

The logo consists of a large, stylized, grey 'W' that is partially obscured by a large, grey 'C' on its left side. The letters are elegant and serifed.

WHITTIER COLLEGE  
2011-2013

ISSUE OF THE WHITTIER COLLEGE CATALOG

Volume 91 • Fall 2011

*Published by Whittier College, Office of the Registrar*

*13406 E. Philadelphia Street, P.O. Box 634, Whittier, CA 90608 • (562) 907-4241 • [www.whittier.edu](http://www.whittier.edu)*



# TABLE OF CONTENTS

OVERVIEW .....	Inside Front Cover
ACADEMIC CALENDAR.....	5-6
INTRODUCING WHITTIER COLLEGE.....	7-19
President’s Message .....	7
Values.....	8
Traditions.....	8
Mission.....	8
Undergraduate Admission.....	9-10
Credential and Graduate Admission.....	11
Financial Aid.....	11
Scholarships.....	11-12
Need Based Aid.....	12-13
Endowed Awards and Scholarships.....	14-18
COLLEGE LIFE .....	20-28
The Faculty .....	20
The Academic Advising System .....	20-21
Endowed Professorships .....	21-22
Recognition of Academic Achievement.....	23
Career Planning .....	23-24
Student Services.....	24-27
Health Services.....	26
Student Rights & Responsibilities .....	28
ACADEMIC POLICIES AND PROCEDURES.....	29-49
THE CURRICULUM.....	50-59
Degrees .....	50
The Liberal Education Program.....	50-51
Whittier Scholars Program .....	51-53
Writing Program .....	53
Requirements for Graduation .....	53-54
Requirements for the Major.....	54

## Overview

*Whittier College is a residential four-year liberal arts institution that prepares students from diverse backgrounds to excel in a complex global society. Through challenging, interactive courses, taught by accomplished professors, students learn to make connections across disciplines, understand cultural perspectives, and integrate learning with practical application. Inspired by our Quaker heritage, a Whittier education equips students to be active citizens and effective communicators who embrace diversity and act with integrity.*

## Accreditation

Whittier College is regionally accredited by the Western Association of Schools and Colleges.

You may contact WASC at:  
 985 Atlantic Avenue, SUITE 100  
 Alameda, CA 94501  
 (510) 748-9001

The Department of Education of the State of California has granted the College the right to recommend candidates for teaching credentials. The College’s programs are on the approved list of the American Chemical Society, the Council on Social Work Education, and the American Association of University Women.

## Notice of Nondiscrimination

Whittier College admits students of any age, race, color, national or ethnic origin to all the rights, privileges, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, marital status, sexual orientation, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs. Whittier College does not discriminate on the basis of disability in admission or access to its programs.

Fees, tuition, programs, courses, course content, instructors, and regulations are subject to change without notice.

Requirements for the Minor .....	54
Requirements for Transfer Students .....	54-55
Academic Support Programs and Services .....	55-59
<b>COURSES OF STUDY</b> .....	60-62
Academic Divisions.....	60
Course Numbering.....	60
Departments and Course Descriptions.....	63-228
<b>SPECIAL PROGRAMS</b>	
Whittier Scholars Program .....	213
International Programs (Study Abroad).....	214
Professional and Pre-Professional Programs.....	215-217
Summer Program .....	218
<b>GRADUATE EDUCATION</b> .....	219-228
Application to Credential and Master of Arts .....	221-222
Requirements for the Master of Arts in Education .....	221-222
<b>WHITTIER LAW SCHOOL</b> .....	229-230
<b>EXPENSES</b> .....	231-234
<b>COLLEGE ADMINISTRATION</b> .....	235-236
<b>BOARD OF TRUSTEES</b> .....	237-238
<b>FACULTY</b> .....	239-246
<b>INDEX</b> .....	247-248

## FALL SEMESTER 2011

Orientation .....	September 5-7
Fall Semester .....	September 8–December 16
Fall Semester classes begin.....	September 8
Last Day to Add a Course.....	September 15
Last Day to Drop a Course w/o Record .....	September 29
Last Day to File CR/NC Grade Option.....	October 6
Mid-Semester Break.....	October 14
Last Day to Withdraw from a Course.....	October 20
Registration for Spring & Jan Terms.....	November 14-18
Last Day to Withdraw from College.....	November 17
Thanksgiving Break.....	November 24-27
Fall Semester classes end.....	December 9
Reading Day .....	December 12
Finals.....	December 13-16
Fall Grades Due in the Registrar's Office .....	December 20

## JANUARY INTERIM 2012

January Interim .....	January 3-23
Last Day to Add a Course.....	January 6
Last Day to Drop a Course w/o Record .....	January 13
Last Day to File CR/NC Grade Option Record.....	January 13
Last Day to Withdraw from a Course Record .....	January 20
Last Day to Withdraw from College.....	January 20
Jan term grades due.....	February 8

## SPRING SEMESTER 2012

Orientation for new spring students.....	January 23-25
Spring Semester.....	January 26-May 7
Spring Semester classes begin .....	January 26
Last Day to Add a Course.....	February 2
Last Day to Drop a Course w/o Record .....	February 16
Last Day to File CR/NC Grade Option.....	February 23
Last Day to Withdraw from a Course.....	March 8
Spring Break .....	March 26-30
Registration for Fall & Summer Terms.....	April 16-20
Last Day to Withdraw from College.....	April 12
Spring Semester classes end .....	May 1
Reading Day .....	May 2
Finals.....	May 3-7
Senior Grades Due in Registrar's Office .....	May 8
Spring Grades Due in Registrar's Office.....	June 1

## COMMENCEMENT 2012 .....

## SUMMER TERM 2012

Summer Term .....	May 15-August 10
Summer Session I (4 weeks) .....	May 15-June 8
Summer Session II (6 weeks).....	June 11-July 20
Summer Session III (3 weeks).....	July 23-August 10

## FALL SEMESTER 2012

Orientation .....	September 2-4
Fall Semester .....	September 5–December 14
Fall Semester classes begin.....	September 5
Last Day to Add a Course.....	September 14
Last Day to Drop a Course w/o Record .....	September 27
Last Day to File CR/NC Grade Option.....	October 4
Mid-Semester Break.....	October 12
Last Day to Withdraw from a Course.....	October 18
Registration for Spring & Jan Terms.....	November 12-16
Last Day to Withdraw from College.....	November 14
Thanksgiving Break.....	November 21-23
Fall Semester classes end.....	December 7
Reading Day .....	December 10
Finals.....	December 11-14
Fall Grades Due in the Registrar's Office .....	December 18

## JANUARY INTERIM 2013

January Interim .....	January 7-28
Martin Luther King Holiday .....	January 21
Last Day to Add a Course.....	January 10
Last Day to Drop a Course w/o Record .....	January 17
Last Day to File CR/NC Grade Option Record.....	January 17
Last Day to Withdraw from a Course Record .....	January 22
Last Day to Withdraw from College.....	January 22
January term grades due.....	February 11

## SPRING SEMESTER 2013

Orientation for new Spring students .....	January 28-30
Spring Semester .....	January 31-May 10
Spring Semester classes begin .....	January 31
Last Day to Add a Course.....	February 7
Last Day to Drop a Course w/o Record .....	February 21
Last Day to File CR/NC Grade Option.....	February 28
Last Day to Withdraw from a Course.....	March 14
Spring Break .....	March 18-22
Registration for Fall & Summer Terms.....	April 15-19
Last Day to Withdraw from College.....	April 11
Spring Semester classes end .....	May 7
Reading Day .....	May 8
Finals.....	May 9-13
Senior Grades Due in Registrar's Office.....	May 14
Spring Grades Due in Registrar's Office .....	May 31

## COMMENCEMENT 2013

### SUMMER TERM 2013

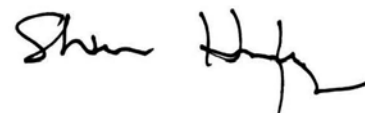
Summer Term .....	May 20-August 16
Summer Session I (4 weeks) .....	May 20-June 14
Summer Session II (6 weeks) .....	June 17-July 26
Summer Session III (3 weeks).....	July 29-August 16

## PRESIDENT'S MESSAGE

Whittier College's values - rooted in a distinguished and colorful history - echo throughout our campus. They characterize the four tenets of our liberal arts education: community, communication, cultural perspectives, and connections. And, they characterize the small class size and the active and collaborative learning that takes place throughout the College. At Whittier, regardless of major, you will gain a breadth and depth of knowledge to prepare you for a lifetime of change and opportunity. You will build critical thinking and writing skills and connect theory to real world applications. You will gain awareness of your unique talents and find mentors among our distinguished faculty and loyal alumni to help you begin the path to your own career.

You will accomplish all of this on a campus named for poet John Greenleaf Whittier, who is known as much for his fiery abolitionist spirit and concern for social justice as for his poetry and ballads. You will take pride in being called a "Poet" yourself and in knowing that a long line of Poets preceded you, found a niche or two while on campus, graduated, and accomplished much in life.

When you contemplate how you will spend your years at Whittier and what you want to achieve afterward, consider this: Whittier has educated writers and artists, scientists and bankers, lawyers and teachers, and even a president of the United States. Within this catalog and on our friendly campus you will find the way to open doors to the opportunities you seek. Explore our rich offerings, sample Whittier's breadth and depth, and dream.



SHARON D. HERZBERGER, PH.D., *President*

## VALUES

Named for renowned 19th century poet John Greenleaf Whittier, our College is located in the hills overlooking metropolitan Los Angeles and coastal Southern California, and we take full advantage of our location in educating students. The College was founded by members of the Religious Society of Friends (Quakers) in 1887, but has been non-sectarian since the 1940s. Nonetheless, the social values associated with our Quaker heritage – freedom of conscience, integrity, internationalism, listening to others and building consensus – strongly influence the College’s ethos. The campus has a friendly tone, and there is respect for people of all backgrounds and nationalities. Whittier has a long-standing commitment to a diverse student body and faculty, and the acceptance of difference that it thereby seeks to engender. Because of our values and our practices, a Whittier education prepares graduates to lead productive and meaningful lives.

## TRADITIONS

A college with a long and distinguished past has traditions that connect each new student with those who came before. The most important Whittier College traditions are those that mark both the initiation of new students into the College and the successful completion of their course of study. The President’s Convocation, held on the first evening that new students arrive, formally inducts new Poets into the Whittier College community. This impressive ceremony begins with students marching through a corridor of faculty in full academic regalia and concludes with the igniting of candles to symbolize sharing the light of learning. Commencement, held in Memorial Stadium in front of family and friends, marks the conclusion of our students’ academic journey at Whittier, but by no means the end to their association with the College. Beginning with a moment of silence in the Quaker tradition, the ceremony reaches its peak as graduates receive their diplomas against a backdrop of international flags, representing the home countries of our students and reflecting the Quaker spirit of internationalism and global unity.

Between these two important rituals are a host of traditions and events that build “Poet Pride.” These range from the never-ending painting of the Rock, to Homecoming, Spring Sing, and Helping Hands Day. Celebrations of the diverse cultures represented by students and faculty include the annual Tardeada and Asian Night. And, of course we yell “Fear the Poet” at sporting events and on other occasions to exclaim our school spirit.

## MISSION

Whittier College is a residential four-year liberal arts institution that prepares students from diverse backgrounds to excel in a complex global society. Through challenging, interactive courses, taught by accomplished professors, students learn to make connections across disciplines, understand cultural perspectives, and integrate learning with practical application. Inspired by our Quaker heritage, a Whittier education equips students to be active citizens and effective communicators who embrace diversity and act with integrity.

## UNDERGRADUATE ADMISSION AND STUDENT FINANCING

Admission to Whittier College is competitive and students must demonstrate strong academic ability and preparation in order to be a successful candidate for admission. Candidates must show that they have the ability to prosper and be engaged learners within the Whittier academic community; scholastic ability, as demonstrated in previous coursework, is of prime importance. The Admission Committee practices careful, selective admission, but Whittier’s concern for each student as a unique person is manifested in its admission policies and procedures. The special qualities, motivations, talents, background and interests of each applicant are assessed along with the more common measurements of academic ability. Further consideration is given to the applicant’s commitments, leadership and initiative outside the classroom, as evidenced in school and community activities. Finally, the College is interested in the personal qualities that mark students as potential contributors to our vibrant learning community. Whittier College strives for a student body diverse in economic, social, ethnic, religious and geographic makeup, as well as in academic interests and talents.

All applicants to Whittier College receive individual attention and consideration throughout the admission process. Prospective first year and transfer students can apply for entrance in the Fall or Spring semesters. Detailed information concerning application requirements and deadlines can be found , by contacting the Office of Admission, or on the College web site ([www.whittier.edu](http://www.whittier.edu)).

### First Year Student Admission

Whittier College strongly recommends that first year applicants enter with at least four years of English, three or four years of mathematics, two or three years of one foreign language, two or three years of social studies, and two or three years of laboratory science. Honors, Advanced Placement, and International Baccalaureate courses add further strength to an applicant’s record and are considered favorably in the admission deliberations.

**Credentials Required.** Candidates for first year admission normally must provide the completed Common Application, a personal essay, high school transcripts, results of the Scholastic Aptitude Test (SAT1) or American College Test (ACT) with the ACT Writing Test, and two academic recommendations. Personal interviews are highly recommended but not required. Verification of the completion of the high school diploma must also occur prior to matriculation.

**Non Binding Early Action.** First year applicants who view Whittier College as one of their top choices can apply under the Non Binding Early Action Program. Under this program, candidates are free to apply to other colleges and universities, yet do not have to commit to Whittier until May 1. Applicants for Early Action must submit all required credentials by December 1. Candidates are notified of their admission decisions by the end of December and have the opportunity to receive merit scholarship information in January.

**Admission Decision Notification.** Whittier College reviews all other first year applicants as they complete their credentials, with priority given to those students who meet the priority deadline of February 1. Admission decisions, along with

scholarship and financial aid eligibility notifications, are mailed beginning in March. Students who wish to accept the offer of admission must provide a non-refundable enrollment deposit by the National Candidates' Reply Date of May 1 to secure their place in the entering class. Enrollment deposits will be accepted after May 1 based on space availability in the first year class.

### Transfer Student Admission

Whittier welcomes students who wish to transfer from fully accredited community colleges and four-year institutions. Applicants in good standing who meet the admission standards are admitted to the appropriate class standing at Whittier College. Candidates may apply for entrance into the Fall or Spring semesters.

**Credentials Required.** Candidates for transfer admission must provide the completed Common Application, a personal essay, high school transcripts, and two academic recommendations. The results of the Scholastic Aptitude Test (SAT1) or American College Test (ACT) will be required if the candidate has not completed at least 30 transferable academic units. Personal interviews are highly recommended but not required.

**Regular Decision.** Whittier College reviews all transfer candidates as they complete their credentials with priority given to those students completing the process by the priority deadlines. Notification of the admission decision is sent on a rolling basis upon receipt of all credentials. Students who wish to accept the offer of admission must provide a non-refundable enrollment deposit to secure their place in the entering class.

**Transferability of Course Work.** Whittier College will determine the number, type, and applicability of transfer credits to be accepted toward a student's degree. Whittier College will evaluate coursework taken at other regionally accredited institutions on an individual basis upon receipt of the official college transcript. A minimum of a C- must be attained in a course to be applied toward the Whittier College degree. Generally, remedial, professional, technical, vocational, work experience, co-op, and terminal coursework will not be accepted for credit. A maximum of 70 semester credits from a community college and a maximum of 90 credits from a four-year institution can be transferred.

### International Student Admission

International students are a vital part of Whittier College's community of learners and scholars. Applicants with strong academic credentials and demonstrated English proficiency are considered for both first year and transfer admission. In addition to the documents listed previously, international applicants are required to submit a Certificate of Finances and the results of the TOEFL, if English is not the first language (a minimum of 550 paper score, 213 computer score, or 80 internet based score is strongly recommended). An IELTS score may be submitted in lieu of a TOEFL score. A minimum IELTS score of 6.5 is strongly recommended. All transcripts and other documentation must be translated.

Those who wish to transfer credit from a post-secondary institution outside the United States are required to have their coursework evaluated by an external credit evaluation agency. International candidates are urged to complete the process early

to allow sufficient time to satisfy visa and immigration requirements.

### Admission to Non-Degree Standing

Non-degree standing is granted to a limited number of students who are not currently interested in seeking a degree at Whittier. To apply for non-degree standing, students must submit a transcript from the last institution attended, proof of attainment of the high school diploma, and the appropriate application form. Additional credentials may be requested if needed to make a determination. Non-degree standing is based on the academic credentials of the candidate, his or her intent in continuing the course of study at Whittier, and the availability of space at the College. Students must reapply to continue non-degree standing each semester. A non-degree student must satisfy the English proficiency requirement for degree candidates at the College. A student may transfer no more than 30 credits of courses taken at Whittier College under non-degree status toward a Whittier College Bachelor of Arts and no more than 12 non-degree credits toward the Master's degree at the College. To request a non-degree application or more information, contact the Office of The Registrar.

### CREDENTIAL AND GRADUATE ADMISSION

Admission to either the credential or the Master of Arts program is selective; meeting the minimum requirements does not guarantee admission to either program. (See Graduate Education, beginning on page 220)

### FINANCIAL AID

Whittier College offers a full range of programs to help students pursue their education which include: merit scholarships which recognize outstanding academic achievement, leadership, service, or talent; need-based grants, loans, and work programs for families who need assistance in meeting college costs; and alternative financing plans.

### Scholarships

**Academic Scholarships.** Each year the faculty honors a select group of entering students with prestigious awards in recognition of academic achievement, leadership, service, or special talent. The John Greenleaf Whittier Scholarships range from \$8,000 a year to full tuition; financial need is not a consideration in granting these awards. Winners are expected to participate in the leadership of the College community and will in turn benefit greatly from their special relationship with the faculty and their peers. These awards are renewable for up to four years of continuous study at Whittier College if the student maintains the specified grade point average and remains in good standing with the College.

**Talent Scholarships.** These awards are offered to entering students in the areas of art, music, and theatre arts. Winners are expected to enrich our community through the use and sharing of their talent but are not required to major in their talent field. Auditions and/or portfolio reviews are required by each talent scholarship department. These awards are also renewable for up to four years of continuous study at Whittier College as long as the student continues to participate in and contribute to his or her talent area, meets specified departmental criteria, and remains in good standing with the College.



**Alumni Scholarships.** These awards are offered to sons and daughters of Whittier alumni and are valued at \$1,000 per year for a maximum of four years. Qualified applicants may receive this award in addition to John Greenleaf Whittier Merit and/or Talent Scholarships.

### Need-Based Aid

Whittier College believes that a diverse student population adds to the richness of an education. This philosophy is evidenced in our support of scholarship and financing programs and, most importantly, in the College's commitment to providing funds for deserving students who otherwise could not attend.

Families participating in need-based aid programs agree to several commitments. Foremost among these is that parents and students must support the student's educational expenses to the extent that they can, and students must seek all available outside sources of funding. For California residents, this includes applying for the Cal Grant awards. Other sources of funds may include high school, church, community, or corporate-sponsored awards. The College will evaluate each family's ability to pay on the basis of a nationally accepted formula. In determining a family's need for assistance, all costs associated with a Whittier education are considered, including tuition, fees, books, supplies, room and board, and transportation.

Whittier College utilizes funds from the federal and state governments, donors, and our own resources to assist families in meeting costs that cannot be afforded or covered by other outside resources. These funds take the form of grants, loans, and work awards for undergraduate students. Graduate and credential students are considered for loan support only. Grants are gifts of money that do not have to be repaid. Loans are normally low-interest and do not require repayment while the student is in school. Work awards allow students to earn funds to cover a portion of their expenses while gaining valuable work experience. The amount, source, and terms of each award offered an applicant are detailed in the student's award notification letter.

