicum

In this dance course, students will develop basic ballet skills, with emphasis on dynamic postural alignment, anatomical functionality, and building movement vocabulary. Open to all students.

Credits 2

Theater and Dance 210 : World Theater

This course explores the rich diversity of performative traditions found throughout the non-western world. It examines a wide range of theatrical experiences within distinct cultural and geographical contexts and connects those performances to specific social and historical aspects of each society. Students will gain a much broader understanding of Theater and how it can be used to enhance the cultural narrative of different cultures.

Credits 4

Theater and Dance 211 : Stage Electronics

This course will introduce students to the basics of lighting and sound technology in the world of performance. It will cover: basic lighting and sound equipment for stage, electrical theory, common terminology, electrical safety and wiring, dimming, patching, hanging & focus of lights instrument, sound system setup for performance; including speaker and microphone placement, board programming & operation, and reading technical paperwork. May be taken for credit toward the Film and Media Studies major.

Credits 3

Theater and Dance 215 : Stage Management

This course will introduce students to the basic skills of a stage manager. These include communication, organization, collaboration, and Theater & personnel management. Most importantly, students will learn the responsibilities that a stage manager takes on when guiding a show through all of the various phases of production. Students will learn skills relating to the creation of paperwork for all phases of a production, how to build and maintain a prompt book, how to read technical drawings, proper audition and rehearsal processes, proper show calling techniques, and how to manage schedules and production communication. They will learn to effectively aid in communication within the production team, organize the production process from auditions through closing, and archive the show.

Credits 3

Theater and Dance 218 : Embodied Art Practice: An Introduction to Somatics

Somatics are methods for being in the world with enhanced bodily awareness. For artists and performers alike, knowing oneself from the inside out fosters the imagination and one's ability to be spontaneous and self-reflective. Through guided movement, writing, drawing, and performance exercises, this class surveys practices of embodiment and their relationship to the creative process. Lessons are tailored toward students of dance, Theater, and visual arts, but open to students across campus. Outside reading and writing assignments are included. No dance experience is necessary.

Credits 2

Theater and Dance 225 : Acting: Styles

How do we prepare and perform roles from plays set outside of our own time? Embracing research as a central tenant of our work, we will become familiar with acting in plays from different historical periods. By employing a variety of approaches to acting aimed at unlocking the meaning and power in verse and prose, we will become increasingly adept at memorizing and preparing on our own before entering the rehearsal room.

Credits 4

Prerequisites

Theater and Dance 126; or consent of instructor.

Theater and Dance 230 : Intermediate Modern Dance Practicum

This course builds on foundational experiences in modern dance technique using an eclectic approach. Classes will begin with a warm-up using verbal and visual imagery, as well as anatomical directives. Students will then move developmentally to strengthen and explore the architecture of their bodies. Students will apply anatomical clarity, varying energies, and varying ways of inhabiting their bodies in combinations that move through space while investigating performance presence and expressiveness.

Credits 2

Prerequisites

Consent of instructor.

Theater and Dance 231 : Intermediate Ballet Practicum

This course builds on foundational experiences in ballet technique. The course focuses on improving anatomical clarity and kinesthetic precision as well as developing presence and expressiveness for performance. May be repeated for credit.

Credits 2

Prerequisites

Consent of instructor.

Theater and Dance 232 : Modern Dance Lecture: Critical Moves

This companion lecture course for modern dance practicums engages modern dance's complex history which embraces resistance and diasporic form yet draws heavily from orientalist practices and has been complicit in state propaganda. The course will engage modern dance as a radical solo practice, including tensions between narrative and abstraction throughout the twentieth century. Artists covered may include Ruth St. Denis, Mary Wigman, Martha Graham, Katherine Dunham, José Limón, Alvin Ailey, Merce Cunningham, and Judson Dance Theater, as well as current contemporary concert dance artists. This course is taken concurrently with a two-credit modern dance practicum.

Credits 1

Corequisites

Theater and Dance 130, 230, or 325.