**Eligibility:** To be eligible for need-based aid, a student must be either a citizen or an eligible non-citizen of the United States. Applicants must be enrolled in a program of study at Whittier College that leads to a degree, approved certificate, or credential. Many programs require at least half-time enrollment while most require full-time enrollment. Applicants must not be in default on repayment of any student loan or owe refunds for federal grant funds. Students must continue to maintain satisfactory academic progress toward their degree as defined by College policy (available from the Office of Financial Aid).

### HOW TO APPLY

The Office of Financial Aid is committed to helping students identify and obtain the maximum need-based assistance available.

**Entering Students.** To be considered for funding, new students should follow the steps outlined below. For priority consideration, all three steps must be completed by February 15 of the preceding academic year.

- Step 1: Apply for admission to Whittier College by completing the Common Application. Applicants need not wait for an admission decision before proceeding to Step 2.
- Step 2: Complete the Basic Asset Data Sheet (available online) and return it to the Office of Financial Aid.
- Step 3: Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Whittier College's school code is 001342. California residents should be sure to complete the statement of their California residency to apply for the Cal Grant. Whittier College must be listed in the school section.

Admitted students who meet the priority filing date may be mailed a detailed eligibility letter starting on April 1. Students who decide to accept the offer and attend Whittier College may be asked to provide documentation supporting the financial information reported on the FAFSA prior to disbursement of funds.

**Continuing Students.** Continuing students must apply for renewal of their assistance each year. To apply for renewal, students must file the Free Application for Federal Student Aid (FAFSA) by March 2 of the year preceding the academic year. Students also must submit a Renewal Request form with the Office of Financial Aid. Applicants who are required to submit additional information and documentation will be notified.

**International Students.** A limited amount of assistance is available to international students who otherwise would not be able to attend Whittier College. The awards are based on academic promise and financial need. Information on award amounts, availability, and application requirements is available from the Office of Admission.

**Alternative Financing Plans.** Many families who have the resources to afford a Whittier education, as well as those who wish to augment their need-based assistance, may wish to spread the payment of college expenses over the course of the year or longer. The following financing programs may be used by families as they engage in planning for their children's education.

**Short-Term Financing.** Whittier College participates in a short-term payment plan through Academic Management Services (AMS). The AMS plan has been designed to relieve the pressure of large "lump sum" payments by allowing families to spread the cost of education over ten months without borrowing money or paying interest charges. A small application fee is required per school year, and the plan automatically includes a Life Benefit Coverage. Payment under the plan normally begins on June 1 prior to the designated academic year. Application for participation can be made through mid-August with an applicable down payment required.

**Long-Term Financing.** These plans allow families to pay in smaller installments over a longer period of time, normally from five to twenty years. The loans are made in coordination with the Office of Financial Aid, through outside lending institutions or agencies in amounts ranging from \$500 per year to the cost of full expenses at Whittier College. Participation in the plans is based on the borrowers' credit worthiness and ability to repay. Applications are normally made in June for the following academic year.

## WHITTIER COLLEGE ENDOWED AWARDS AND ANNUAL SCHOLARSHIPS

Whittier College has a long and proud tradition of providing scholarship support to its deserving and talented students. Annually, 70% of our students receive some form of College-funded grant support. This is made possible in part through the generous support of the loyal and dedicated scholarship donors – alumni, friends, foundations and organizations – who have chosen to invest their philanthropic dollars in our remarkable students. Without their continuous and generous support, many qualified students would not be able to take advantage of a Whittier education. Students are considered for these annual and endowed awards through the admission and financial aid application processes.

### Endowed Awards

Carl W. Ackerman Endowment  
 Edward and Rosa Ahlswede Endowment  
 Max B. and Ruth B. Alcorn Endowment  
 Thelma Sprague Allen Endowment  
 Harvey B. and Madge W. Alverson Music Endowment  
 Madge W. Alverson Speech & Drama Endowment  
 Dr. John A. Arcadi Endowment  
 Ethel Townsend Ball Endowment  
 Banco Popular Endowment  
 Mabel H. Bankhead Endowment  
 Barbara Morse Barr Graduate Education Fellowship Endowment  
 Granville B. and Helena Barrett Basye Endowment  
 Alva G. Bellah Endowment  
 Eva B. and Harry C. Billings Endowment  
 Ralph E. and Eula Bishop Endowment  
 Wanda L. Brandsaw '47 Endowment  
 Ila and Victor Brock Endowment  
 W. O. and Otis A. Brown Memorial Endowment  
 Hazel Caldwell Endowment  
 Class of 1934 Richard Spaulding Endowment  
 Class of 1957 Endowment  
 Class of 1961 Endowment  
 Class of 1968 Endowment  
 Genevieve Shaul Connick Memorial Endowment  
 Dr. C. J. Cook and Evelyn Jessup Cook Endowment  
 Charles W. and Edris Cooper Drama Prize Endowment  
 Ruth Schaefer Corzine Endowment  
 Sylvia Marie Cosand Endowment

Joseph P. and Kathleen Cosand Endowment  
 Ardys M. Cox Endowment  
 Lex B. Cox International Endowment  
 John H. Crow Endowment  
 James and Ida Scholer Darling Endowment  
 John F. and Katherine N. Dean Education Endowment  
 Richard and Billie Deihl Teaching Endowment  
 Grace Elizabeth Dickerson Endowment  
 Floyd E. and F. Earl Durham Biology Endowment  
 Mr. and Mrs. Thomas McGregor Erwin Endowment  
 Richard P. Ettinger, Jr. Endowment  
 Herbert F. and Elizabeth S. Evans Endowment  
 Elizabeth Delia Felt and Jessie Felt Savage Endowment  
 William and Christine R. Ferguson Memorial Endowment  
 Roberta J. Forsberg Humanities Endowment  
 Jeffrey Thomas Foster Memorial Endowment  
 Judith A. Francis Endowment  
 Vivian Schulte Gardner Endowment  
 Robert L. Gifford Eagle Scout Endowment  
 Hilda Mary Millbank Gobar Endowment  
 Sally Ann Randall Gobar Endowment  
 Bernard and Esther Goerg Endowment  
 Carol Collins Gordon Endowment  
 Stanley and Marjorie Gregory Endowment  
 Barbara Ondrasik Groce Endowment  
 Gordon and Llura Gund Endowment  
 Shirley and Donald Hall Endowment  
 Homer and Cora Halvorson Memorial Endowment  
 Edna M. Hampton Memorial Endowment  
 Arthur J. Hanson Endowment  
 Clair R. Hare Endowment  
 Ruth Haroldson Violin Endowment  
 William Randolph Hearst Foundation Endowment  
 Dorothy C. Heddens Memorial Endowment  
 Dee Louise Hochstetler Memorial Endowment  
 Howard L. and Alice B. Hockett Endowment  
 Lawrence B. and Sylvia A. Hoefler Endowment  
 Shirley M. Hole Endowment



William H. Hornaday Endowment  
 Bailey Howard Endowment  
 Wendell Milo Hunt Memorial Endowment  
 James Irvine Foundation Endowment  
 Lois E. James Educational Endowment  
 James W. Jones Endowment  
 Laura Jones Endowment  
 Lynn R. and Katherine Balden Juday Endowment  
 Donna Lee Kendall Endowment  
 William H. and Irene Savage King Endowment  
 Paul D. Kirk Memorial Endowment  
 William Kountz Endowment  
 Lancer Society Endowment  
 Joseph and Sybil H. Landon Endowment  
 Paul A. and Frances K. Lewis Endowment  
 Jay R. and Elizabeth T. Livingston Endowment  
 Margaretha Lohmann Piano Endowment  
 Margaretha Lohmann Talent Endowment  
 James R. Long and John M. Gates Memorial Endowment  
 Albert Madden Endowment  
 Markham Endowment  
 Charles K. Marlatt Memorial Music Endowment  
 George H. Mayr/Martin Ortiz Endowment  
 Harry Maxwell McPherson and Jessamyn West McPherson Endowment  
 Milhous-Marshburn Endowment  
 Mary McGraw Miller Music Endowment  
 Beulah Bartlett and Blythe Monroe Endowment  
 Francis and Elise Morris Endowment  
 Dr. Nathan and Jessie Movich Endowment  
 John and Elsie Murfett Endowment  
 Delphi Murphy Memorial Endowment  
 Wallace "Chief" Newman Endowment  
 Dr. W. Roy and Alice Newsom Endowment  
 Dr. W. Roy Newsom Endowment for Chemistry  
 John Hill Nichols Endowment  
 Sinara Stull O'Donnell Memorial Endowment  
 Martin Ortiz Endowment  
 Lee and Erika Owens Endowment

Palmer Society Alumni Endowment  
 Shirley M. Parcher Scholarship  
 Edward M. Paterson Memorial  
 Dr. Gerald Patton Memorial Endowment  
 Perry Memorial Endowment  
 Sissel and Richard Pomboy Endowment  
 Edwin and Margaret Larson Pressey Endowment  
 Marcus Quarles Endowment  
 Audrey Richardson Memorial Violin Endowment  
 John B. Robbins '51 Endowment  
 Henry Rosene and Robert and Alieze Rosene Endowment  
 Paul K. and Nina Schroeder Memorial Endowment  
 Lela Layne Semans Endowment  
 Marie Quinzel Sewell Endowment  
 Margaret Merrill Shannon Endowment  
 Robin Hill Sinatra Memorial Endowment  
 Vincent Sinatra Memorial Endowment  
 Delphine P. Smith Endowment  
 Elden and Barbara Smith Endowment  
 Nora and Woody Smith Endowment  
 Walter H. and Helen J. Spicer Endowment  
 John Stauffer Science Fellows Endowment  
 John Stauffer Trust Science Endowment  
 Alfred J. Stevens Memorial Endowment  
 Martin A. and Mildred L. Stewart Endowment  
 Bobbie Stoll Journalism Endowment  
 Emma Strain Endowment  
 Roy Q. and Lisle M. Strain Endowment  
 Amos and Matilda Hadley Stuart Endowment  
 Charles E. Sydnor-William V. Marshburn Endowment  
 Talbott Family Mathematics and Computer Science Endowment  
 George K. Tenopir Endowment  
 Lorraine Thompson Endowment  
 Raymond C. Thompson Endowment  
 Gary Towell Endowment  
 Helen Ulitin Endowment  
 Frances E. Van Riper Endowment  
 May Vertrees Endowment

George E. and Maye J. Wanberg Endowment  
 Bonnie Bell Wardman Endowment  
 Whittier College Friends of Music Endowment  
 Whittier College Veterans Endowment  
 David E. Wicker Endowment  
 Dwight L. and Mary A. Williams Endowment  
 Neal, Devon and Ian Williams Memorial Endowment  
 Ed J. and Ruth Wudell Endowment  
 Mary E. Wyatt Memorial Endowment  
 YMCA Daniel Luther Endowment

### Annual Scholarships

Ahmanson Foundation Scholarship  
 Assistance League of Whittier Scholarship  
 Atlenian Society Alumni Scholarship  
 Christian Leadership Merit Scholarship  
 Nola Lee Cole Trust Scholarship  
 Los Angeles Philanthropic Foundation Scholarship  
 Norma L. Murdy Scholarship  
 Richard M. Nixon Scholarship (Whittier Republican Women)  
 James R. Parks Fellowship  
 James R. Parks Prize  
 Ann Peppers Foundation Scholarship  
 President's Council Annual Scholarships  
 Rose Hills Foundation Science and Engineering Scholarship  
 William A. and Rosamond Laird Smith Trust Fund Scholarship  
 TELACU Matching Scholarship  
 Trustee Circle Annual Scholarships

### Student Rights and Responsibilities Regarding Financial Aid

Whittier College subscribes to the professional standards of the National Association of Student Financial Aid Administrators and urges students to know their rights and responsibilities.

#### Student Rights

Whittier College students have the right to know the following: which financial aid programs are available; application deadlines for each of the programs available; how financial aid will be distributed, how distribution decisions are made, and the bases for these decisions; how financial need was determined, including how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses were considered in the budget; how much of the financial need has been met, as determined by the Office of Student Financing; what resources (such as parental contribution, other financial aid, and personal assets) were considered in the calculation of the need; what portion of the financial aid received must be repaid and what portion is grant aid (if a loan is awarded, students have the right to know the interest rate, the total amount to be repaid, repayment procedures, the date when repayment begins and the length of the repayment period); how the school determines whether students are making satisfactory academic progress and what happens if they are not; and an explanation of each program in the student aid award package.

#### Student Responsibilities

Whittier College students must complete all application forms accurately and submit them on time to the correct location; provide correct information (in most cases, misreporting information on financial aid applications is a violation of the law and may be considered a criminal offense); return all additional documentation, verification, corrections, and/or new information requested by either the Office of Student Financing or the agencies to which applications were submitted (students are responsible for reading and understanding all forms they are asked to sign and for keeping copies of each); accept responsibility for all signed agreements; perform the work agreed upon in a work-study award; be aware of and comply with the deadlines for aid application or reapplication; know and comply with Whittier College's refund procedures; maintain satisfactory academic progress according to the policies and standards of the College; notify the Office of Financial Aid in writing of any change in the circumstances reported on the student financing application upon which aid is based or if any additional awards from an outside source will be received; and notify the lender of changes in name, permanent mailing address, and school status, if a loan was received as part of the award package.

#### Veteran's Benefits

Whittier College is approved to train veterans under Title 38, Chapter 36, U.S. Code Sections 3671(a) and 3672(a). Eligible individuals must submit copies of their honorable discharge, VA eligibility and transcripts of all previous educational experiences for review. See the VA Coordinator in the Registrar's Office for further information.

Whittier College students join with faculty and staff to form a community of learners. The purpose of this section is to describe residential living, co-curricular opportunities, student rights and responsibilities, and administrative support for students. The section starts with the faculty, the most important and influential people students encounter in the Whittier College community.

### THE FACULTY

The Whittier College faculty exhibits a rare quality in American higher education: a commitment to balancing the teaching of undergraduate students with scholarly accomplishment. Our finest teachers are also nationally recognized scholars who have won awards for their books, research and other creative activities. In recent years, faculty have published numerous books on topics ranging from the Chinese revolution to European currency, have exhibited in juried art shows and directed plays in Hollywood.

An accomplished faculty wins awards. The Whittier College faculty has a strong history of receiving National Science Foundation fellowships, Fulbright fellowships and lectureships, Graves Awards, NASA summer fellowships, Haynes Foundation awards, and grants from the National Endowment for the Humanities. Accessible to students not just in the classroom or during office hours, Whittier faculty often open their homes to students for honorary society and departmental meetings, or sometimes just good conversation.

### THE ACADEMIC ADVISING SYSTEM

Academic advising is an essential part of the educational experience at Whittier, since we believe that advising is closely connected to teaching. In 2009 a new advising resource center was created and housed in the Center for Advising and Academic Success, CAAS, located on the ground floor of the library. The new center offers resources and guidance to students and compliments the faculty advising model at Whittier College.

From the moment new students step on campus, faculty advisors are ready to assist in charting student's curricular path. This careful advising ensures that our students graduate in four years—not five or six, as in larger institutions. It also results in our students' admission to the country's finest graduate programs in medicine, law, and the arts and sciences, in addition to winning prestigious awards ranging from NCAA Student Athlete awards to the prestigious Rhodes Scholarship.

The primary purpose of advising and mentoring programs is to support students in the development of an academic career complementary to individual life goals. The College provides the students with all the necessary information and resources required in making meaningful educational plans. At Whittier, students obtain academic and career advising from faculty and staff who are pro-active in promoting excitement about the learning process. As students develop a habit of life long learning and continuing inquiry, they assume active roles in educational planning and make satisfactory progress in their academic careers. In keeping with

the values of the shared learning experience at Whittier College, faculty mentors serve as role models and provide primary advising for students.

In recent decades emphasis on advising and student success have placed particular attention on first year students. It is recognized that the first year requires transition and adaptation to college. As part of the first year at Whittier College each new student is assigned to a Learning Community in which they enroll in two linked classes together. First year students are also assigned a full time faculty member referred to as a "mentor" who provides academic support and direction through the first year. It is the primary role of the first year mentor to introduce the new student to Whittier College, and to further an understanding of its overall mission and the importance of a liberal education. Mentors also help students become aware of the many resources available to them on campus. Overseeing all of the first year programs is an Associate Dean of First Year Programs and Advising. It is her responsibility to develop programming and provide support to all first year students. Student success is our primary objective.

### ENDOWED PROFESSORSHIPS

Endowed professorships lend distinction and strength to the Whittier College faculty. These named chairs are bestowed upon faculty whose research, teaching and/or public service have uniquely contributed to the mission of their department and the College. In addition to the academic honor, the endowed professorship provides funding for the faculty member's teaching, research, and service responsibilities.

#### The Roy E. and Marie G. Campbell Distinguished Chair in Biology

Dr. Roy E. Campbell, director of the U.S. Entomological Laboratory, provided for the endowment of a chair in biology from the proceeds of his estate. The Campbell Chair supports a distinguished faculty member in that department, and assists the College in enriching teaching and research activities.

#### The C. Milo Connick Chair in Religion

Named in honor of the late Dr. C. Milo Connick, professor emeritus of religion and college trustee, this endowed chair provides funds for support of distinguished faculty in the field of religious studies. Funding for the chair was made possible through the support of Dr. C. Milo Connick, Richard and Sharon Ettinger, Jr. and Ray and Joan Dezember.

#### The Genevieve Shaul Connick Chair in Religion

Named in memory of Genevieve Shaul Connick, wife of Dr. Milo C. Connick, professor emeritus of religion and college trustee, this endowed chair provides support for a faculty member in religious studies. Funding for the chair was provided by the estate of Dr. C. Milo Connick with matching funds from Whittier College.

#### The Richard and Billie Deihl Distinguished Chair

Richard Deihl '49 and his wife Billie (Beane) Deihl '50, both alumni, established this endowed chair in 1993 to provide funds for support of a distinguished scholar. A prominent executive in the financial services industry, Richard served on the Whittier College Board of Trustees from 1970-1982 and from 1992-2002, and was named Trustee Emeritus in 2006.

#### The Douglas W. Ferguson Chair in Economics and Business Administration

Named in honor of Douglas W. Ferguson, long-time member of the Whittier College Board of Trustees, the chair was endowed at the time of his retirement as Chief Executive Officer, Quaker

City Federal Savings and Loan. The endowed chair provides funds for support of a distinguished faculty member in the field of international economics.

### **The James Irvine Foundation Chair in the Biological Sciences**

Established through the generosity of the James Irvine Foundation, this endowed chair provides for the support of a faculty member in the field of biological sciences, who has distinguished him/herself as an instructor, researcher and author.

### **The Fletcher Jones Chair in Molecular Biology or Genetics**

The funding for the Fletcher Jones endowed chair was generously provided through the Fletcher Jones Foundation. This Endowment provides funds for support of a distinguished faculty member in the field of molecular biology or genetics.

### **The Hazel Cooper Jordan Chair in Arts and Humanities**

The Hazel Cooper Jordan Chair in Arts and Humanities was established in 2007 with a gift from Dr. Chester "Chet" McCloskey '40, and his wife, Olive (Jordan) McCloskey '44, in memory of Olive's mother, an alumna in the Class of 1912. Its purpose is to maintain and enhance Whittier College's contribution to the languages and the humanities.

### **The Chester and Olive McCloskey Chair in Chemistry**

This fund was established in 2007 by Dr. Chester "Chet" M. McCloskey '40 and Olive (Jordan) McCloskey '40 to support the teaching, research, and services of an outstanding professor of chemistry who embodies inspirational and dedicated teaching in the sciences.

### **The John Murdy Chair in Business and Economics**

Funded by the Murdy Foundation and Trustee Emerita Maxine Murdy Trotter '47, the John A. Murdy Chair in Business and Economics is named in honor of Mrs. Trotter's father, former state senator John A. Murdy, Jr. and her brother John A. Murdy III, a member of the Class of 1950 and a former college trustee. The Chair provides support for a faculty member in the departments of business or economics.

### **The W. Roy and Alice Newsom Chair in Chemistry**

Named in honor of the late Roy Newsom, tenth President of Whittier College, and his wife Alice. The Newsom Chair provides support for an outstanding scholar/ teacher in chemistry. W. Roy Newsom was a leader at Whittier College for forty years: 1934 graduate, Professor of Chemistry and department chair, Dean of the College, Vice President for Administration, and President of the College.

### **The Richard M. Nixon Chair in Public Policy**

This chair honors President Richard M. Nixon, distinguished public servant and Whittier College graduate in the class of 1934. This specially endowed program, established by his family and friends, enables the College to bring outstanding scholars to campus each year for seminars and public lectures on issues related to public policy.

### **The Albert Upton Chair in English Language and Literature**

The Albert Upton Chair in English Language and Literature commemorates the director of Whittier's earlier liberal education curriculum, the General Studies Program, and the designer of a semantically oriented freshman English course, Design for Thinking. The holder of the Upton Chair is committed to the teaching of writing and plays an important role in the College's writing program.

### **The Nadine Austin Wood Chair in American History**

Named in honor of Nadine Wood, the late wife of Donald "Bill" Wood L.H.D. '98, trustee and college treasurer, this endowed chair provides support for a faculty member in American History. Nadine was active in community organizations, particularly the Whittier Historical Society, and the Friends of the Shannon Center. Bill has been a college trustee since 1975.

## **RECOGNITION OF STUDENT ACADEMIC ACHIEVEMENT**

Honoring our students' academic achievements is among the most important things Whittier College does. From national honor societies to the Dean's List and honors at graduation, we take pride in and recognize academic achievement.

Whittier College supports the following national honorary and leadership societies:

- Alpha Pi Delta (Business)
- Alpha Psi Omega (Drama)
- Delta Phi Upsilon (Education)
- Gamma Delta Kappa (Chinese)
- Lambda Alpha (Anthropology)
- Nu Mu Rho (Chemistry)
- Omicron Delta Kappa (Collegiate Activities)
- Phi Alpha (Social Work)
- Phi Alpha Theta (History)
- Phi Epsilon Kappa (Kinesiology)
- Pi Sigma Alpha (Political Science)
- Psi Chi (Psychology)
- Sigma Delta Pi (Spanish)
- Sigma Pi Sigma (Physics)
- Sigma Tau Delta (English)
- Theta Alpha Kappa (Religion Honor Society)

## **Honors Convocation**

A formal convocation, with faculty marching in full academic regalia, is held each spring semester to honor students with outstanding academic achievements. In addition, students and faculty honor one faculty member each year with the Harry W. Nerhood Teaching Excellence Award.

## **CAREER PLANNING**

The Career Planning Office assists students in choosing, planning, and implementing their career-related goals. The primary services include consultation in choosing a major career planning, career preparation, and job search assistance for Whittier College students, as well as for alumni.

Career planning services include individual counseling, self-assessment workshops, assessment inventories, a career planning course, and materials in a career resource library. Career preparation involves the development of internship and other forms of career-related work opportunities to assist students in acquiring career-related skills and experience prior to graduation. The Career Planning Office also maintains directories and information on graduate school programs as well as offers practice graduate and professional school exams. An annual Graduate and Professional School Fair provides exposure to post-graduate opportunities for those interested in the

pursuit of a higher degree. Sources for funding can be accessed through an online fellowship database located on the office webpage at [www.whittier.edu/career](http://www.whittier.edu/career).

Job search assistance includes providing referrals for on campus work-study positions; off-campus part- and full-time job listings; workshops on résumé writing, interviewing skills, job search strategies; on-campus interviews and an annual Career and Internship Fair. The Career Planning Office's web page [www.whittier.edu/career](http://www.whittier.edu/career) contains helpful information and links for career exploration, graduate school, internships, summer jobs, full-time positions, conducting a job search, and much more.

### CENTER FOR ADVISING AND ACADEMIC SUCCESS (CAAS)

The mission of the Center for Advising and Academic Success (CAAS) is to empower all Whittier College students to become successful, self-directed, and collaborative lifelong learners. CAAS will provide a supportive and holistic learning environment for anyone who is willing to seek help and work towards achieving their educational and personal goals. CAAS services are free to Whittier College students and include: (1) academic advising & guidance, (2) peer tutoring, (3) supplemental instruction, (4) peer academic coaching, (5) INTD 70: Whittier Seminar (6) academic strategies workshops, (7) computer lab, and (8) comfortable study space. Please call (562) 907-4816, visit our website, or stop by the Center for more information. CAAS is located on the ground floor of the library.

### COUNSELING SERVICES

The Whittier College Counseling Center provides the opportunity for students to discuss personal, emotional, and academic problems with a counselor in a safe, confidential environment. Under the direction of a licensed clinical psychologist, services are provided by psychologists, psychology interns in training, and postdoctoral associates. Services are free to currently enrolled undergraduate students and include short-term, problem-focused individual and couples counseling. Outreach programs and workshops on topics relevant to students and campus life are presented throughout the year. Staff members are available to make presentations to classes, small groups and/or clubs on campus. Counselors also provide crisis intervention, consultation and referrals to students who need resources not offered by the counseling service.

### THE CULTURAL CENTER

The Cultural Center, located in the Campus Center next to the bookstore, seeks to create opportunities for cultural exchange and dialogue that foster mutual respect for the uniqueness of each member of the campus community. By sponsoring various programs and events, the Cultural Center promotes awareness, learning, critical thinking, identity development, and advocacy. In addition, the Center serves as a liaison to connect underrepresented populations of students to academic services, career counseling, and support networks that foster student persistence and success. The Cultural Center is a great place to meet other students and enjoy the rich diversity Whittier College has to offer. Housed within the Cultural Center are Interfaith Programs and the Ortiz Programs.

Interfaith Programs seeks to cultivate a campus-wide commitment to religious awareness, acceptance, and discourse. It does so by connecting people of diverse faith traditions for dialogue, collaboration, and service through sponsored activities, events, and programs that empower the campus community to explore religion, faith, and spirituality. The center also provides religious and spiritual student groups with the support they need to pursue their respective missions and goals.

The Ortiz Programs, formerly coordinated through the Center for Mexican American Affairs, were founded by Martin Ortiz '48 to enhance the college experience of Latino students. The Ortiz programs continue to provide academic, social, career, and financial aid guidance to all Latino students on campus, and in particular to those who are the first in their families to attend college. The Ortiz Programs also serve as a liaison between students, faculty, parents, alumni, and community organizations. As a Hispanic-Serving Institution (HSI) Whittier College is proud to recruit and graduate a large percentage of Hispanic students. This commitment has contributed to Whittier's distinction as one of the country's most diverse liberal arts colleges.

### DISABILITY SERVICES

**Purpose and Mission:** Disability Services is committed to ensuring equal treatment, educational opportunity, academic freedom, and human dignity for students with learning, physical, and psychological disabilities. Disability Services is committed to providing reasonable and appropriate accommodations to students with disabilities, assisting students with disabilities in self-advocacy, providing academic support and counseling, educating the Whittier College community about disabilities and services provided, and by ensuring legal compliance with state and federal disability laws.

Disability Services is dedicated to providing students with disabilities access to the programs, services, and activities of the university as required by the Americans with Disabilities Act (1990) and by Section 504 of the Rehabilitation Act (1973). Section 504 states: "No otherwise qualified individual shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

**Who Qualifies for Services and Student Expectations?** Any student with a documented physical/health, learning disability, emotional/psychological condition can make an appointment to see the Director. If you have any condition that substantially impacts/limits academic functioning please come in and make an appointment. The student must submit documentation according to Whittier College's documentation guidelines. Please visit our website or call us for more details. Students are expected to self-identify to the Director of the Disability Services office.

**Receiving Accommodations and Services:** After the student submits appropriate documentation to Disability Services, the Director will determine eligibility to receive services. Types of services provided are based upon the functional limitations of each student's condition.



### **For students with Asperger's, ADHD, and Psychological/Emotional Conditions**

Supportive Education Services (SES): Non-clinical Counseling, Case management, and Advising are available.

### **HEALTH SERVICES**

The Student Health & Wellness Center provides comprehensive care for the treatment of common illnesses, minor injuries, immunizations, TB skin tests, women's and men's health exams, Rx and OTC medications and laboratory services. The center also provides health education, illness prevention information, workshops and referrals to local medical services when needs cannot be addressed on campus. In addition, we offer massages, nutritionist services and facials on certain days of the month. An RN is available from 8:30 a.m. – 5:00 p.m. Monday through Thursday and 8:30 a.m. - 3:00 p.m. on Fridays. We are closed for lunch between 12:30-1:30 p.m. A provider is on duty M-F either in the morning or the afternoon. There is no charge for a visit; however, there is a small charge for medications, vaccinations, TB skin tests and sometimes lab tests. After hours or emergency care is available through Presbyterian Intercommunity Hospital (PIH) or Bright Urgent Care.

All full-time students must be covered by health insurance while attending Whittier College. Students who are not covered by a personal or family policy are required to participate in the Kaiser Permanente Student Health Plan provided by the college for a fee.

### **INTERNSHIPS & COMMUNITY-BASED LEARNING**

The mission of Whittier College Internships & Community-Based Learning is to foster the effective use of experience as an integral part of a liberal arts education, in order to empower students and prepare them for professional lives upon graduation. Internships are academically-related, experiential learning opportunities that allow students to test themselves and learn from professionals in the field. Internships are available in business and industry, government, and non-profit community organizations. The Office of Internships & Community-Based Learning assists students in all disciplines and at all academic levels who seek internship and community-based, service-oriented learning.

Services for students include: individual appointments with the staff to discuss your experience goals; the Early Email Alert list so that you can be notified of new internship/community-based opportunities just as soon as they are posted; 24/7 internship/community-based learning database access; assistance with your internship resume and cover letters; how to create your own intern position; strategies for finding summer positions when you are out of the Whittier area; and how to earn academic credit for your internship work; and internship/community-based learning fairs and campus events during the academic year. The Office of Internships & Community-Based Learning is located in the Campus Center on the second level.

### **THE LEAP OFFICE**

The Leadership, Experience and Programs Office works closely with the student government and officers of various clubs and organizations to promote and encourage co-curricular activities that meet the interests of the student body. Numerous student organizations initiate a variety of programs with the financial support of the student activity fee. The Leadership, Experience and Programs Office also advises programming in Club 88, our on-campus nightclub and performance venue. Comprehensive information about opportunities for leadership and involvement at Whittier College through societies, publications, broadcasting, clubs and organizations is available in the Student Handbook, on the College website and through the Leadership, Experience and Programs Office.

### **RESIDENTIAL LIFE**

Most Whittier College students live in one of eight campus residence halls. Residence halls accommodate from 20-210 students. They are staffed by full-time professional Area Coordinators and undergraduate Resident Advisors who provide students with continuous support, assistance, and program opportunities for learning and development.

Whittier College is committed to providing a co-curricular environment which enhances and enriches the academic program and which provides students with opportunities for personal and social growth, self-discovery, and an appreciation of one's responsibilities to self and others. To those ends, Whittier College sees residential living as an integral part of the student's education. Residential living fosters a sense of community, facilitates the integration of the individual into campus activities and organizations, exposes students in a very direct and personal way to a pluralist community, encourages an atmosphere of free and wide-ranging expression of ideas, and develops in each person capacities for self-direction and deep concern for others.

For these reasons, all Whittier College students are required to live on campus through their junior year unless they reside with their parents or legal guardians within a twenty-five mile radius of the College, are twenty-two years of age or older, or are married. It is the goal of Residential Life to expose as many students as possible to the benefits of living and learning at Whittier College. Residential students are additionally required to subscribe to one of the meal plans offered through the Campus Inn.

In addition to the variety of social and educational programs offered by the Residential Life staff, each residence hall is also affiliated with a Faculty Master House. This out-of-the-classroom living and learning opportunity creates a learning environment unmatched on the West Coast. The Faculty Master House tradition at Whittier College is modeled after those established at Oxford and Cambridge universities. It is designed to extend the classroom learning experience to all aspects of students' lives. Educational and social programs including such events as scholarly lectures, dinners, musical performances, and cooking classes are hosted by the faculty members in their homes. To enrich student experience at Whittier College, faculty masters also frequently sponsor trips to museums, galleries, theaters, and concerts in Southern California.





## STUDENTS RIGHTS AND RESPONSIBILITIES

A student enrolled at Whittier College assumes an obligation to conduct himself or herself in a manner compatible with the College's function as an educational institution. While the College believes in the ability of all Whittier College students to uphold the highest standards of behavior that is consistent with membership in an academic community, it does have jurisdiction over student conduct that is considered harmful or unacceptable.

The Code of Students' Rights and Responsibilities, created jointly by faculty, students, and administrators, is published annually in the student handbook and describes the principles and procedures employed at Whittier College. All members of the Whittier College community are expected to uphold and protect the values of the College.

## ACADEMIC HONESTY

When we engage in scholarship, we seek answers to questions we care about; we learn from others' work, and we add our contributions to a growing body of knowledge. However, we cannot honestly value that knowledge unless we also value truth. Acts of academic dishonesty are lies. They degrade our shared search for understanding as a community of scholars, and they undermine the integrity of that community by injecting falsehood into our dialogue. As a historically Quaker college, Whittier honors the Friends' testimonies of truth, community, and equality, where equality reflects our conviction that we are all worthy of equal respect. Thus, when members of our community commit acts of academic dishonesty, they are not committing victimless crimes. By violating – even in secret – the respect which they owe their colleagues, they tear the fabric of our community. Further, by shrinking from the self-defining work of scholarship, they hurt themselves.

### General Policy on Academic Honesty

Because the preservation of academic honesty is as fundamental to our shared enterprise as the transmission of knowledge, the faculty and administration of the College regard educating students in academic integrity to be as important as inspiring them to rise to the challenge of learning. Students are expected to produce independent work and to cite sources of information and concepts. When these principles are breached and a student misrepresents his or her level of knowledge, the basic framework of scholarship is broken. In these instances, students will be held accountable and will face sanctions that range from a warning to expulsion from the College. Ignorance of what constitutes plagiarism or cheating is not a valid defense. If students are uncertain of policies, they should consult the instructor for clarification. Adherence to the policies delineated below reflects the commitment of our community to a single standard of truth, a standard binding on students, faculty, and administrators alike.

### Definitions

These definitions do not represent a complete list of possible infractions; rather, they are intended to generally reveal the range of conduct which violates academic honesty.

1. **plagiarism** - Submitted work should be one's own work and it should properly acknowledge ideas and words from others: ideas from another source should be cited in both the body and the works cited section of the paper, and exact words from another source should be placed within quotes. Plagiarism is submitting work done by others as your own work, and it is the failure to properly and appropriately reference and acknowledge the ideas and words of others. This can include submitting an entire paper downloaded from a website or another source, copying

and pasting parts of different papers to form your own paper, failure to put quotes around exact wording used from another source, and failure to appropriately reference ideas from another person. Citation guidelines can be found in any writing handbook. While incorrect citation format may not necessarily be defined as plagiarism, individual instructors may penalize students for using an incorrect citation format. Please be aware that different disciplines use different forms for citing work. While each department should make these citation styles available, one is ultimately responsible for finding out this information. Students will be instructed on when and how to appropriately cite other people's work in their own papers in the College Writing Seminar and in the Writing Intensive Courses. Departments are also strongly encouraged to instruct students on appropriate citation in their introductory courses;

2. **cheating** -Honesty involves presenting one's own level of knowledge as accurately as possible. Misrepresentation of one's knowledge is considered cheating; examples include copying or sharing exam answers, presenting work done by others as one's own, changing in any way work which may be reviewed in response to a grade consideration request, having a falsely identified person take an exam, or using notes, books and the like in closed-book examinations;
3. **misrepresentation of experience, ability, or effort** - One is expected to accurately and fairly present one's experience, ability, or effort for any purpose. Providing false information concerning academic achievement or background in an area of study is academically dishonest. Examples include falsely reporting the substance of an internship, falsely representing the content of prior coursework, or falsely representing effort on a group project;
4. **unauthorized collaboration** - In many course activities, other than examinations, collaboration is permitted and encouraged. Course syllabi and in-class instructions will usually identify situations where collaboration is permitted, but the student shares responsibility for ascertaining whether collaboration is permitted. Collaboration on homework, take-home exams, or other assignments which the instructor has designated as "independent work" will be considered academically dishonest;
5. **submission of same work in two courses without explicit permission to do so** - Presenting all or part of work done for one course in another course requires permission of the instructors of the involved courses. Connected or paired courses may require submission of the same work in the two associated courses; this will be explicitly stated for this type of assignment. Failure to gain permission from the instructors in submitting the same work will be considered academically dishonest;
6. **falsification of records** – Records document a person's past accomplishments and give one measure of assessing those accomplishments. Any attempt to change grades or written records pertaining to assessment of a student's academic achievement will be considered academically dishonest;

7. **sabotage** – Valuing community means that one should respect another person's work and efforts. Destruction of or deliberate inhibition of progress of another person's work related to a course is considered academically dishonest. This includes the destruction or hiding of shared resources such as library materials and computer software and hardware to tampering with another person's laboratory experiments;
8. **complicity concerning any of the above** – Valuing community also means that one is honest with respect to another person's work as well as with one's own work. Any act which facilitates or encourages academic dishonesty by another person is itself an act of academic dishonesty.

### Sanctions

Various sanctions exist which may be applied in response to an act of academic dishonesty. The severity of sanctions will correlate to the severity of the offense. Judgment of the severity of an academic dishonesty offense is the responsibility of the faculty member. The faculty member is encouraged to seek counsel of faculty colleagues, the Associate Dean for Academic Affairs and/or the Dean of Students in gaining perspective concerning the severity of the offense.

All grade related sanctions shall be levied by the faculty member teaching the course within which the offense occurred. The Associate Dean of the Faculty and the Dean of Students are available to provide guidance concerning appropriate sanctions. In addition, the following are some recommended sanctions for various degrees of academically dishonest acts.

**Violations:** Examples may include plagiarizing anywhere from one sentence to one paragraph in a paper, submission of the same work in two classes without the instructor's permission, and unauthorized collaboration on a minor assignment.

*Recommended range of sanctions: Reduction in letter grade for the assignment up to a failing grade on the assignment. Repeated violations in the same course may result in a failing grade for the course.*

**Flagrant Violations:** Examples may include plagiarizing an entire paper or most of a paper, cheating on a quiz or exam, and unauthorized collaboration on a major assignment.

*Recommended range of sanctions: Failing grade on the assignment up to a failing grade in the course.*

Faculty members who wish to apply sanctions other than the recommended range of sanctions listed above, must explicitly state this in their syllabus for a course.

### The Process

Faculty members must provide the student with a written account of the offense and the sanction. Faculty members must also report cases of academic dishonesty to the Office of the Dean of Students, including a brief written account of the offense and the sanction levied through an on-line form, and a copy of the plagiarized paper. The Dean of Students must take a student to the Hearing Board if the student has a minimum of two flagrant violations or three total violations. The Dean of Students has the discretion to take students to the Hearing Board for fewer violations if there are other outstanding circumstances. Also, the Dean of Students

must communicate with involved faculty members if a student is scheduled to appear before the Hearing Board.

The Hearing Board considers whether any further action should be taken which may include suspension or expulsion from the college. The Hearing Board does not reconsider the grade sanction given by the faculty member earlier in the process, but rather considers whether additional sanctions are merited. The Board will consider the entire student record of misconduct when making its decision and it will not limit itself just to acts of academic dishonesty.