Theater and Dance 233 : Ballet Lecture: Sex, Power, and National Projects

This one-credit companion lecture course for ballet practicums approaches ballet history with particular attention to the ways national, class, race, gender, and sexuality politics have informed theatrical representations and aesthetics over time. We will view and examine Romantic and Classical story-ballets such as Giselle and Swan Lake, the radical modernism of Ballet Russes, the neo-classical Americanism of George Balanchine, and Cold War diplomacy via ballet. We will then consider the ways that ballet ideologies and institutional practices have been reinforced and challenged. This course meets for 50 minutes, one time a week. This course is taken concurrently with a two-credit ballet practicum.

Credits 1

Corequisites

Theater and Dance 131 or 231.

Theater and Dance 234 : Dance Composition

With the assistance of a variety of choreographic perspectives, methods, and strategies, students will investigate their creative process as it pertains to live dance/performance. Each class session will be comprised of a basic movement warm-up followed by in-class explorations, weekly showings of student works, and discussions. Students will develop one of their projects to a performance-ready state through feedback and rehearsal. Students are expected to complete readings, viewings, and assignments each week. No dance experience is necessary, as student works will build on their own expressions, interests, and body's capabilities. Standard grading. May be repeated for credit if instructed by a different professor.

Credits 4

Theater and Dance 235 : Theater: Medieval and Renaissance England and Early Modern Europe

This course is a survey of the literature and history of the theater of Medieval and Renaissance England and Early Modern Europe. Students will become aware of social, political, and religious attitudes and their influence on playwriting and play-going, as well as technological and scientific advancements and their impact on theater architecture, design, and technical practice. Students will work toward imagining play scripts coming to life in production, and they will seek connections and comparisons between texts from this period and contemporary playwriting, performance, and production trends with which we may be familiar. Dramatists to be studied may include Hrotsvit of Gandersheim, the Wakefield Master, Marlowe, Shakespeare, Jonson, Calderón, Molière, Racine, Aphra Behn, Sor Juana Inés de la Cruz, Catharine Trotter, and George Farquhar. Students who received credit for Theater and Dance 371 cannot receive credit for this course.

Credits 4

Theater and Dance 245 : Foundations of Technical Production

This course will introduce students to the basic principles, theories, and skills used in technical Theater production. Students will gain an understanding of the technical process in the fields of Theater design and organization, technical design, and budgeting. They will develop skills in these areas through research and hands-on projects exploring construction methods, technical scenery design, theatrical rigging and materials and labor budgeting. By the end of this class, students will have a basic understanding of the skills involved in technical Theater production and the ability to analyze and budget basic technical needs of a Theater production.

Credits 3

Theater and Dance 246 : Foundations of Design

This course will introduce students to the basic principles, theories, and skills of the theatrical designer. Students will gain an understanding of the artistic process in the fields of scenic, costume, lighting, and sound design. They will develop skills in these areas through projects involving basic artistic considerations such as color, balance, and texture as well as Theater specific projects in each of the design disciplines. By the end of this class the students will have a basic understanding of the skills involved in theatrical design, the ability analyze a design with a critical and artistic eye, and an understanding of the collaborative process which occurs during a theatrical production.

Credits 3

Theater and Dance 248 : Production Practicum

Practical application of Theater production including, but not limited to, activities related to scenery, lighting, costumes, props and sound. Graded credit/no credit. Open to all students. May be repeated for credit. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply.

Credits 1-2

Prerequisites

Consent of instructor.

Theater and Dance 249 : Stage Properties: Design & Construction

This project-based course will explore the processes a Properties Master goes through when researching and acquiring properties for use in theatrical production. The course will also explore methods for creating stage properties including sculpting, carving and casting techniques. When appropriate, the course will include practical assignments related to the semester's production(s).