### Appeals

There are two avenues of appeal, one applicable to grade sanctions, the other to suspension or expulsion decisions. The Grade Appeal Committee of the faculty will consider appeals of grade sanctions. The Associate Dean of the Faculty will hear appeals of suspension and expulsion sanctions. No further opportunities for appeal are available.

### ACADEMIC PETITIONS POLICY AND PROCESS

The Petitions Committee, composed of faculty and the Registrar, reviews and makes decisions on student petitions for waivers of admissions requirements, specific graduation requirements as outlined in the College catalog, or other academic requirements. The committee normally grants such waivers only in the presence of strong and sufficient evidence supplied by the student. The Committee considers petitions on an individual basis and does not grant blanket waivers of graduation or other requirements. Ignorance of College requirements and/or financial hardship are not sufficient reasons for the granting of a petition.

The procedure for filing a petition is as follows:

1. The Student discusses a petition request with his or her faculty advisor, the Registrar, or the Associate Dean of Faculty.
2. The Student fills out the petition form as completely as possible, paying particular attention to "Petition Request" and "Rationale for Request."
3. The Student reviews the petition with his or her faculty advisor and has it signed by the advisor. If necessary, the advisor provides additional comments.
4. The Student returns the petition and any supporting materials that may assist the committee in the evaluation of the request to the Registrar's Office.
5. The Petitions Committee reviews the request and provides a written response to the petition.
6. Students may appeal Committee decision. The procedure for appeal is as follows:
  - a. The Student reviews the Committee's decision with the faculty chair of the Petitions Committee (the name of the chair can be obtained from the Registrar's Office).

- b. The Student reviews with the faculty advisor the decision of the Committee and the explanation given by the chair of the committee. Before an appointment to appeal the decision is made, the student should be sure to discuss any new and relevant arguments or materials that might persuade the Committee to reevaluate the original request.
- c. The Student makes an appointment, through the Registrar's Office, with the Petitions Committee. All appeals must be made in person before the Committee. Students are entitled to bring an advisor to the meeting. Most students bring their faculty advisor, but any member of the faculty may accompany a student to the appeal.

### ACADEMIC PROGRESS POLICY

Whittier College students are expected to make continuous progress toward their educational goals. In order to monitor student progress, a faculty committee reviews all academic records after the end of each semester. Students who have received any grades of non-completion have their records placed in an advisement file. Students who have encountered more serious academic problems are advised to seek assistance from their faculty advisor, and the Office of Student Life.

Continuing academic problems may result in academic probation with restrictions on enrollment and extracurricular activities. Students who do not meet the obligations of probation or who cease to make satisfactory progress may not be permitted to register for one or more semesters.

The chart below summarizes each current academic standing and the resulting standing based on the term and Cumulative GPA's achieved in a given term:

If your current Academic Standing is:	And you received a TERM GPA of:	And you received a CUM GPA of:	Your next Academic Standing will be:
Good Standing	Above 2.0	Above 2.0	Good Standing
Good Standing	Below 2.0	Above 2.0	Warning
Good Standing or Warning	Below 2.0	Below 2.0	Partial Probation
Partial Probation	Above 2.0	Above 2.0	Good Standing
Partial Probation	Above 2.0	Below 2.0	Continued on Partial Probation
Partial Probation	Below 2.0	Below 2.0	Full Probation
Full Probation	Above 2.0	Above 2.0	Good Standing
Full Probation	Above 2.0	Below 2.0	Continued on Full Probation
Full Probation	Below 2.0	Below 2.0	Suspension

## ACADEMIC REVIEW

### A. Good Standing

For any given term students are considered in Good Standing when their cumulative and semester grade point averages are both 2.0 or above.

### B. Academic Warning

1. For any given term students will be placed on Academic Warning when their semester grade point average is below 2.0 and their cumulative GPA is above 2.00.
2. Students placed on Academic Warning will receive a letter of notification from the Office of the Associate Dean of Faculty.
3. It is recommended that students on Academic Warning participate in the Academic Recovery Program through the Center for Advising and Academic Success. See Section F.
4. Students on Academic Warning will return to Good Standing if their cumulative and semester grade point average are both above 2.0.

### C. Partial Probation

1. When a student on Academic Warning or in Good Standing, receives a cumulative and semester grade point average below 2.0.
2. Students placed on Partial Probation will receive a letter of notification from the Office of the Associate Dean of Faculty.
3. Students on Partial Probation are not restricted from participating in any activities except that they may not join a society.
4. First-Year students on Partial Probation are required to participate in the Academic Recovery Program through the Center for Advising and Academic Success. It is strongly recommended that other students on Partial Probation participate in the program. See section F.
5. When students on Partial Probation receive a semester grade point average above 2.0, but their cumulative grade point average is below 2.0, they will be continued on Partial Probation.
6. When students on Partial Probation receive a cumulative and semester grade point average above 2.00, they will return to Good Standing.

### D. Full Probation

1. Students on Partial Probation, who again receive a cumulative and semester grade point average below 2.0, will be placed on Full Probation.
2. Students placed on Full Probation will receive a letter of notification from the Office of the Associate Dean of Faculty.
3. Students on Full Probation may not hold any office in student government, the residence halls, or a society, or participate in athletics, club sports, drama or music productions, the yearbook, the Quaker Campus, or any other student organization unless required to

do so for graduation. Other conditions may be attached to Full Probation by the Academic Review Committee on an individual basis.

4. Students on Full Probation are required to participate in the Academic Recovery Program through the Center for Advising and Academic Success. See section F.
5. When students on Full Probation receive a semester grade point average above 2.0, but their cumulative grade point average is below 2.0, they will be continued on Full Probation.
6. When students on Full Probation receive a cumulative and semester grade point average above 2.0, they will return to Good Standing.

### E. Suspension.

Students on Full Probation who earn a cumulative and semester grade point average below 2.0 will be suspended for at least one semester.

### F. Academic Recovery Program.

First-year students on Partial Probation and all students on Full Probation will be required to participate in an Academic Recovery Program through the Center for Advising and Academic Success. Students who receive a warning or partial probation and who are not required to use Academic Recovery can also informally use the Program by going to see the Associate Dean of First Year Programs and Advising or the Director of the Center for Advising and Academic Success. Students who are required to participate in academic recovery must sign an educational contract which may include going to CAAS to seek academic assistance, meeting with their advisor or mentor on a regularly scheduled basis, using other college resources, and/or reducing their course load to no more than 12 credits. Each plan will be developed based on the needs of the individual student. If a student does not meet the requirements of the academic contract they may be suspended or return to full probation the next semester, based on the decisions of the Academic Review Committee.

### G. Academic Review Committee.

Students who wish to appeal the conditions that pertain to their level of academic difficulty (Full Probation or Suspension) may complete an appeal in writing with the Academic Review Committee. This committee, comprised of faculty and administration, meets prior to the onset of the fall and spring semesters.

### H. Guidelines for appealing Suspensions through the Academic Review Committee.

The following guidelines may be applied by the Academic Review Committee as it deems appropriate:

1. Appeals of academic suspension or change in probation status include documentation of the following:

- a. A plan from the student analyzing his/her academic load, work commitments, and any other factors that might have contributed to poor performance, and what steps the student has taken and will take in the future to correct the situation;
  - b. A letter of support from the student's academic advisor or program director indicating a plan for restoration to satisfactory academic standing;
  - c. Supporting documents from qualified professionals for students who have experienced medical difficulties or other unusual circumstances;
  - d. For students who do not meet criteria in H but have spent time away from Whittier College since suspension, official transcripts of work completed during that time must be forwarded to the Academic Review Committee. Students may include letters of support from persons qualified to assess their ability to return to academic work.
2. Students may only appeal their suspension if they meet the following criteria:
    - a. Must not have an outstanding tuition balance with the institution (Approval of the Business Office).
    - b. Students receiving financial aid must show that they meet Satisfactory Academic Progress (SAP) to continue to receive aid if their petition is granted (Approval of Financial Aid).
    - c. Must not have any outstanding disciplinary/honor code violations (Approval of the Dean of Students).
    - d. Fulfilled their educational contract if they participated in an Academic Recovery program the prior semester (Approval of the Associate Dean of First Year Programs and Advising).
  3. In considering suspensions, some consideration may be given to the total number of units earned toward graduation.
  4. Students may appeal Committee decisions to the Associate Dean of Faculty.
  5. Students finishing Incompletes successfully may have the severity of the sanction reduced.
  6. Incompletes, W's, CR's, and Evaluations will not be used in calculating grade point averages.
  7. The Academic Review Committee may ask to meet with the student if they deem necessary. Otherwise decisions are based on the written appeal.
  8. If a student successfully appeals their suspension, they will be re-admitted on Full Probation.

- a. A student readmitted on Full Probation is readmitted under the same restrictions as all other students on Full Probation. See Section D.
- b. Additional conditions may be attached to the probation (educational contract).

#### H. Guidelines for Readmission after Suspension without petitioning the Academic Standing Committee.

Previously suspended students can apply for readmission through the Office of the Registrar by meeting the following criteria:

1. Successfully complete minimum of six transferable units at another institution with a minimum grade point average of 3.0 in those courses.
2. Must not have an outstanding tuition balance with the institution (Approval of the Business Office).
3. Students receiving financial aid must show that they meet Satisfactory Academic Progress (SAP) to continue to receive aid if their petition is granted (Approval of Financial Aid).
4. Must not have any outstanding disciplinary/honor code violations (Approval of the Dean of Students).
5. If students successfully appeal their suspension, they will be Re-admitted on Full Probation.
  - a. A student Readmitted on Full Probation is readmitted under the same restrictions as all other students on Full Probation. See Section D.
  - b. Additional conditions may be attached to the probation (educational contract).

#### ATTENDANCE POLICY

Individual faculty members establish their own attendance policies for each course they teach. Students are advised to check with faculty members about the attendance policies for each class (Also see Withdrawal Policy). Faculty may, through the end of the fifth school day for semester classes, drop students who have never attended class.

#### AUDITING

Lecture and recitation courses may be audited without credit with the consent of the instructor. The normal audit fee is assessed. Courses such as laboratory or studio work may be audited, but regular tuition and fee charges apply. A student auditing any course takes no examinations and receives no grade or credit.



**CLASS STANDING**

The total number of units earned, including those accepted from other colleges or universities, determines classification of undergraduate students. Classification is established as follows:

Freshman	0–29	semester credits
Sophomore	30–59	semester credits
Junior	60–89	semester credits
Senior	90+	semester credits

**COMMENCEMENT**

The College conducts one Commencement each year in late May. However, the date of the degree noted on the student's permanent record is the last day of the term during which degree requirements were completed.

Commencement at Whittier College is a very special event. The faculty are proud of the College's graduates and, as such, attendance at Commencement is a College requirement if clearance from the Business Office has been secured. Students may be excused only by approval from the Office of the Registrar.

In order to be listed in the Commencement program and to participate in the graduation ceremonies, all graduation requirements must be satisfied before Commencement. To be eligible as a summer graduate and participate in Commencement, a student must register and pay (or make suitable arrangements with the Business Office) for the courses needed in the summer at least three weeks prior to Commencement.

**CONCURRENT ENROLLMENT POLICY**

The purpose of concurrent enrollment is to allow currently enrolled students to take approved courses at other institutions and not lose their current enrollment status at Whittier College. A student must obtain a Concurrent Enrollment Form from the Office of the Registrar and have prior approval for all courses taken at another institution. Concurrent enrollment courses may not be used for the Liberal Education requirements. A student may not register for credit at Whittier College and elsewhere simultaneously without advance permission from the Registrar. Credit will not be guaranteed unless the Concurrent Enrollment Form is filed and approved prior to enrollment at the other institution. Credit will be awarded after an official transcript has been received and evaluated by the Office of the Registrar. Actual grades from other institutions will not transfer to Whittier College; only the credits will transfer. A student may not receive credit for courses taken at a community college after completing 70 units of college work.

**CREDIT BY EXAMINATION**

College credit totaling a maximum of 30 semester hours may be earned by satisfactorily completing approved examinations. Acceptable examinations include College Entrance Board Advanced Placement Tests and International Baccalaureate

Higher Level Examinations. No more than eight units may be awarded from a single department.

Entering students who have passed Advanced Placement Tests with a score of four or five will receive credit toward graduation if the tests are in subject areas taught at Whittier and the academic department approves. The Registrar's Office can provide information on specific departmental policies on numbers of credits awarded and course equivalencies.

Entering students who have passed International Baccalaureate Higher Level Examinations with a score of five or above will receive credit toward graduation on a case-by-case basis with the approval of the academic department.

**DEAN'S LIST**

An undergraduate student will be awarded Dean's List honors if he/she earns a 3.70 GPA while completing 12 gradable units (letter grades of A through F) in the Fall or Spring terms. No Dean's List honors will be awarded for Summer or January terms.

**DECLARATION/CHANGE OF MAJOR POLICY**

Upon admission, first year students' major will be designated as "undecided". A first-year student is not precluded from choosing a major during the first year, in fact they can choose a major as early as orientation, however, a major must be chosen by the end of the second semester of their second year.

**Declaration/Change of Major Procedures**

1. Students must choose a major by the end of their sophomore year. Students will be notified in the fall semester of the second year if they have not yet chosen a major. They will be given written notification of the policy and a declaration form. They will be asked to work with their mentor (and the Advising Center and the Career Center) in developing an educational plan for completion of their degree.
2. When declaring a major students must submit the declaration form to the Registrar's Office-- to officially change the major.
3. Included on the Declaration of the Major form is an area to change the advisor; sophomores will be required to change their advisor by completing that section. If you are keeping your mentor on as your advisor, you must still fill out that section.
4. If students do not change their advisor at the time they submit the Declaration of Major form, the Registrar's Office along with the Major Department will assign the student an advisor in the new major.
5. Students who have not completed their declaration of major by registration during the spring of their sophomore year will receive a hold on their registration. They will not be allowed to register for junior year course until the Declaration of Major form is filed with the Office of the Registrar.



**DIRECTED STUDY**

Directed Study is a tutorial arrangement with a faculty member when a course that is offered in the current catalog is not being offered in a specific term. Directed Study requires permission from the instructor, advisor, and department chair and operates under the following guidelines:

1. Directed Study is only allowed for courses listed in the current catalog and can only be taken as they are offered. If the substance of the course is not that of any course listed in the catalog, use the Independent Study Form.
2. On the Directed Study form, the student must explain why he/she is qualified to do a Directed Study.
3. Directed Study is not to be used to make up a required course simply because the student found it inconvenient to take the course when it was offered.
4. Students are limited to one Directed (or Independent) Study per term.
5. The application for Directed Study must be submitted by the deadline to add a class of the term registering for in accordance with registration guidelines.
6. The student must have completed at least 30 credits prior to this course and be in academic Good Standing.

**DISTINCTION IN THE MAJOR**

The Whittier College faculty believes that students who have achieved excellence in their majors should receive recognition at graduation. Because this is an award for academic achievement, rather than service, the criterion will be either a superior grade point average in the major (3.5 minimum, at the discretion of the department) or other extraordinary academic achievement (published or publishable papers, presentation at a conference, significant research or creative project). The GPA will be based on seven semesters, including the first semester of the senior year. For transfer students, at least 50% of the units required for the major should reflect work done at Whittier College, or in programs under the auspices of the College, in order to be considered for the award. In addition to recognition in the graduation program, the student's achievement will be noted on the transcript.

**EMAIL (CAMPUS EMAIL ACCOUNTS)**

All Whittier College students are assigned an individual Whittier email address and have access to the My.Whittier.edu web portal system. The My.Whittier system provides personalized information and services to members of the college community. Through My.Whittier, students can securely access resources such as e-mail, news and event information, personal information, academic records, student account, financial aid, and other student business information.

All students are assigned an individual email address which consists of their username followed by @poets.whittier.edu. College information and official college communications are sent to this email address. My.Whittier's e-mail is an official means of communication through which students may contact the college and the

college may contact students. My.Whittier can be found at <http://my.whittier.edu>.

Along with other forms of campus communications, such as campus mail, students are responsible for receiving, reading, complying with, and responding to official email communications from the college.

**FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

The purpose of the Family Educational Rights and Privacy Act of 1974 is to assure students at Whittier College access to any and all records kept by Whittier College that are defined as educational records and to assure the privacy of students by restricting the disclosure of information from educational records only to those persons authorized under the Act. Procedures and policies for access to specific records may be obtained from the appropriate office.

Information from educational records is not available to unauthorized persons on campus, or to any person off campus without the express written consent of the student involved, except under legal compulsion (e.g. subpoena, warrant), or in cases where the safety of persons or property is involved. In compliance with judicial order or subpoena, an attempt must be made in advance to notify the student. A signed consent from the student must be presented, where appropriate, to the Dean of Students, the Registrar, or other appropriate college officials, before information will be released to those persons who are not institutional authorities specifically authorized to inspect these files.

Students in attendance at Whittier College, and parents of such a student with prior written consent of the student, have access to any and all education records maintained by Whittier College, including the right of obtaining copies by paying copy fees.

The College will not disclose personally identifiable information from the educational records of a student without the prior written consent of the student, with some exceptions, except information that has been designated as directory information: the student's name, id number (not Social Security Number) address, telephone number, e-mail address, 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, and the most recent previous educational agency or institution attended by the student.

Whittier College will give annual public notice as to the information designated as directory information. The student has the right to prohibit the designation of any or all of the categories of personally identifiable information with respect to that student, provided that said student notifies the Office of the Registrar in writing that such personally identifiable information is not to be designated as directory information with respect to that student. Notification must be made to the Office of the Registrar within three days after the student registers each semester.

**FINAL EXAMINATION POLICY**

It is the policy of Whittier College that all final examinations are to be given only at the officially scheduled time for the course as published on the Registrar's web-site. In addition, no take-home final examinations or papers assigned in lieu of a final examination will be due prior to the scheduled time of the final examinations.

## GRADE APPEAL POLICY AND PROCESS

The faculty of Whittier College believes that grading is the responsibility and prerogative of individual faculty members according to their professional judgments of students' performance, and that this responsibility and prerogative should be safeguarded. Nevertheless, the faculty also recognizes the need to safeguard students of Whittier College against possible bias or lack of uniformity in the evaluation process, and thus has provided a mechanism to address this concern.

The maximum time allowed for filing a grade appeal with the Associate Dean of Faculty, whether the student is enrolled or not, is one year from the date the grade was awarded.

This mechanism will be used only in cases where strong and demonstrable evidence of bias or lack of uniformity in assigning grades to members of a class exists, and only after all other avenues of appeal have failed to resolve this question.

- I. The process to be observed prior to utilizing the grade appeal petition is as follows:
  1. The student will discuss a disputed grade for a course with the faculty member in person, in an attempt to resolve the differences over the grade. If no agreement is reached, then
  2. The student will consult with the chair of the department in which this faculty member is teaching. If the question is still unresolved, or in the event that the teacher giving the disputed grade is also the department chair, then
  3. The student will refer the question to the Registrar. The Registrar will inquire into the matter and attempt to bring about an amicable solution. If no agreement can be reached, and the Registrar decides that the matter requires further attention, then
  4. The Registrar will direct the student to complete a Grade Appeal Petition, which will be forwarded to the Grade Appeals Committee, composed of the Associate Dean of Faculty, the Chair of the Academic Standing Committee, and one faculty member, appointed by the Faculty Executive Council.

## II. THE GRADE APPEALS COMMITTEE

The Committee will investigate the underlying facts of an appeal, which may include interviewing the student, faculty member, and any other persons whom the committee feels might be able to help it clarify the matter. If, in the course of this process, an amicable resolution of the difference can be affected, the Committee's consideration of the matter will end.

If, after making a full inquiry into the matter, no resolution is reached, the Committee will decide the outcome of the grade appeal. Possible decisions may include leaving the grade as it is, changing the grade to correct demonstrated evidence of bias or lack of uniformity in grading, or working out other possible solutions as the Committee sees fit. No grade may be changed unless the Committee reaches consensus on the proposed change.

Academic policies and procedures for post-baccalaureate and graduate students may differ from those cited above for undergraduates. Please see the document, Academic Policies and Procedures for Graduate Programs and Programs in Education, available in the Education Department, for details.

## Grade Definitions

A	Excellent	Generally reserved for the very highest level of academic work.
B	Good	Meeting course requirements with a high level of performance.
C	Satisfactory	Awarded for satisfactory completion of all or most of the course requirements.
D	Passing	Awarded for barely meeting the minimum standards of the course.
F	Failing	Not meeting the minimum standards of the course.

## Grading Philosophy

The members of the Whittier College faculty regard the evaluation of student performance as one of their most important responsibilities. They further believe that grading is a vital element in this evaluation in that it allows for the reporting of student progress to the students themselves, to the college for the purposes of advisement and for the awarding of honors upon graduation, and to the outside world, at the request of the student, for the applications to graduate school and for prospective employment.

The awarding of grades by the faculty reflects the quality of the students' performance as measured against the individual faculty member's expectations based upon objective criteria, including the nature of the discipline and the faculty member's experience in evaluating student performance within that discipline. Thus, grading will not always be uniform from course to course.

Moreover, the boundaries of academic freedom allow discretion on the part of individual faculty members in the awarding of grades. However, the faculty recognizes that grades must always be rigorously fair, and awarded on the basis of criteria that are explained to the students at the beginning of each course. The following points underscore the faculty's grading framework:

Course expectations and grading are the sole responsibility of the course instructor.

Grades are determined based on the students' mastery of the course materials and demonstration of the skills required.

The grading standards shall be appropriate to the academic level of the course and standards shall not be set either so high that no one can attain an 'A' nor so low that it is impossible to receive a grade of 'F.'

Students have the right to information about how they will be evaluated, so information about grading and grading standards should be contained in the course syllabus.

## GRADING POLICY

The academic standards of an institution are largely determined by the admissions policies of the institution and by the standards of work required by the faculty. Once awarded, a grade may not be changed as a result of reevaluation of work submitted by a student. The only justification for a change of a grade is to correct

a clerical error on the part of the instructor. The submission of additional work by a student (except to remove an Incomplete resulting from illness or similar circumstances) is not justification for altering a grade, once it has been recorded.

Most courses at Whittier College are graded from A to F with the awarding of (+) or (-) grades at the discretion of the instructor; however, by the fourth week of the semester, and at the discretion of the instructor, the student may be given the choice of Credit/No Credit(CR/NC) or Letter of Evaluation. Freshman Writing Seminars cannot be taken for CR/NC.

The grade option cannot be changed after it has been submitted to the Registrar's Office. All letter grades, including D's, F's, NC's, and W's, will be recorded on the student's permanent transcript.

When an instructor is unable to submit his or her grades by the time all grades are to be posted, then the Registrar will assign NG (no grade reported) to each student. The grade will be treated as an Incomplete for all purposes of evaluation.

The three grading options are:

Grade Option I	Grade Points	Grade Option II	Grade Option III
A	4.00		
A-	3.70		
B+	3.30		
B	3.00		
B-	2.70		
C+	2.30		
C	2.00		
C-	1.70	CR	EV *
D	1.00		
F	0.00	NC	Grades of D & F in courses taken for Credit/No Credit will receive no credit.
W**			

\* Evaluation grades do not guarantee a passing grade or credit.

\*\* Withdrawal

### Graduate Standing

Those who have been granted baccalaureate degrees (or equivalent) from accredited colleges and universities are admitted for fifth-year work as graduate students if they have met the requirements for degree candidacy as determined by the Whittier College faculty.

### Honors At Commencement

Each year Whittier College grants academic honors to deserving seniors at Commencement. The determination is based on grades received throughout all undergraduate studies at Whittier College. Honors at Commencement are based on students' cumulative grade point averages. Students will receive the highest level of

honors for which they are eligible. Those students with the following grade point averages will receive the corresponding Honors at commencement:

3.70 - 3.79: Cum Laude

3.80 - 3.89: Magna Cum Laude

3.90 and above: Summa Cum Laude

In order to graduate with academic honors, the student must have earned at least 60 credits at Whittier College. No less than two-thirds of the total credits earned must be letter grades.

### Incomplete Grades Policy

A grade of Incomplete may be issued to a student in a course for which the student has been unable to complete the requirements due to extenuating circumstances. The student must request a grade of "Incomplete" using the Application for Incomplete Grade form found on the Registrar's Forms web page. An incomplete may be assigned at the Instructor's discretion and only when exceptional circumstances, beyond the control of the student, have prevented the student from completing the final assigned work or examination. The instructor will note requirements to be completed on the application form. Incompletes may not be granted to students for improper time management, academic overload, or outside employment conflicts.

All requirements to satisfy the incomplete grade must be completed no later than 10 weeks following the last day of the term in which the incomplete is issued. Failure to complete the work within the time allotted will result in the student receiving a grade based upon the work completed prior to the incomplete. In many cases this will result in a Failure for the course.

### INDEPENDENT STUDY\*

Independent Study is a tutorial arrangement with a faculty member when a student would like to do research on a topic that is not offered in the current catalog. Independent Study requires permission of the instructor, advisor, and department chair and operates under the following guidelines:

1. The substance and/or nature of the course must not duplicate the work and title of any course listed in the current catalog. If a requirement is being met with this study, a Degree Audit form must be completed and submitted along with this form.
2. The student must explain why he/she is qualified to do an Independent Study.
3. Students are limited to one Independent or Directed Study per term.
4. The application for the Independent Study must be submitted by the deadline to add a class of the term registering for in accordance with registration guidelines.
5. The student must have completed at least 30 credits prior to this course and be in academic Good Standing.

\* Please note that an Independent Study cannot be used to change the substance and/or nature of any course offered by Whittier College.

### IP IN-PROGRESS GRADES POLICY

Assigned when an educational experience (e.g., student teaching, internship, or practicum) is designed to extend beyond the traditional grading term, a grade of IP must be accompanied by a date at which a final grade is due. If a grade is not submitted to the Registrar by the specified date, a grade of “IN” will be assigned. Thereafter, the course is governed by the policy of “Incomplete Grades.” A grade of IP cannot be assigned for a traditional course as a means to extend the grading period beyond the traditional term.

### NON-DEGREE STANDING

For those interested in academic pursuits outside of any degree requirements, “non-degree” standing is permissible on either a part-time or full-time basis with the approval of the Office of the Registrar. A non-degree student must satisfy the English proficiency requirement for degree candidates at the College. A student may transfer no more than 30 credits of courses taken at Whittier College under non-degree status toward a Whittier College Bachelor of Arts and no more than 12 non-degree credits toward the Master’s degree at the College.

### READMISSION

Those students who have interrupted their studies at Whittier for a semester or more must apply for readmission through the Registrar’s Office. Transcripts must be submitted from any other college(s) attended during the absence from Whittier. Readmitted students may begin classes at the beginning of the fall, January, or spring terms. If a student is away longer than six consecutive semesters or eight total semesters he/she returns under the graduation requirements in the college catalog in place at the time of the student’s re-enrollment.

### REGISTRATION AND CLASS SCHEDULING

The Office of the Registrar is the principal source of information concerning registration procedures. Details are contained in the Schedule of Classes published each semester prior to registration for the upcoming semester.

Students must complete registration during the assigned period at the beginning of each term by paying tuition and fees and by filing the completed registration form with the Registrar. A new, re-admitted, or continuing student who did not pre-enroll must register during regular registration periods. No credit will be given for a course in which the student is not officially registered.

Flexibility for learning is built into daily and weekly class scheduling. 50-minute and 80-minute class periods are available throughout each week day. Frequency of weekly meetings varies, depending upon the credit value of the particular subject.

### REPEATED COURSEWORK POLICY

A course may be repeated, but degree credit will be given only once (except for courses designated in this catalog as “may be repeated for credit”). The grade assigned for each enrollment shall be permanently recorded on the student’s transcript. A course originally taken for a letter grade may not be repeated on a CR/NC basis. In computing the GPA of a student repeating a course, only the most recently earned grade shall be used.

### ROTC

Although actual ROTC courses are not taught on the Whittier College campus, “cross-town” agreements with other institutions exist to allow qualified Whittier College students to participate in the Air Force Reserve Officers Training Corps (AFROTC) or the Army Reserve Officers Training Corps (AROTC).

ROTC is a program that is taken concurrently with a college student’s normal academic studies and offers additional opportunities for leadership developmental and personal growth. Scholarships and financial aid are available through the ROTC programs for students who qualify.

Please contact the Army ROTC program at California State University, Fullerton, or the Air Force ROTC program at the University of Southern California for information regarding ROTC and any scholarship programs.

Upon the registrar’s approval, academic credit earned in these programs may be counted as elective units toward fulfillment of Whittier College graduation requirements. Additional information is available at the Office of the Registrar.

### SPECIAL COURSE AND LABORATORY FEES POLICY

Some courses have expenses associated with them that are not covered by regular tuition and fees, and in such cases the College may charge additional fees in amounts approximately equal to the added instructional or laboratory costs. Special charges may be made according to current costs for the following:

- A. Courses requiring equipment, facilities or materials not available on campus, for science and certain field courses.
- B. Courses requiring use of high technology equipment, e.g., computer courses.
- C. Private instruction in music and similar arts.
- D. Courses requiring field trips or travel.
- E. Noncredit courses, conferences, workshops, postgraduate seminars and similar educational offerings.

### STUDENT GRADE REPORT

A formal student grade report indicating academic achievement is issued for each term. Grade reports are available online to all students. Under special circumstances, and by special request only, printed grade reports may be sent to the student mail boxes at the end of the fall semester and the January Interim, and mailed to the student’s permanent address at the end of the spring semester.

### STUDY LOAD

For undergraduate students, a minimum full-time study load is 12 credit hours per semester (one credit hour is equivalent to one semester hour). A normal course load for students planning to graduate in four years is 30 credits per year; this could be accomplished by taking 15 credits each semester or, in some years, by taking 13 credits each semester and a 4-credit course during the January Interim. Credit hours taken in excess of 15 require additional tuition charges. An extra study load, more than 17 credit hours per semester, must be approved by the student’s mentor or advisor and certified by the Registrar. Forms for an extra study load are available in the Registrar’s.



## TRANSFER CREDIT POLICY

Whittier College accepts courses in transfer as long as the courses were completed at a regionally accredited institution. Whittier will not accept courses that earned a grade lower than a C-. A student may not receive credit for courses taken at a community college after completing 70 units of college work. A maximum of 70 credits may be transferred from a community college. A combined maximum of 90 credits from community colleges and four-year institutions can be transferred.

## TRANSCRIPT OF WHITTIER COLLEGE RECORD

A transcript of a student's academic record will be issued when the individual's written authorization is received. The Registrar's office accepts cash and checks in payment of the transcripts. Major credit cards may be used to order transcripts through the National Student Clearinghouse via the internet. Please see the Office of the registrar web page for more information.

Transcripts and diplomas will be withheld for any student who has outstanding financial obligations to the college.

## VETERAN'S BENEFITS

Whittier College is approved to train veterans under Title 38, Chapter 36, U.S. Code Sections 3671(a) and 3672(a). Eligible individuals must submit copies of their honorable discharge, VA eligibility and transcripts of all previous educational experiences for review. See the VA Coordinator in the Registrar's Office for further information.

## WITHDRAWAL POLICIES

### Dropping Classes

Students may drop a class without record of enrollment during the first three weeks of a semester course. Faculty may, through the end of the fifth school day for semester classes, drop students who have never attended class. (also see Attendance Policy).

### Withdrawing from Courses

Until the end of the sixth week of a semester course, students may withdraw from a course for any reason. A grade of "W" will be assigned. After this period, withdrawals will be allowed only for reasons of health or serious personal problems. Academic difficulties or lack of interest in the course are not sufficient reason for late withdrawals.

### Withdrawing from the College

A withdrawal is generally requested when a student does not plan to return to Whittier College or plans to transfer to another school. A leave of absence is granted to a student who plans to return to Whittier within one academic year. Students who plan to do either must apply through the Dean of Students' Office. Withdrawals will be recorded on the transcript as a W.

### Leave Of Absence

Students in good academic and financial standing may request a leave of absence.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any twelve month period. If a leave of absence does not meet the conditions listed in the Code of Federal Regulations-34 CFR 668.22(d), the student will be considered to have withdrawn from school.

## Medical Leave of Absence During the Semester

- Students who have an emergency or medical illness during the semester must obtain the Withdrawal/Leave of Absence form from the Dean of Students Office.
- The student must make an appointment with the Dean of Students.
- Students must complete the form, date it and submit it to the Dean of Students Office.
- Faculty will be notified by the registrar's office and the student will receive a grade of "IN" in all courses.
- The student will be expected to complete all courses upon returning to active status.

## End of Semester Leave of Absence

- Students need to spend time away from Whittier College may request a Withdrawal/Leave of Absence form from the Dean of Students Office.
- The student should make an appointment with the Dean of Students or the Assistant Dean of First Year Experience (for freshmen) to discuss his/her plans.
- The student must complete the form, date it for the last day of the semester, and submit it to the Dean of Students Office.

Students who fail to notify the Dean of Students office of their leave of absence will not qualify for tuition cancellation of any kind. A student is not considered on leave until the student submits the completed and signed Withdrawal/Leave of Absence form to the Dean of Students.

## Medical Withdrawal During The Semester

- Students who have an emergency or medical illness during the semester must obtain the Withdrawal/Leave of Absence form from the Dean of Students Office.
- The student must make an appointment with the Dean of Students.
- Students must complete the form, date it and submit it to the Dean of Students Office.
- Faculty will be notified by the registrar's office and the student will receive a grade of "W" in all courses.
- The effective date on the form will be used to calculate tuition cancellations whenever applicable.

No withdrawals of any type will be granted during the last week of any course.

## DEGREES

Undergraduate courses offered by Whittier College lead to the degree of Bachelor of Arts. Graduate instruction leads to the degree of Master of Arts.

The Bachelor of Arts degree at Whittier is built upon a pattern of general education requirements to develop breadth of knowledge and an understanding of the relationships among various disciplines. General education, known as the Liberal Education Program at Whittier, is complemented by a major, which may be in a single department or interdisciplinary program, and by electives, which offer students an opportunity to explore additional areas of academic interest. Within this basic structure, Whittier College's curriculum is flexible, to allow for the individual needs, academic interests, and goals of its students. Through the Whittier Scholars Program, the College encourages students with a desire to design their own curricula to do so, in close consultation with a Scholars' Council. Regardless of which curricular path or major a student chooses, Whittier College is committed to developing strong writing skills throughout the curriculum.

## THE LIBERAL EDUCATION PROGRAM

The Liberal Education Program provides an academic framework for collaboration and transformation within the community that is Whittier College. Through the Liberal Education Program, Whittier College prepares students to solve problems and communicate ideas in an increasingly complex and interdependent world community. It does this through its emphasis on cultural perspectives and the importance of connections between different fields of knowledge. Both critical thinking (the development of the skills and methods necessary for systematic investigation — i.e. the ability to define, analyze, and synthesize using a variety of methods and technologies) and the practical application of knowledge inform all elements of the program and are central to the transformation that distinguishes Whittier College graduates.

### Learning goals

- I. Students should develop the ability to make connections across disciplines in order to understand the convergence and divergence of different fields of knowledge and to understand the nature of an academic community.
- II. Students should develop an understanding of, and competency in, the use of signs and symbols to construct, create, perceive, and communicate meaning.
- III. Students should develop the capacity to entertain multiple perspectives and interpretations.
- IV. Students should develop an understanding of culture and the connections between themselves and others in relation to physical, historical, social, and global contexts.
- V. Students should develop breadth, defined as familiarity with essential concepts in major fields, and depth, defined as knowledge of at least one field (usually achieved in the major).

## Outline of the Liberal Education Program Core

The goals of the Liberal Education Program are met by a set of core requirements that are contained in a framework of four categories. The selection of these four categories is a reflection of what we value most here at Whittier College.

- **Community:** The transformative experience begins in learning communities that introduce the idea of building connections across disciplines, as well as the importance of interdisciplinary approaches to understanding the world.
- **Communication:** Students learn to communicate understanding using different sets of symbols.
- **Cultural Perspectives:** Students gain cultural perspective by exploring different cultures.
- **Connections:** Students again connect as a community in the context of interdisciplinary courses and pairs.

## WHITTIER SCHOLARS PROGRAM

Throughout its history, Whittier College has been committed to high quality, innovative education and to a concern for the individual, particularly as a member of a community. The Whittier Scholars Programs exists within the context of those two traditions. It is a rigorous, individualized interdisciplinary program that offers an alternative approach to a liberal arts degree. Working with faculty advisors and their peers, students in the Scholars Program construct an educational program that is unique to them, as well as designed to make them educated individuals in the world today. Through interdisciplinary seminars, discussions with faculty and peers, and guest lecturers, students explore fundamental questions that help them define themselves and their goals and the role that education plays in helping them achieve those goals. These ideas are further explored as part of the requirement to complete an off-campus experience such as study abroad, off-campus internship, or community service.

Central to the Scholars Program is the Educational Design process. Through an interdisciplinary seminar and with the assistance of a faculty advisor, students design their own course of study. Each design must have coherence and purpose while still supporting the goals of the individual student. All designs must be presented to, defended before, and approved by faculty members of the Whittier Scholars Council. Student reflection does not end with the Educational Design process. Rather, students continue to examine their goals, objectives and values on an ongoing basis throughout their course of study as part of all the Whittier Scholars Program seminars.

Although students design their own courses of study, the program does have specific requirements unique to WSP. Three three-credit interdisciplinary seminars plus the Design Your Education course and a Senior Project and public presentation of the project are required to complete the program successfully. Because one of our ideals is the ability to communicate, the College Writing requirement also applies to those students in the WSP. Also required is an off-campus experience (study abroad, community service, and/or off-campus internship).

The seminars are taught by faculty members from across the College and focus on fundamental and enduring questions and topics that demand analysis, value



judgments and synthesis, and include significant student participation and research. Students come to grips with what they believe and why, but they also learn that the search is more important than any single answer. Through the seminars, there is a progression toward greater self-direction and discovery, which culminates in the Senior Project process.

The first course, “The Individual, Identity and Community,” is the foundation course for the Scholars Program and is typically taken in the freshman year. It is designed to enable students to explore issues such as: human beings in a social context; the relationship between the individual and the community; the role of education and the life of the mind; and the ways in which values affect and play a role in asking and understanding enduring questions and analyzing issues. These themes are addressed in terms of different historical periods, disciplines, cultures and identities.

The WSP course of study then builds upon that seminar by having students continue to explore their own values in the Design Your Education class. That course is then followed by another interdisciplinary seminar called “Nature, Theory and Bases of Knowledge.” This seminar explores various methods of gathering and understanding knowledge from a number of disciplinary perspectives. By the conclusion of the course, students should have an awareness of what knowledge is and also an understanding of the approach most appropriate for them as they begin the Senior Project process. The final course in the sequence is a Senior Seminar which enables students in the program to share their ideas and to peer review one another’s work as they progress through the creation of a Senior Project.

The Senior Project is the culmination of the Whittier Scholars Program. The concept must be presented and defended to faculty members of the Whittier Scholars Program in the form of a proposal which frames the Project, places it in a disciplinary context, and provides a bibliography (where appropriate) and timetable for completion. Each student works on the Project with a faculty Sponsor selected by the student who serves as a mentor and guide through the process. The Project may be a research paper, an art portfolio, the production of a play, or anything else that allows each student to prove him/herself as a scholar and grows from the student’s approved Educational Design. The Senior Project permits students to demonstrate that they can learn on their own, that they have attained a level of mastery appropriate to advanced undergraduate work, and that they are aware of the relationship of themselves and their work to others in their own and different disciplines. Students then share their Senior Projects with the larger Whittier College Community as part of a WSP Senior Symposium series.