Credits 3

Theater and Dance 250 : Hip Hop Culture

Hip Hop Culture is taught from a dance perspective, and includes the context of West Coast street styles and their concomitant sub-cultures, including Popping, Animation, Krump, C-walk, and others. The course covers some basics of U.S. History/African American U.S. History, focusing on sharecropping and the Great Migration, as well as on conditions which contributed to the formation of "ghettos" in The South Bronx of New York City, and the Watts and Compton neighborhoods of Los Angeles. The course traces Hip Hop culture to African-diasporic traditions, practices, and forms which persisted throughout that history. Students will engage with the contemporary expression of those traditions and practices in the contrasting landscapes of Hip Hop culture and Hip Hop cultural production.

Credits 3

Corequisites

Theater and Dance 251, if offered.

Theater and Dance 251 : Hip Hop Culture Practicum

This course builds on foundational experiences in Hip Hop Culture.

Credits 1

Corequisite Courses

[Theater and Dance 250: Hip Hop Culture](#)

Theater and Dance 259 : Voice and Movement for the Actor

A physical approach to acting, focusing on the kinesthetic and vocal development of the actor. Through performance techniques including Viewpoints, and Michael Chekhov technique, this course is designed to increase the students' access to their physical instruments, and their ability to articulate themselves on stage. Students create original work devised through the acting process.

Credits 4

Prerequisites

Theater and Dance 125; or consent of instructor.

Theater and Dance 269 : Performance Ensemble

This course focuses on the practical application of performance techniques from Theater 259, honing skills toward creating actor-generated material. Through composition, improvisation, and character study, the class will develop a physical approach to the craft of acting, and work as an ensemble to create an original performance.

Credits 4

Prerequisite Courses

[Theater and Dance 259: Voice and Movement for the Actor](#)

Theater and Dance 277 : Costume Construction Techniques

An introduction to Theater costume construction through hands-on projects tailored to the student's skill level. Emphasis is placed on the techniques necessary for creating costumes and includes hand sewing and machine sewing from commercial patterns with an introduction to costume design principles.

Credits 3

Theater and Dance 281, 282 : Special Topics

Designed to permit close study of particular areas of Theater and Dance not covered in the regular curriculum. See course schedule for any current offerings.

Credits 1-4

Theater and Dance 300 : Acting: Contemporary Scene Study

The course will develop the technical skills and the imaginative and intellectual facility required for in depth scene study. The focus of the course will be on issues of characterization, textual analysis, emotional depth, thorough preparation, and creative collaboration. Improvisation and other exercises will be employed in conjunction with scene work. The dramatic texts explored in the course will be drawn from the early 20th century to the present. Students will be expected to have had previous acting or performance experience.

Credits 4

Prerequisites

Theater and Dance 225, 259, or 269; or consent of instructor.

Theater and Dance 320 : Directing for the Theater

This course explores the preparation and application of the Director's role in the Theater as both interpreter of dramatic text and generator/devisor of original performance material. This is a practice-based course in which students will work with performers to stage dramatic texts and create devised performance projects. Performance work will be supplemented with readings and discussion on relevant theorists and practitioners.

Credits 4

Prerequisites

Theater and Dance 225, 259, or 269; or consent of instructor.

Theater and Dance 325 : Advanced Contemporary Dance Practicum

This dance course uses an eclectic approach to emphasize individual artistry and performance technique. Through destabilizing hierarchies within dance training and investigating aesthetic values of different forms, we will increase the subtlety, generosity, and expansiveness in each individual's range in regards to phrasing, dynamic shifts, intention, and focus. Students will integrate their skills from various physical practices to find their own ways of inhabiting and elaborating technically challenging contemporary material.

Credits 2

Theater and Dance 330 : Playwrighting/Writing Performance

This course follows a workshop format, exploring writing for the stage through practice, analysis, and discussion. Students will be introduced to the fundamentals of playwrighting, including action, character, structure, and dialogue, as well as the four engines of storytelling, and will put these lessons into immediate use with weekly playwrighting assignments. Over the course of the semester, students will generate a portfolio of new works, including short plays and audio dramas, culminating in the creation of a one-act play. In parallel, students will learn best practices in giving and receiving constructive dramaturgical feedback in a supportive, creative environment. Note: enrollment in Playwrighting is required for any student wishing to submit a play for consideration in the Spring Student One-Act Festival.

Credits 4

Theater and Dance 332 : Rehearsal and Performance

Rehearsal and performance by students in major productions. Credits in this course are classified as Activity credits, which are excluded from the enrollment limit of 18 Academic credits per semester; however, other limits on Activity credits may apply. May be repeated for not more than two credits per semester. Graded credit/no credit.

Credits 1

Prerequisites

Consent of instructor.

Theater and Dance 340 : Advanced Technical Production

Advanced Technical Production is a rotating topics course that will continue to explore the principles, theories and skills used in technical Theater productions introduced in Theater and Dance 245 and/or Theater and Dance 277. Students will develop their technical design abilities and study advanced construction techniques. May be repeated for credit. See course schedule for any current offerings.

Credits 3

Prerequisites

Theater and Dance 245 or 277; or consent of instructor.

Theater and Dance 345 : Lighting Design for the Theater

Lighting designers speak with electricity and luminescence. The ability to see performers is merely the beginning. This class will allow students to work with the latest lighting equipment to explore vocabularies of color, angle, intensity, and time. We will investigate how conceptual ideas drawn from the scripted page translate into practical equipment choices, design of lighting rigs, and computer control systems. Working on productions in the Harper Joy Theater, students will gain practical professional level experience. Through projects, they will learn graphic standards and formal methods for communicating technical information to professional crews.

Credits 4

Prerequisite Courses

[Theater and Dance 246: Foundations of Design](#)

Theater and Dance 348 : Advanced Play Production

This course is designed for students who are engaged on Theater productions that require an advanced level of knowledge, responsibility, and self-direction. These may include, but are not limited to, stage management, theatrical design, wardrobe supervision, props master, master electrician, scenic charge painter, or other positions as designated by the faculty. May be repeated for credit.

Credits 1

Prerequisites

Theater and Dance 248; or previous experience.

Theater and Dance 357 : Theory and Performance

What theories have inspired contemporary avant-garde Theater, installation and performance art, tanz-Theater, experimental video/film, and new media? In this interdisciplinary course, we will chart the evolution of performance theory from the writings of Bertolt Brecht to the present day. We will explore how artists have embraced and challenged these emerging forms, and examine seminal works from each genre in their historical, political, and social contexts. Designed to bring students from a variety of disciplines (art, art history, Theater, dance, film, and video, etc.) into a collaborative forum; coursework will include outside readings, in-class screenings, class discussions, and short essays, as well as group and individual projects. May be elected as Art History 237.

Credits 4

Cross-Listed

Art History 237

Theater and Dance 360 : Digital Media Design for Theater

The use of digital media technologies has grown exponentially in modern theatrical design in the past decades as have the availability, accessibility, and affordability of these technologies. This course will cover aspects of both sound and projection design used in live performance. It will connect the conceptual, collaborative nature of theatrical design, with the skills of content creation, and the technical knowledge necessary to use these systems. It will introduce students to a variety of hardware and software tools, including emerging technologies, that allow designers to create striking imagery and aural effects which support live performance storytelling in immersive environments. May be taken for credit toward the Film and Media Studies major or minor.

Credits 4

Prerequisites

Theater and Dance 246; or consent of instructor.

Theater and Dance 366 : Scenic Design for the Theater

Theater scenic designers create sophisticated worlds on their studio table that are enlarged into full-scale environments by armies of carpenters, painters, and fabricators. This class explores how designers formulate ideas based on scripted words and evolve them into three-dimensional landscapes. Students will learn basic drawing techniques and build scale models to express ideas drawn from their own imagination. Offered every third semester.

Credits 4

Prerequisites

Theater and Dance 246; or consent of instructor.