Admission: Provisional acceptance to the Whittier Scholars Program requires admission to the College and completion of an application to the program concurrent with enrollment in one of the first two courses in the program. Full acceptance follows successful completion of the first seminar, the Educational Design course, and Whittier Scholars Council faculty approval of an Educational Design.

### Whittier Scholars Program Requirements

Six credits of College Writing (Freshman Writing Seminar and a second 3-credit approved writing course. Students admitted to the WSP may meet the second-semester writing requirement by successfully completing WSP 101.)

An approved Educational Design

Whittier Scholars courses 101, 201, 301 and 401, all of which should be taken sequentially

An off-campus experience (study abroad, community service, and/or off-campus internship)

A Senior Project and Senior Symposium

Completion of 60 credits after the Educational Design has been approved

If a student transfers from the Whittier Scholars Program to the Liberal Education Program, the student must submit a formal letter signed by his/her advisor and the Director of the Whittier Scholars Program to the Registrar’s Office. The Registrar will then evaluate the student’s academic record as though the student were a transfer student with regard to the Liberal Education requirements. If a student chooses to enter the Whittier Scholars Program after his/her freshman year, then s/he must meet with the Director of the Program to review necessary requirements including completion of WSP 101, 201, 301 and 401, and the acceptance of an off-campus requirement.

### WRITING PROGRAM

At Whittier College, each student learns to think critically and write effectively. Because the need to communicate clearly is essential in every discipline, faculty from every department share responsibility for improving students’ writing abilities. For these reasons, the faculty has constructed a writing program that spans four years at Whittier College.

The Whittier College Writing Program begins with Freshman Writing Seminars. Among the most popular courses that freshmen take, these fall semester seminars are limited to 15 students and are taught by faculty from all disciplines on topics such as “Peaceful Paths: Nonviolence and Political Change”, “The Global Response to Genocide”, and “Literature of Baseball.” The second component of the Writing Program is the Writing Intensive Course, which most students take in either the second semester of their freshman year or the first semester of their sophomore year. WICs are lower-division courses in most disciplines which emphasize writing as a process and build on the Freshman Writing Seminars. The third component of the program is “writing across the curriculum:” students write in all courses offered in the Liberal Education and Whittier Scholars Programs—including science and mathematics courses. Capping the Writing Program is the “paper-in-the-major.” Written in the junior or senior year and a requirement for graduation, this paper demonstrates the student’s command of his or her major’s perspectives, methods, and body of knowledge, as well as his or her ability to communicate these skillfully in writing.

### REQUIREMENTS FOR GRADUATION

All undergraduate students entering Whittier College will follow one of two paths to a Whittier degree: the Liberal Education Program or the Whittier Scholars Program. The completion of all requirements for a degree is a student’s responsibility. A student has the option of completing graduation requirements prevailing at the time of admission or

readmission, at the time of graduation, or any intervening year of continuous full-time enrollment. Graduation requirements cannot be selected from two or more catalogs.

Students must monitor their own progress through frequent reference to the appropriate catalog, and their online degree audit. Consultation with faculty advisors as well as with the Registrar is suggested to assure satisfactory progress toward completion of the degree.

High school deficiencies may be met by enrolling in appropriate Whittier College courses, through a local high school or community college, through extended education or summer school courses, or by some other acceptable alternative. Students with high school foreign language deficiencies must take six credits of a single foreign language.

Both degree paths require a minimum of 120 credits for graduation, satisfaction of the College Writing Requirement (see College Writing Programs, page 85), and residence at Whittier College while completing a minimum of 30 credits of college work. Further, an overall grade point average of not less than 2.0 in Whittier College courses is required in order for a student to be eligible for graduation.

#### REQUIREMENTS FOR THE MAJOR

Every student, by no later than the Fall registration period for the Spring semester of his/her sophomore year, will declare a major and select an appropriate faculty advisor. Students who transfer in with 45 credits or more must declare a major upon entrance. At each registration, a student has the opportunity to confirm or change his/her major. During non-registration periods, this can be done in the Registrar's Office. A minimum of 30 credits is required in the major field. See each department for specific course requirements.

A maximum of 48 credits in a single discipline may be counted toward the 120 credits needed for graduation. At least 72 units must be completed outside of the major. In a department housing two or more recognized disciplines, a maximum of 60 credits may be counted from the department.

At least 12 credits in the major must be taken at Whittier College.

A minimum grade point average of 2.0 is required in the courses taken from the major department.

#### REQUIREMENTS FOR A MINOR

Minors may be earned as part of a student's academic achievement but are not required for graduation. Students considering a minor should contact the faculty advisor for minors in their department of interest early in their academic career.

A minimum of 16 credits is required for a minor, and specific requirements are defined in this catalog for each department.

#### GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS

All Requirements for Graduation apply, as stipulated in the previous pages, with the exceptions indicated below.

The Registrar of Whittier College will determine which credits transferred from another institution may be used to satisfy each requirement.

Adjustments of the Graduation Requirements (based on Undergraduate Standing at entrance):

Liberal Education Requirements: All students with transfer credits, regardless of the number of transfer credits that satisfy Liberal Education Program requirements, must complete one set of paired courses or a team-taught sequence in Comparative Knowledge at Whittier.

#### ACADEMIC SUPPORT PROGRAMS AND SERVICES

##### Bonnie Bell Wardman Library

The Bonnie Bell Wardman Library is situated in the geographic center of Whittier College. The Library was named in honor of one of the College's great benefactors, and is one of the most recognizable structures on campus. Since its dedication in 1965, the Library is also in many ways the intellectual hub of the institution.

Slightly enlarged, greatly modernized, and rededicated in 2003, the Library offers students and faculty spaces and tools for many different kinds of research and learning activities. Computer clusters with scanning, printing, and photocopying include several large-screen Macs that can be used for digital audio and video editing and viewing. Group study rooms are Internet- and media-ready, as is a dedicated digital media viewing room. For laptop users, wi-fi throughout the building allows for wireless connectivity.

The Library's collection comprises traditional paper-based monographs and periodicals, with increasing tendency toward and development of electronic resources, especially in the area of reference and scholarly journals. Currently, the collection totals over 250,000+ volumes, with access to over 17,000 electronic and print subscriptions. Circulation, reference, and interlibrary loan services are available to all members of the Whittier College community. The Library is also a member of LINK+, a patron-initiated interlibrary loan system that allows for resource sharing between 50+ libraries.

In addition to its main collection, Wardman Library curates a wide assortment of historical materials. Special collections are tied to the Quakers and the College's history, and the Library also hosts on its main floor the Whittier Area Genealogical Society's (WAGS) extensive collection of research materials. Researchers can access these special collections by appointment. The Special Collections includes 100 years of The Quaker Campus, historical materials related to the town of Whittier, photographs and autograph letters by John Greenleaf Whittier, papers of and about Jessamyn West, Quaker autobiographies, and a large collection of Richard M. Nixon historical materials.

To advance its mission to support teaching and learning, our librarians and professional staff offer a variety of instruction -- focusing primarily on research skills, electronic resources, and new technologies. Media Services encompasses a range of instructional, research, and outreach, including audio-visual support, classroom tech support and setups, and conversion services.

##### Broadoaks Children School

The Broadoaks children's School was founded in 1906 as an open-air kindergarten

and primary school. It soon became a center for the study of children and the preparation of teachers. Now in its second century, the internationally recognized demonstration school serves two interrelated purposes: (1) to provide outstanding educational, recreational and child care services for children and their families; and (2) to provide a “learning laboratory” for Whittier College students and faculty in child development, education, social work, psychology, public policy, and related fields. Approximately 360 children attend Broadoaks in preschool through 8th grade.

Approximately 250 Whittier College students work and study at Broadoaks each year. College students participate actively in instructional planning and evaluation, as well as in interdisciplinary case conferences, child assessments, research with faculty members, and a variety of related professional organizations and activities. Each year Broadoaks awards a few highly selective Undergraduate Teaching Fellow and Graduate Teaching Fellow Awards. Broadoaks also provides financial assistance to undergraduate students traveling to conferences to present their research with faculty members.

The preschool, elementary, and middle school curricula emphasizes active, self-initiated learning; critical thinking; problem solving; artistic self-expression; intercultural understanding; and shared responsibility. The school follows the California State Standards in all content areas and incorporates scientific investigation across the curriculum under the auspices of the Broadoaks Science Academy, which is offered both during the summer and during the regular school year. The school also offers a variety of co-curricular activities, such as student leadership, modern language, advanced learner’s program, community service, gardening, arts and crafts, creative writing, cooking, and music.

Broadoaks offers summer programs for the preschool through eighth grade. Broadoaks sponsors several summer academies, including Science, Technology, Woodworking and Design, Music, Spanish, and Children’s Philosophy.

Several members of the Whittier College faculty and their students conduct scientific studies at Broadoaks. Recent research topics include children’s eyewitness testimony, children’s self-perceptions, children’s friendships, children’s ideas about strangers, conflict resolution strategies, children as planners, and the development of children’s ethnic identity and inter-group friendships.

Broadoaks also offers professional development programs for teachers and administrators, as well as fieldwork placements for international students. Further information is available from the Broadoaks school office and on the school’s website: <http://web.whittier.edu/Broadoaks>.

Broadoaks is home to two historical campus groups: the Grand Alpha founding chapter of Delta Phi Epsilon, a national honor society in childhood education, and OMEP-Whittier College, the first collegiate chapter of World OMEP, international child advocacy organization working for the wellbeing, health, rights, and education of the world’s children and their families. In 2008-2009 OMEP-Whittier College received the Most Outstanding Student Organization Award and the Most Outstanding Student Service Organization Award. In 2009-2010 the organization received the Most Outstanding Service Organization Award.

## Campus Center

The creation of a new Student Union was identified as a top priority in the College’s Strategic Plan. Funded through a combination of gifts and bond proceeds, the new Campus Center was completed in the fall of 2008 and the College community celebrated its grand opening on October 17, 2008. The Center consolidates into one location Whittier’s student life programs and offices including the Dean of Students, Residential Life, Career Planning and Off Campus Programs, Roberta G. Veloz Leadership, Experience, and Programs (LEAP), and the Martin Ortiz Cultural Center. The Mailroom and Copy Services occupy a key location in the west entryway. Student Publications, Student Government and the KPOET Radio Station is located on the ground floor. The Center also houses the Campus Inn dining, The Spot Café, the Chefs’ Dining Room, the Richard P. Ettinger Lounge, Olive & Bob Clift Bookstore, and Bill & Harriet’s Club 88. A.J. Villalobos Hall is a beautifully appointed stand alone facility that provides multipurpose space for a variety of campus events.

In thinking about the new Campus Center, our goals were to create a visually attractive and up-to-date commons for the entire College community—a place to eat and socialize—a place for both resident and commuting students to congregate—and a place for students to conveniently do their business. Distinguished architect Brenda Levin, of Levin and Associates, helped Whittier to successfully translate our vision into a vital and lovely reality.

## Residence Halls

The renovations of Stauffer, Johnson and Ball Hall were initiated to improve the housing experience for the students. While infrastructure improvements and upgrades were the impetus for the project, aesthetic and accessibility issues were also addressed in the redesign of the buildings.

The complete mechanical, electrical, and plumbing systems were replaced to improve functionality and maintainability. The boilers for both the heating and domestic water systems were replaced and new piping, registers, and controls were installed to improve reliability and reduce operational costs. The bathrooms were essentially gutted and redone with new piping, fixtures, partitions and lighting. ADA improvements such as creating two accessible restrooms on the first floor, a new ramp for exterior access, and a new ramp for lobby access were made.

Aesthetically, the building interiors were significantly upgraded. The general look and feel of the buildings was improved by redesigning the lighting in all common areas including hallways and lounges. The sub lounges were also painted, re-carpeted, and the existing furniture were reupholstered and refurbished. Hallways were re-carpeted, all student rooms were painted, and many student room doors were refinished. These renovations improved the quality of student life for all of the first year students who reside on campus and greatly extended the useful life of these three large residence halls.

## Campus Safety

While safety and security is everyone’s responsibility, the Department of Campus Safety is authorized to protect the college community and property. In seeking a

safe environment for all, the staff provides patrol services 24 hours a day, 7 days a week. They respond to emergencies and calls for service, secure buildings, provide safety escorts, register vehicles and bicycles, report safety hazards, enforce vehicle regulations, state/federal laws and college policies; procedures. They provide programming in the following areas: *Shots Fired On Campus, Campus Safety 101, Crime Prevention, Operation I.D., Emergency Preparedness, Self Defense (RADS/S.A.F.E./RadKids), Fire Prevention, General Safety and First Aid/CPR*. The full-time staff of 16 is complemented by a student work force of 24 in a variety of positions, as well as two reserve officers.

### **The Clift Microcomputer Lab**

The Clift Microcomputer Lab, located in Hoover Hall, was upgraded recently and now has flat screen monitors, faster processors, and the current version of Microsoft Office. The Lab also has LAN connectivity, a video projector, and a lecture podium for small group learning. The updated Lab is generally open and available to students during the Fall and Spring semesters from 8 AM to 11 PM on Mondays through Thursdays, 8 AM to 5 PM on Fridays, and 1:00 PM to 11 PM on Sundays. The Lab also has a laser printer that is available for use at a nominal cost. The purpose of this Lab is to provide students with the IT support to develop business-related skills, including numerical and word processing, statistical analysis, and general business applications.

### **The GTE Language Resource Center**

Thanks to a recent Critical Languages grant from the Department of Defense, the GTE Language Resource Center has been completely revamped for 2010. Lab technology now includes 20 Macbooks and 5 IMac computers able to support all major European and Asian languages. Internet access and support for software packages in Windows and Mac allow for easy access to course and practice materials. A teacher console contains an international DVD player, speakers, with computer and multi-media projection on an LCD projector. There is also a large-screen LCD television with international news programming and DVD/VCR viewing capabilities. The organization of the room, with two round tables and one seminar table, is multi-use: tutoring, teaching, collaborative research and individual study. In all, the room now easily seats 30-35 people, 25 of which can be provided with a computer, and students may bring their own to connect wirelessly. Faculty, students and staff are welcome in the LRC during its regular open hours. Reservations for the room should be made with Department of Modern Languages secretary.

### **Information Technology Services**

IT Services offers a wide array of computing, networking, and telecommunications resources and services to members of the college community to facilitate teaching and learning, research, and administrative activities and to further the College's mission. ITS provides support for the use and integration of academic and administrative computing, networking and telecommunications, and associated information technology to students, faculty, and staff of Whittier College. Among the services we provide are voice and data communications including network service to the residence halls, administrative computing including self-service

access to administrative services via the web, e-mail and calendaring, course management, and web and web portal services.

### **Lautrup-Ball Cinema**

This newly-renovated, high definition cinema room is home to several film series that take place on campus each year, but serves the College primarily as a teaching space. With 145 comfortable, theater-style seats with convenient "swing up" writing surfaces, instructors in Lautrup-Ball can project media in various formats (including Bluray discs and multi-region DVDs); use the central podium with dual platform computer -- and mobile laptop computer compatibility -- to run both Mac and Windows applications; or utilize the cinema's document camera to capture and project various print media and photo slides "on the spot" without having to print a transparency ahead of time.

### **Math Lab**

The Mathematics Department operates a Math Lab, located on the first floor of the Science Building. The facility has a dozen computers loaded with widely used mathematical software such as Maple and MATLAB. All calculus classes meet in the Math Lab for weekly instructional labs. Students in higher-level mathematics courses also make extensive use of this facility.

### **Ruth B. Shannon Center**

The Ruth B. Shannon Center for the Performing Arts, which opened in the fall of 1990, houses the 400-seat Robinson Theatre and the intimate Studio Theatre capable of seating from 75 to 100 patrons in a flexible seating configuration. The Shannon Center is home to the Theatre Arts Department and is the primary performance facility for the Theatre and Music departments, student organizations, and professional presentations open to the general public. This beautiful 28,000 square-foot building also includes scenic construction facilities, a costume construction shop, prop and costume storage, two large group dressing rooms, a classroom and faculty offices.



## COURSES OF STUDY

### Division of Humanities

Department of Art and Art History

Department of English Language and Literature

Department of History

Department of Modern Languages and Literatures

Department of Music

Department of Philosophy

Department of Religious Studies

Department of Theatre Arts and Communication

### Division of Natural Sciences

Department of Biology

Department of Chemistry

Department of Environmental Science

Department of Mathematics

Department of Physics and Astronomy

### Division of Social Sciences

Department of Business Administration

Department of Economics

Department of Education and Child Development

Department of Kinesiology & Nutrition Science

Department of Political Science

Department of Psychology

Department of Sociology, Anthropology and Social Work

### Course Numbering

1-69 Experiential courses

70-99 Courses which may not be counted toward the major in the discipline of origin

90, 190, 290, 390, 490, 590 Selected topics courses

295, 395, 495, 595 Independent studies

100-199 Generally appropriate for freshmen

200-299 Generally appropriate for freshmen and sophomores

300-399 Generally appropriate for sophomores, juniors, and seniors

400-499 Generally appropriate for juniors, seniors and graduate students.

500-699 Graduate courses

The groups listed above are general guidelines, but they may not be accurate descriptions for all courses in all departments. The sections of the catalog devoted to individual departments provide more precise information.

Numbers in parentheses in this catalog indicate the former number of the course.

The letters A, B, ...following the course number indicate courses are sequential. Each course in the sequence, or academic background equivalent to that course, is normally a prerequisite to the next course.

## MAJORS

Anthropology/Sociology

Art:

Art History Track

Studio Art Track

Studio/Art History Track

Biochemistry

Biology

Business Administration:

Accounting Concentration

Finance Concentration

International Business

Concentration

Management Concentration

Marketing Concentration

Chemistry

Chemistry with ACS Certification

Child Development

Chinese

Economics:

Business Economics Option

General Distributive Option

Pre-Professional Economics Option

Engineering 3-2

Engineering 3-2 Chemistry

Engineering 3-2 Mathematics

Engineering 3-2 Physics

Engineering 3-2 Science & Letters

English:

Creative Writing Emphasis

Environmental Science:

Environmental Studies Track

Environmental Science Track

French

Global & Cultural Studies

Culture

Geographical Area

Issues

National/Transnational Institutions

History

Kinesiology & Nutrition Science

Pre-Physical Therapy Emphasis

Sports Management Emphasis

Mathematics:

Teaching Credential Emphasis

Mathematics Business

Music

Applied Philosophy

Philosophy

Physics:

Astronomy Emphasis

Political Science:

International Relations Track

Psychology

Religious Studies

Sociology

Social Work

Spanish

Theatre & Communication Arts:

Design & Technology Emphasis

Performance Emphasis



**MINORS**

Anthropology  
 Art History  
 Biology  
 Business Administration  
 Chemistry  
 Child Development  
 Chinese  
 Economics  
 Elementary Education  
 English  
 Film Studies  
 French  
 French Cultural Studies  
 Global & Cultural Studies  
 Gender & Women's Studies  
 History  
 Japanese  
 Kinesiology  
 Mathematics  
 Music  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religious Studies  
 Scientific Computing  
 Sociology  
 Social Work  
 Spanish  
 Studio Art  
 Theatre & Communication Arts


**ART & ART HISTORY**


**Jenny Herrick**


**Danny Jauregui**

**Ria O'Foghludha**

**Paula Radisich, Chair**

**David Sloan**


 Art History is the study of art objects and their relationship to culture. Courses in art history strive to utilize local art collections, including those at the Getty Center and Villa, the Norton Simon Museum, the Huntington Library, the Los Angeles County Museum of Art, and the Museum of Contemporary Art. With additional study at the graduate level, art history can lead to professional careers in college teaching, museum curatorship, fine arts librarianship, and publishing.


 Studio art courses focus upon the creation of works of art: drawings, paintings, prints, sculptures, ceramic pieces and digital works. The studio art program emphasizes the concepts, materials, methods, and forms most commonly found in contemporary art. Students are guided toward mastery of technique and expression of ideas, which can be further pursued in graduate school, and lead to professional careers in fine arts, design, fashion, architecture, gallery and museum work, and teaching. Los Angeles is one of the most vital art centers of the world and serves as a rich learning resource.

#### GUIDELINES FOR A MAJOR IN ART

The major in art offers three tracks: Studio Art; Art History; and Art and Art History (offering an even balance between studio art and art history classes)

#### **Studio Art Track, 30 credits minimum**

##### **Requirements**

**Foundation Courses, 9 credits.** These classes should be completed first, in any order.

**Introduction to Art 2-D, ART 100**, 3 credits

**Introduction to Art 3-D, ART 101**, 3 credits

**Drawing 1, ART 210**, 3 credits

**Intermediate Courses, 12 credits.** These classes should be completed next, in any order.

**Painting 1, ART 222**, 3 credits

**Sculpture 1, ART 252**, 3 credits

**Digital Art, ART 200 or 201**, 3 credits

**Contemporary Art, ART 370**, 3 credits

**Advanced Courses, 6 credits minimum.** After the foundation and intermediate courses have been completed, which must be accomplished before the senior year, one becomes eligible to take the advanced courses.

**Advanced Art Seminar, ART 388**, 3 credits

Must be taken at least two times, 6 credits minimum

**Art History Elective, 3 credits**

In addition to Contemporary Art (listed among the intermediate courses on the previous page), at least one additional art history course must be completed. Art majors following the studio track are encouraged to take more than the minimum number of art history classes.

**Senior Project, 0-4 credits**

The senior project in studio art is a graduation requirement, but it can be completed in a number of ways. In all cases the senior project must be presented to a public audience. This is ordinarily accomplished by presenting either a solo exhibition or a two-person exhibition of senior project artwork. The following list identifies the ways in which the senior project requirement can be completed:

- Enroll for senior project credits under the supervision of a studio art faculty member; **Art 389, Senior Project in Studio Art**, 0-4 credits;
- By agreement with the studio art faculty members, you may present a major project you have recently completed at the annual Colloquy (takes place in December) in your senior year;
- Create a coherent body of work in Advanced Art Seminar and/or other studio art courses taken within the senior year

**Art History, 30 credits minimum****Requirements**

A minimum of nine art history courses (27 credits) must be taken. 15 credits are required from the list of intermediate courses. ART 391 or 392 is required as an advanced course. One studio art elective of the student's choice completes the track.

In addition, each student must complete a senior presentation before a public audience, which ordinarily takes place in the fall Colloquy in December.

**Introductory Courses. Choose any three from the following.**

Western Art: Pre-history through the 14th Century, ART 205, 3 credits

Western Art: 15th through 20th Centuries, ART 206, 3 credits

Women and the Visual Arts, ART 207, 3 credits

Expressive Arts of Africa, ART 211, 3 credits

**Intermediate Courses, minimum 15 credits. Choose any five from the following.**

Art of Ancient Greece and Rome, ART 361, 3 credits

Art of the Medieval West, ART 362, 3 credits

Early Renaissance Art in Italy, ART 363, 3 credits

The High Renaissance and Mannerism, ART 364, 3 credits

Art of the Eighteenth Century, ART 366, 3 credits

Age of Impressionism, ART 368, 3 credits

Age of Dada and Surrealism, ART 369, 3 credits

Contemporary Art, ART 370, 3 credits

Art of Mexico, ART 381, 3 credits

Art of Colonial Spanish America, ART 382, 3 credits

Special Topics in the History of Art, ART 390, 3 credits

**Advanced Course, 3 credits.** One course, 391 or 392, which must be taken within the junior or senior year. 391 or 392 may be repeated for credit

Seminar in art from the Ancient through the Renaissance periods, ART 391, 3 credits

Seminar in art from the Early Modern through the Modern periods, ART 392, 3 credits

Studio Art Requirement, 3 credits. Any studio course.

*Recommended*

Study abroad

Foreign language study

A double major (many combinations are possible) or an interdisciplinary minor, such as French Cultural Studies

**Art and Art History Track (The Balanced Curriculum), 33 credits minimum**

This option allows a balance between studio and art history coursework. The balanced curriculum is designed to meet the needs of students with keen interest in both areas of study. It also provides much of the breadth (studio and art history) required by teacher credentialing standards in art. The senior presentation or project may be completed following the standards shown in either the Studio Art Track section or the Art History Track section.

**Requirements**

**Foundation Courses, 9 credits.** Among the required studio courses, these are to be completed first.

Intro to Art 2-D, ART 100, 3 credits

Intro to Art 3-D, ART 101, 3 credits

Drawing 1, ART 210, 3 credits

**Intermediate Courses, 6 credits.** These studio requirements should be completed next.

Painting 1, ART 222, 3 credits

Sculpture 1, ART 252, 3 credits

**Advanced Course, 4 credits minimum.** After the studio requirements listed above have been completed, which should be accomplished by the end of the junior year, the A&AH major becomes eligible to take the advanced courses.

Advanced Art Seminar, ART 388, 3 credits

Art History, 15 credits

Any five art history classes

**Senior Presentation or Project-**The student may fulfill this requirement following the standards described in either the Studio Art Track section or the Art History Track section.

GUIDELINES FOR THE MINOR IN ART OR ART HISTORY**Minor in Art History, 18 credits minimum****Requirements**

Any six art history courses

**Minor in Studio Art, 18 credits minimum****Requirements**

Drawing 1, ART 210, 3 credits

Introduction to Art 2-D, ART 100, 3 credits or

Introduction to Art 3-D, ART 101, 3 credits

Painting 1, ART 222, 3 credits or

Sculpture 1, ART 252, 3 credits

Any three additional studio courses, 9 credits minimum

## ART HISTORY COURSES

**205 Western Art: Pre-history through the 14th Century**

Surveys art beginning with the Paleolithic age through the ancient civilizations of Mesopotamia, Egypt, Greece, Rome, Medieval Europe, and Byzantium up to the early Renaissance. Stresses cultural context and style. One semester, 3 credits.

**Art 206 Western Art: 15th through 20th Centuries**

Surveys the visual arts of Europe from the Renaissance to the present. One semester, 3 credits.

**207 Women's Studies: Women and the Visual Arts**

Historically oriented examination of women artists from the Renaissance through the Modern periods, followed by an exploration of theoretical issues involving women and representation. One semester, 3 credits.

**211 Expressive Arts of Africa**

Explores the symbolic and aesthetic representations, implicitly understood and explicitly expressed by selected African peoples in cultural communication. The concepts discussed will center around the relationship between art, ritual, and symbols in cultural expression. The focus is the expressive cultures of sub-Saharan Africa as communicated mainly in the sculpture of the region. The aim is to read culture through art and to understand how Africa's visual arts constitute the cultural encyclopedia of specific African groups. (Same as ANTH 321) One semester, 3 credits.

**361\* Art of Ancient Greece and Rome**

Examines the visual arts of ancient Greece and Rome. Recommended prerequisite: Art 205. One semester, 3 credits.

**362\* Art of the Medieval West**

Surveys art and architecture of Western Europe from the Early Christian period to the beginnings of the Renaissance. Recommended prerequisite: Art 205. One semester, 3 credits.

**363\* Early Renaissance Art in Italy**

Explores painting, sculpture, and architecture in Italy, especially in Florence and Siena, from the thirteenth through the fifteenth centuries; emphasis will be on cultural and historical context. Recommended prerequisite: Art 205. One semester, 3 credits.

**364\* The High Renaissance and Mannerism**

Art and architecture in Florence, Rome, and Venice in the later fifteenth and sixteenth centuries, with special attention to the works of Leonardo, Michelangelo, Raphael, and Titian. Recommended prerequisite: Art 206. One semester, 3 credits.

**366 Art of the Eighteenth Century**

Explores painting, sculpture, architecture and decorative arts in France, Great Britain, Spain, Germany and Italy from approximately 1700 to 1800. Recommended prerequisite: Art 206. One semester, 3 credits.

**368 Age of Impressionism**

Explores the visual arts in Paris during the last half of the 19th century from the perspective of modernism, asking how and why the painting of modern life, practiced by Manet, Degas and the Impressionists, became transformed into the Symbolist movement, including artists such as Gauguin and Van Gogh. Recommended prerequisite: Art 206. One semester, 3 credits.

**369 Age of Dada and Surrealism**

Explores the visual arts during the first half of the 20th century, concentrating on Dada and Surrealism and its antecedents such as Cubism, Futurism, and Suprematism. The relation of these movements to World War I, the rise of Fascism, and World War II will be examined. Recommended prerequisite: Art 206. One semester, 3 credits.

**370 Contemporary Art**

Explores the visual arts since 1950, with special emphasis on recent developments. Recommended prerequisite: Art 369. One semester, 3 credits.

**381 Art of Mexico**

Examines the art of Mesoamerica and Mexico from the time of the Olmecs to the twentieth century. Recommended prerequisite: Art 206. One semester, 3 credits.

**382 Art of Colonial Spanish America**

Examines the art produced within the interaction of different ethnic groups under Spanish & Portuguese rule in Southwestern United States, Central America and South America. Recommended prerequisite: Art 206. One semester, 3 credits.

**391 Seminar in art from the Ancient through the Renaissance periods**

Explores an art historical topic from the Ancient, Medieval, or Renaissance periods. Focus is upon mastering the disciplinary modes of proposition and analysis used to write about the visual. Topics will vary; may be repeated for credit as topic changes. Junior or senior standing required; limited to art history students. One semester, 3 credits.

**392 Seminar in art from the Early Modern through the Modern periods**

Explores an art historical topic from the seventeenth, eighteenth, nineteenth or twentieth centuries. Focus is upon mastering the disciplinary modes of proposition and analysis used to write about the visual. Topics will vary; may be repeated for credit as topic changes. Junior or senior standing required; limited to art history students. One semester, 3 credits.

**190, 290, 390 Selected topics in art history**

Variable. Permission. May be repeated for credit.

**295, 395 Directed Study**

Variable. Permission. May be repeated for credit.

## STUDIO ART COURSES

NOTE: Students enrolling in Studio Art classes are charged a materials fee.

**100 Introduction to Art 2-D**

Explores a variety of processes for creating two-dimensional images, using materials and techniques such as drawing, painting, collage, simple printmaking, and mixed media. Emphasis will be on understanding how basic visual elements (line, shape, form, space, color, and texture) are used in contemporary art. Color theory will be included. One semester, 3 credits.

**101 Introduction to Art 3-D**

Explores a variety of processes for creating three-dimensional objects, using materials and techniques emphasizing wood, steel and mixed media. Effective use of the qualities of line, shape, form, mass, and texture will be emphasized in making sculptural creations. One semester, 3 credits.

**200 Digital Photography I**

This course explores the processes, practices and concepts of fine art digital photography giving students an introduction to the breath of creative possibilities currently made available via digital technologies. Students will become acquainted with the computer, digital SLR camera, and various post-processing software programs like Lightroom and Photoshop while exploring a variety of creative and conceptual assignments. Students will formulate creative solutions for their class projects through the marriage of technical skills, conceptual originality and aesthetic interests. Projects are designed to draw upon the breath of contemporary photographic practice while class discussions and readings will consider the social, cultural, and political implications of the camera. No prerequisite is required, however previous enrollment in Drawing 1 or Introduction to Art 2-D is recommended. One semester, 3 credits.

**201 Digital Video**

This course focuses upon the production of fine art digital video art utilizing the latest advancements in digital technologies like DSLR video cameras and non-linear digital editing. Instruction will include how to use digital video cameras, and authoring and editing software. This course will examine the way in which contemporary artists have used film and video to make artwork and will also attempt to clarify the current condition of contemporary video art. Discussions, screenings, fieldtrips and readings will help students understand the most prominent modes of video art over the past forty years, providing a rich context within which to complete class assignments. No prerequisite is required, however previous enrollment in Drawing 1 or Introduction to Art 2-D is recommended. One semester, 3 credits.

**204 Digital Photography Workshop**

This course will acquaint students with the fundamentals of Digital Photography including traditional and experimental uses of Adobe Photoshop. Emphasis will be placed on visual communication of ideas through the medium of digital photography. Instruction will cover topics such as manual camera operations, basic image correction, digital

image manipulation, and will also cover fundamentals of composition and 2-D image organization. The assignments will include consideration of the cultural/political impact of digital manipulation, the relationship between subject and photographer, and the historical implications of photographic objectification. No Prerequisite is required, however previous enrollment in Drawing 1 or Introduction to Art 2-D is recommended. January session, 3 credits.

### **210 Drawing I**

Course designed for beginning art majors and non-art majors (those students who wish to earn the fundamentals of drawing). Many operative aspects of drawing and principles of design are presented. Emphasis is placed on analytical study of composition, space, proportions, line, value and texture, etc. Upon completing this course, the student should have a solid practical knowledge of various drawing techniques. One semester, 3 credits.

### **217\*, 317\* Painting Workshop**

Through an intensive, 3-week workshop this course familiarizes students with basic oil-painting techniques. Painting from observation is emphasized, and color theory will be explored. Additionally, students will be introduced to the work of a variety of contemporary painters. January session, 3 credits.

### **218\*, 318\* Drawing Workshop**

Through an intensive, 3-week workshop this course introduces students to the operative aspects of drawing from observation. Emphasis is placed on analytical study of composition, space, proportions, line, value and texture, etc. Upon completing this course, the student should have a solid practical knowledge of various drawing techniques. January session, 3 credits.

### **219\*, 319\* Ceramic Sculpture Workshop**

Clay sculpture. Problems designed with hand forming methods to techniques of clay construction and design with emphasis on the basics of sculpture. January session, 4 credits.

### **220\*, 320\* Sculpture Workshop**

Explores the properties and primary working methods of plaster casting the human form with emphasis on the basics of sculpture. The individual develops sculptural expression with attention to visual properties and qualities of content. January session, 4 credits.

### **221\* Printmaking Workshop**

Introduces the students to the printmaking medium by presenting traditional and experimental processes in a condensed, intensive 4-week class. January session, 4 credits.

### **222, 323 Painting I, II**

This course is designed to familiarize students with basic oil-painting techniques through an exploration of observational painting methods and techniques. Color theory will be explored, and students will be introduced to the work of many contemporary painters. Painting II serves as a continuation of Painting I and emphasizes conceptual development. Prerequisites: 100 or 210. One semester, 3 credits.

### **232, 332 Ceramics I, II**

Problems designed to take the student from basic hand forming methods to advanced techniques of clay construction and design. Recommended: ART 101. One semester, 3 credits.

### **242, 343\* Printmaking I, II**

An initial study of basic processes of preparing and printing the inked surfaces of metal, wood, and linoleum plates, as well as, other intaglio and relief printing surfaces. The student is presented with a variety of techniques, proper and safe use of the shop equipment and tools, and the basic aspects of preserving, collecting and curating prints of fine art. The student has first hand, i.e. methodical, experience in engraving, dry point, line etching, aquatint, soft ground, lift ground, linoleum-cut, wood cut, and other basic mixed intaglio and relief processes. Prerequisite: 100. Permission required for Printmaking II. One semester, 3 credits.

### **252, 353 Sculpture I, II**

Using techniques of wood construction, welding, assemblage and modeling the individual develops sculptural expression with attention to visual properties, spatial organization and qualities of content. Prerequisite: 101. One semester, 3 credits.

### **300 Advanced Digital Photography**

This course is designed for students ready to pursue more advanced technical, conceptual, and theoretical uses of the digital camera. The course will build from technical skills and techniques learned in Art 200: Digital Photography I, and will expand into a more advanced understanding of the technical aspects of digital imaging. New technical territory will include advanced digital manipulation, in-depth exploration of lighting equipment and techniques, and the use of professional quality printers in the production of fine art prints. The course will also spend considerable time discussing and reading seminal texts in the history of photography in an attempt to clarify the condition of current photographic practice. Course assignments will be geared toward a more independent, self designed mode allowing students to pursue their own interests. Prerequisite: 200 or 204. One semester, 3 credits.

### **301 Special Projects in Computer Art**

A continuation of Computer Art I and II. Designed for advanced students in studio art to further explore their aesthetic and conceptual ideas using the computer as a tool. May be repeated for credit. Prerequisite: 300 or instructor's permission. One semester, 3 credits.

### **303\* Printmedia in Visual Communications**

Encompasses both traditional and digital printmaking processes with a strong emphasis on the history of 20th-century graphics and printed images in visual communications. Major movements in printed graphics such as the Russian Avant-garde, Bauhaus and Die neue Sachlichkeit in the Weimar Republic, the WPA Federal Arts Project, Chinese Propaganda Posters, Solidarnost Posters from Eastern Europe, Mexican Revolutionary Posters are studied. Connection between diverse cultural,

political, and economic communities and issues such as urban society, religion, ethnicity, and cultural and political changes are analyzed by examining, and better understanding, prints and multiples. The ultimate goal of the course is to enable students to create their own imagery utilizing a variety of printing techniques and the computer as a tool in their own art making. Prerequisite: 100 or instructor's permission. One semester, 3 credits.

### **310\* Figure Drawing**

Introduction to figure drawing with awareness of the human body's basic structure and form. Emphasis is placed on development of perceptual awareness of the human figure through appropriate exercises. Concepts and principles from Drawing I, with an emphasis on the human figure, are explored. May be repeated for credit. Prerequisite: 210. One semester, 3 credits.

### **311\* Special Projects in Drawing**

A continuation of the objectives of Art 100 and 210. Designed for advanced students in studio art to further explore their aesthetic and conceptual ideas in drawing, painting, printmaking and mixed media. May be repeated for credit. Prerequisites: 100 and 210. Permission. One semester, 3 credits.

### **316\* Watercolor**

Exploration of watercolor as a medium for creative expression. Structural, spatial, and symbolic uses of color are explored. Experimentation with other media in combination with watercolor. May be repeated for credit. Prerequisites: 100 and 210. One semester, 3 credits.

### **324\* Special Projects in Painting**

A continuation of the objectives of Art 222 and 323. Students are expected to integrate conceptual and aesthetic concerns with a serious exploration of the medium's potential. May be repeated for credit. Prerequisite: 323. Permission. One semester, 3 credits.

## ART &amp; ART HISTORY COURSES

**334\* Special Projects in Ceramics**

Experimentation with glazes, materials, and colorants. Problems in clay designed to meet individual needs. May be repeated for credit. Prerequisite: 333. Permission. One semester, credits.

**344 Special Projects in Printmaking**

A continuation of Printmaking I and II. Designed for advanced students in studio art to further explore their aesthetic and conceptual ideas through matrix or non-matrix printmaking. May be repeated for credit. Prerequisite: 343, or instructor's permission. One semester, 3 credits.

**354\* Special Projects in Sculpture**

Advanced work in sculpture. Further exploration and refinement of personal style and content. Projects designed to meet individual needs. Prerequisite: 252. One semester, 3 credits.

**388 Advanced Art Seminar**

Consists of a combination of seminar format presentations and discussion combined with studio-based artistic creation. Course content focuses upon the most important individuals, concepts and practices in the art world in recent decades. Enrollment in this class is generally restricted to those pursuing the Studio Track or the Art and Art History Track. May be repeated for credit. Prerequisite: completion of Foundation and Intermediate courses in the major. One semester, 3 credits.

**389 Senior Project in Studio Art**

Through coordination with a studio art faculty member the student completes a significant project or a coherent series of projects. The work create in this course is presented in the student gallery as the senior exhibition. Typically this course is taken concurrent with the second semester of Advanced Art Seminar. May be repeated for credit. Prerequisite: completion of Foundation and Intermediate classes in the major. To be taken in the fall semester of the senior year. One semester, 1-4 credits.