Theater and Dance 367 : Scenic Painting

This course focuses on developing the basic skills of theatrical rendering and scenic painting including drawing, painting, layout techniques and interpreting scale renderings into full scale scenic art. Previous drawing and painting experience is not required. Offered every sixth semester.

Credits 4

Theater and Dance 372 : Theater: Modern Europe

This course is a survey of the literature and history of the theater of Modern Europe. Students primarily examine plays through the lens of the following movements: Naturalism, Realism, the Historical Avant-Garde, Modernism, and Postmodernism. Students will become aware of changes in social, political, and religious attitudes and the influence of these changes on the form and content of plays. Students will become aware of technological advances and their effects on theater design and technical practice. We will consider trends in acting, directing, audiences, and theory. We will seek to identify the influence of these movements and developments on contemporary theater practice. Dramatists and theorists to be studied may include Büchner, Zola, Ibsen, Jarry, Strindberg, Chekhov, Stanislavsky, Pirandello, Brecht, Genet, Artaud, Beckett, Esslin, Pinter, Müller, Churchill, Jameson, and Lehmann.

Credits 4

Theater and Dance 373 : Theater: United States

This is a survey course of the literature and history of the theater of the United States. Students will become aware of social, political, and cultural attitudes and contexts, and the expression of these attitudes in the form and content of plays and play production. Students will become aware of a variety of impulses that have animated American theater in areas of playwriting, performance, and production. Students will seek to imagine the plays in their historical moment as well as in contemporary iterations. Writers may include Boucicault, Glaspell, O'Neill, Treadwell, Williams, Miller, Baraka/Jones, Valdez, Wilson, Hwang, Kushner, Fornés, Deavere Smith, Parks, Brustein.

Credits 4

Theater and Dance 377 : Ancient Theater

The origin and development of ancient Theater, especially of Greek tragedy, through a close reading of ancient plays in English translation. In addition to ancient plays, we will read modern critical responses to those plays. May be elected as Classics 377. Open to all students. Offered in alternate years.

Credits 4

Cross-Listed

Classics 377

Theater and Dance 378 : Costume Design for the Theater

Through the use of the elements of design, Costume Designers support the production concept and assist the actor in communicating with the audience. We will examine costume design through the process of designing costumes for several scripts, as well as through in class discussions. The course will include an introduction to script analysis, period research, and rendering techniques for the costume designer.

Credits 4

Prerequisite Courses

[Theater and Dance 246: Foundations of Design](#)

Theater and Dance 381-383 : Special Topics

Designed to permit close study of particular areas of Theater and Dance not covered in the regular curriculum. See course schedule for any current offerings.

Credits 1-4

Theater and Dance 466 : Director in the Theater II

Based on an apprenticeship model, this course serves as a continuing exploration of the directing process. The requirements include acting as assistant director for a faculty-directed season production from research through performance and completing an independent directing project. The latter might be for Lunchbox Theater, the Student One-Act Play Contest, a high school or community Theater, or another venue approved by the instructor.

Credits 4

Prerequisites

Theater and Dance 320; and consent of instructor.

Theater and Dance 481, 482 : Independent Study

Readings or a project in Theater or Dance not covered in regular courses. The student must submit a detailed proposal to the instructor in the semester preceding the anticipated study. The student is responsible for any expenses incurred in completing the project.

Credits 1-4

Prerequisites

Junior or senior standing; and consent of instructor.

Theater and Dance 490 : Senior Project

Involves the development and execution of a project reflecting the student's primary area of Theater study. The student works closely with a faculty project advisor during the process. The final project is evaluated by that advisor and two other faculty members. This course is limited to and required of all senior Theater majors. May be taken during the first or second semester of the senior year.

Credits 3

Prerequisites

Previous coursework in the area of study and department approval.

Theater and Dance 498 : Honors Thesis

Preparation of undergraduate thesis. Required of and open only to senior honors candidates in Theater.

Credits 3

Prerequisites

Admission to honors candidacy.