**295, 395, 495 Independent Studies**

Credit and time arranged. Permission. May be repeated for credit.

\*Not offered every year.



**David Bourgaize**, *The Fletcher Jones Professor of Molecular Genetics, Chair*

**Erica Fradinger**

**Stephen R. Goldberg**, *The Roy E. and Marie G. Campbell Professor of Biology*

**David Mbor**

**Sylvia Vetrone**

**Cheryl Swift**, *The James Irvine Foundation Professor of Biology*

**Hector Valenzuela**

The Biology major at Whittier College is designed to produce graduates with a strong background in the organization and complexity of living systems, hypothesis testing and experimental design, and oral and written presentation of data. These skills prepare our graduating majors for careers in teaching, research and health related fields. We emphasize “doing science” in addition to learning to use instrumentation to make measurements, to analyze and present data, and to place findings in the larger context of published science. Faculty work closely with students to help them develop research skills within coursework through inquiry based learning, and outside coursework through undergraduate research. Our courses regularly take advantage of the nearby San Gabriel Mountains and the Mojave and Sonoran deserts as well as the Pacific Coast. An extensive wildlife preserve adjacent to the college in the Puente Hills also provides an outdoor laboratory. Other courses take advantage of equipment in a laboratory setting.

---

**GUIDELINES FOR A MAJOR IN BIOLOGY**


---

The major is organized around the hierarchical structure of living organisms within an over arching theme of the evolution of living things. Students are required to take three introductory courses dealing with cell form and function, the form and function of organisms, and the ways in which populations of organisms interact with each other and their environment; more advanced coursework is completed by selecting courses from cellular and molecular, organismal, and population focused courses. Major requirements also include research intensive courses and a senior seminar.

The course selections for the major reflect those sub-disciplines and approaches to biology. The major requires completion of a minimum of 37 credits in Biology, with the following provisions:

1. Completion of three foundation courses:
  - Cell and Molecular Biology, BIOL 151**, 4 credits
  - The Biology of Organisms, BIOL 152**, 4 credits
  - Ecology and Evolution of Organisms, BIOL 251**, 4 credits



2. Completion of at least 24 credits in Biology at the 300 level or above.
3. Seminar, BIOL 493, 1 credit
4. Completion of one course from each of the following organizational levels  
(Note: courses listed in multiple categories can only be counted in one of the categories):
  - A. Cellular-Molecular—a study of cell structure and molecular-controlled functions
    - Immunology, BIOL 331, 4 credits**
    - Microbiology, BIOL 343, 4 credits**
    - Cell Physiology, BIOL 380, 4 credits**
    - Molecular Genetics, BIOL 381, 4 credits**
    - Developmental Biology, BIOL 404, 4 credits**
    - Animal Histology, BIOL 407, 4 credits**
  - B. Organismal—a study of the organism, the congruence of form and function, and the maintenance of its internal environment.
    - Human Physiology and Anatomy, BIOL 300A,B, 4 credits each**
    - Comparative Vertebrate Anatomy BIOL 345, 4 Credits**
    - Herpetology, BIOL 360, 4 credits**
    - Entomology, BIOL 386, 4 credits**
    - Animal Physiology, BIOL 428, 4 credits**
    - The Southern California Flora: Ecology, Evolution and Taxonomy, BIOL 473, 4 credits**
  - C. Populations—a study of the interaction of organisms with each other, with the external environment, and the changes that occur through time.
    - Principles of Ecology, BIOL 351, 4 credits**
    - Behavioral Ecology, BIOL 365, 4 credits**
    - Conservation Biology, BIOL 379, 4 credits**
    - Marine Biology, BIOL 384, 4 credits**
    - Evolutionary Biology, BIOL 445, 4 credits**
    - The Southern California Flora: Ecology, Evolution and Taxonomy, BIOL 473, 4 credits**
    - Advanced Field Studies, BIOL 485, 4 credits**
5. Completion of eight units from the following list of designated Research Intensive courses:
  - Immunology, BIOL 331, 4 credits**
  - Microbiology, BIOL 343, 4 credits**
  - Comparative Vertebrate Anatomy, BIOL 345, 4 credits**
  - Principles of Ecology, BIOL 351, 4 credits**
  - Behavioral Ecology, BIOL 365, 4 credits**
  - Conservation Biology, BIOL 379, 4 credits**
  - Cell Physiology, BIOL 380, 4 credits**
  - Molecular Genetics, BIOL 381, 4 credits**
  - Developmental Biology, BIOL 404, 4 credits**
  - Animal Physiology, BIOL 428, 4 credits**
  - The Southern California Flora: Ecology, Evolution, Taxonomy, BIOL 473, 4 credits**
  - Advanced Field Studies, BIOL 485, variable credits**
  - Undergraduate Research, BIOL 496, variable credits**

6. Completion of CHEM 110A,B and one year of college mathematics. For majors seriously considering graduate or professional schools, Organic Chemistry, Biochemistry, Physics, and Calculus are imperative (these courses are required by many graduate and professional schools).

### GUIDELINES FOR A MINOR IN BIOLOGY

Twelve credits of core courses, BIOL 151, BIOL 152, BIOL 251, and at least two additional courses at the 300-level or above.

### COURSE DESCRIPTIONS (BIOL)

#### 100 General Biology

An introductory laboratory science course that concentrates on basic scientific investigation, with a particular emphasis on living organisms, some dissections required. One semester, 4 credits.

#### 115\* Animal Behavior

Diverse types of behavior exhibited by animals, various animals including arachnids and reptiles will be utilized in laboratories. Lectures and laboratories. One semester, 3 credits.

#### 135\* The Natural History of Southern California

A study of the flora and fauna of Southern California plant communities. Field trips will include desert, chaparral, coastal sage, dune and beach, forest and mountain communities. Lectures, laboratories and field trips. One semester, 4 credits.

#### 151 Cell and Molecular Biology

An introduction to the structure and function of cells. Emphasis will be on how molecules are organized within cells to allow for energy production, synthesis of new materials, communication with other cells, replication of genetic information, and reproduction. The laboratory will introduce many ways of studying cells and molecules, including various forms of microscopy and basic recombinant DNA techniques. One semester, 4 credits.

#### 152 The Biology of Organisms

An introduction to the structure and function of the organism as a whole. The course provides an introduction to the origin and diversity of life, and discusses the central problems that all organisms, both plants and animals, must solve to survive in different environments. Problems to be examined

include feeding strategies, gas exchange, water balance, waste disposal, circulation, thermoregulation, dealing with gravity, and locomotion. Lectures and laboratories. One semester, 4 credits.

#### 251 Ecology and Evolution of Organisms

An introduction to the structure and function of populations of plants and animals. Topics to be covered include growth and behavior of populations, ecology of communities, ecosystem function, transmission genetics, and the evolution of populations and species.. Lectures, laboratories, and field trips. Prerequisite: 151 and 152 or Environmental Science 100. Cross-listed with ENVS 251. One semester, 4 credits.

#### 300 A,B Human Physiology and Anatomy

A study of the structure and function of the human body. The structure and function of individual body systems will be studied with respect to the integrated whole. Emphasis is placed on how structure relates to function. Select dysfunctions and pathologies will be examined. Laboratory includes detailed dissections. Lectures and laboratories. Two semesters, 4 credits each.

#### 331 Immunology

The study of the innate and adaptive immune mechanisms of organisms in response to foreign pathogens. The physiological function of the immune system in health and disease is also discussed. Lectures, journal seminars, and laboratory exercises. Prerequisite: 251. One semester, 4 credits.

#### 343 Microbiology

The principles of microbial growth, metabolism, morphology, taxonomy, pathogenicity, immunity and control will be discussed. The course emphasizes views on microorganisms as agents of disease and normal inhabitants of man's environment. The laboratory will deal

with techniques of isolation, cultivation and identification of these organisms. Prerequisite: 251. One semester, 4 credits.

### 345 Comparative Vertebrate Anatomy

A comparative analysis of vertebrate morphology with an emphasis on how form relates to function. Students will trace the evolution of vertebrate characters and examine how morphology may be explained by phylogeny, environmental pressures, ontogeny, and/or individual variation. The laboratory will involve detailed anatomical study of representative vertebrates with an emphasis on form and function. Lectures and laboratory. Prerequisite: 251. One semester, 4 credits.

### 351 Principles of Ecology

This course examines the fundamental concepts in the rapidly developing areas of ecology. The topics covered include the factors that limit the distributions and abundance of organisms, the effects that organisms have on ecosystems, the integration of ecosystems around the globe, and the conservation of species diversity. The class will also explore how the behavior and physiology of individual organisms shape both local and global patterns of distribution and abundance. Laboratories focus on experimental and quantitative analyses of local ecosystems, with an emphasis on field studies, 4 credits.

### 360 Herpetology

The ecology, taxonomy, and behavior of amphibians and reptiles. Lectures, laboratories and field work (some dissection required). Prerequisite: 251. January, 4 credits.

### 365 Behavioral Ecology

Behavioral ecology aims to understand the ways in which the behavior of animals interacts with their ecology to enhance their fitness. In order to understand how the behavior of animals interacts with their ecology to influence their fitness, one must understand the causation, development, survival value and evolution of behavior. Therefore, the aim of this course is to develop an understanding of the survival value of the behavior of animals by critically examining their causation, development, survival value and evolution within an ecological context. This is achieved through classroom lectures, laboratory sessions, and reviews and discussions of selected primary literature, 4 credits.

### 379\* Conservation Biology

Conservation biology deals with the study of preserving biodiversity. Topics to be covered include the effects of habitat fragmentation on populations, reserve design, the effect of fragmentation on levels of diversity, and issues surrounding the problem of maintaining genetic diversity. Lectures and field work. Prerequisite: 251 or ENVS 100. Cross-listed with ENVS 379. One semester, 4 credits.

### 380\* Cell Physiology

Biochemical approach to the understanding of cellular functions with emphasis on the interactions of biochemical pathways and their importance. Lectures and seminars. Prerequisite: 251. One semester, 4 credits.

### 381 Molecular Genetics

In-depth study of how genetic information is stored and utilized by cells, including DNA replication, transcription and translation, and the control of gene expression. Emphasis will be split between prokaryotic and eukaryotic cells. Prerequisite: 251 or permission of instructor. One semester, 4 credits.

### 384\* Marine Biology

The physical, chemical, and biological aspects of the marine environment; emphasizes factors affecting the distribution and abundance of marine organisms. Prerequisite: 251. One semester, 4 credits. Cross listed with ENVS 384.

### 386\* Entomology

Morphology, physiology, ecology, and the behavior of insects. Taxonomy and collection of the common insect families is emphasized. Lectures, laboratories and field work (some dissection required). Prerequisite: 251. One semester, 4 credits.

### 404 Developmental Biology

The processes that allow a single cell to develop into an entire organism will be explored. Topics will include classical embryology, control of development at the cellular and molecular level, and mechanisms of differentiation. Extensive laboratory work included. Prerequisite: 251. January, 4 credits.

### 407 Animal Histology

Study of the structure and function of animal tissue. Comparisons of normal and pathological tissues are made. Lectures and laboratory. Prerequisite: 251. One semester, 4 credits.

### 428\* Animal Physiology

Investigation of how animals function in their environment. This course will compare the major physiological systems in vertebrates and discuss adaptations to these systems that allow animals to thrive under diverse environmental conditions. Lectures and laboratories. Prerequisite: 251. One semester, 4 credits.

### 445\* Evolutionary Biology

Examination of the mechanisms of micro evolutionary and macro evolutionary change. Lecture and laboratory. Permission. Prerequisite: 251. Cross-listed with ENVS 445. One semester, 4 credits.

### 473\* The Southern California Flora: Ecology, Evolution and Taxonomy

Taxonomic and ecological study of native plants. Lectures, laboratory, and field work. Permission. Prerequisite: 251 or ENVS 100. Cross-listed with ENVS 473. One semester, 4 credits.

### 485 Advanced Field Studies

Variable Credits. Permission.

### 190, 290, 390, 490 Selected Topics in Biology

Variable credits. Permission. May be repeated for credit.

### 493 Seminar

Discussion of current biological research. May include student oral presentations. Time arranged. Permission. May be repeated for credit. One semester, 1 credit.

### 295, 395, 495 Independent Study

Variable credits. Permission. May be repeated for credit.

### 496 Undergraduate Research

Variable credits. Permission. May be repeated for credit.

\*Not offered every year.

**BaoKim Coleman**

**Jeffrey N. Decker**

**Daniel F. Duran, Chair**

**Susan Gotsch, affiliate**

**Charles R. Laine, The John A. Murdy, Chair in Business Administration**

**John H. Neu, affiliate**

**Lana S. Nino**

The B.A. in Business Administration develops, in a liberal arts environment, the student's conceptual knowledge and professional management skills necessary for success in the ever-changing business environment. The specific aim of the program is to prepare students for management and staff positions in profit-oriented and non-profit organizations. The major provides a broad overview of the various sub-disciplines within business administration. For business administration majors wishing to receive more in-depth knowledge in one of the functional areas of business, the Department offers the opportunity to pursue a concentration in each of the following: accounting, finance, international business, management, and marketing. The Department also participates in the Mathematics-Business interdisciplinary major. The Department highly recommends study abroad, and participates in several international programs, including the Denmark International Studies International Business program wherein students study in Copenhagen for one semester.

## GUIDELINES FOR A MAJOR IN BUSINESS ADMINISTRATION

A minimum of 36 credits in Business Administration, of which 24 credits must be at the 300 level or above.

### *Courses Required:*

**Business and Society, BSAD 130, 3 credits**

**Principles of Financial Accounting, BSAD 201, 3 credits**

**Principles of Managerial Accounting, BSAD 202, 3 credits**

**Business Law, BSAD 231, 3 credits**

**Business Finance I, BSAD 310, 3 credits**

**Marketing Principles, BSAD 320, 3 credits**

**Management and Organizational Behavior, BSAD 330, 3 credits**

**Management Information Systems, BSAD 341, 3 credits**

**International Business, BSAD 350, 3 credits**

**Management Strategy and Policy, BSAD 489, 3 credits**

### *Choice of either:*

Six credits of upper-division electives in Business Administration, or for students choosing to earn an optional concentration in Accounting, Finance, International Business, Management or Marketing; Nine credits in the chosen area of concentration beyond those required courses specified above. These courses must be selected with the department's approval, with at least six credits being 300-level or 400-level BSAD courses. If appropriate, one of the three courses may be a BSAD course below the 300 level or a non-BSAD course.

**Statistics, MATH 80, 3 credits**

### *Choice of either:*

**Quantitative Reasoning, Math 79, 3 credits or**

Any mathematics course numbered 85 or higher

**Principles of Economics, Macroeconomics, ECON 200, 3 credits**

**Principles of Economics, Microeconomics, ECON 201, 3 credits**

### **One upper-division economics course**

**Essentials of Public Speaking, THEA 101, 3 credits**

**One course in ethics highly recommended**

**Study abroad is also highly recommended**

## GUIDELINES FOR A MINOR IN BUSINESS ADMINISTRATION

A minor in Business Administration requires 21 credits, including 201, 202, 231, 310, 320, 330 and one other upper-division course.

## COURSE DESCRIPTIONS (BSAD)

### **130 Business and Society**

An introduction to business and management in America. The central focus is on the interrelationships of technological, economic, political, and social forces within business enterprises and on management's ethical obligations to owners, employees, consumers, and society at large. One semester, 3 credits.

### **231 Business Law**

The law of contracts, agency, and business structures; sales contracts, negotiable instruments, and secured transactions. Analysis of selected real property, tort, and bankruptcy problems. One semester, 3 credits.

### **240\* Business Applications with Computers**

The course teaches the basics of computers and computer programs through many exercises with real-world business applications. It is designed for novice users as well as advanced users who wish to apply their skills in problem solving. The course covers a variety of business functions and includes model building and

numerical analysis. Students will learn analytical problem solving skills and apply them to hands-on projects. Prerequisite: 130 or permission. January, 4 credits.

### **335 Leadership Practicum**

This course helps students develop their leadership skills through positions in the Business Leadership Group, the SIFE (Students in Free Enterprise) Chapter, and the Rotaract Club. Students develop and demonstrate leadership skills by planning and carrying out business and community related meetings and events both on and off campus. 0-1 credits. May be repeated for credit one time, and subsequently for zero credits.

### **341 Management Information Systems**

General systems concepts; past, present, and future development of information technologies; procedures and examples of information systems building. Emphasis on applications of information systems and current trends in Information Technology and their interactions with other management functions. Prerequisite: 130. One semester, 3 credits.

**342 Operations Management**

Overview of operations and services management. Concepts and applications of operations management in service and manufacturing. Focus on assessing and improving operations for profit and not-for-profit firms, problem-solving skills, hands-on practice, value-driven approach, quality management, and customer satisfaction. Prerequisites: 130, MATH 80 and MATH 79, 3 credits or any mathematics course numbered 85 or higher. One semester, 3 credits.

**392 Business Internship**

Internship in a business setting under joint college/site planning and supervision; helps student apply and assess business management theory, individual skills, and personal values in a corporate setting. Eight hours per week at site. Required weekly seminar. Permission. Junior standing required. One semester, 1-3 credits.

**ACCOUNTING COURSES****201 Principles of Financial Accounting**

Introduces financial accounting. Emphasizes measuring, reporting, and analyzing financial activity. Covers the accounting cycle, accounting for assets, liabilities, equity, revenues, expenses, and financial statements. Prerequisites: 130, and either MATH 076 or sufficient math placement score. One semester, 3 credits.

**202 Principles of Managerial Accounting**

Continues 201 and introduces managerial accounting. Covers financial statement analysis, managerial/cost concepts, job-order and process costing, CVP relationships, and budgeting. Prerequisite: 201. One semester, 3 credits.

**301\* Intermediate Accounting**

This course provides students a more advanced study of accounting theory. Examines theoretical foundations of corporate financial planning and reporting. Discussed GAAP relating to the conceptual framework of financial reporting, asset valuation, and financial statement preparation. Prerequisites: BSAD 201 and 202. One semester, 3 credits.

**307\* Federal Tax Accounting**

Fundamentals of federal income taxation; emphasis on taxation of individual income. Prerequisite: 201. One semester, 3 credits.

**308\* Accounting Information for Decision Making**

The course emphasizes financial literacy at the managerial level. Based on intermediate accounting principles, the course teaches students to analyze company financial data including management reports and quarterly and annual reports. Prerequisite: 201. One semester, 3 credits.

**309\* Accounting Information Systems.**

The course promotes accounting efficiency, audit trail of accounting systems, and simplicity and transparency that managers and decision-makers expect when using accounting systems. Students will use Access database software to reinforce accounting system design principles. Prerequisite: 201. One semester, 3 credits.

**FINANCE COURSES****212 Financial Institutions**

The role of financial institutions in our nation's financial markets and the economy; analysis of various types of financial institutions with an emphasis on differentiating functions and practices. Some field trips and guest speakers. Prerequisite: 130 or permission. January, 3 or 4 credits.

**310 Business Finance I**

Introduction to financial management, its concepts, and institutions; time value of money; bond and stock valuation; risk; financial statement analysis and financial forecasting; capital budgeting; long-term financing decisions; working capital management. Prerequisite: 201. Recommended: 202, MATH 80 and MATH 79 or any mathematics course numbered 85 or higher. One semester, 3 credits.

**411\* Business Finance II**

Case studies of topics from 310; study of additional topics such as a dividend policy, mergers, leasing, and multinational financial management using text material and case studies. Students will learn how to use electronic spreadsheets in analyzing financial problems. Prerequisite: 310. One semester, 3 credits.

**413\* Principles of Investments**

Securities markets and theories of market behavior; securities and portfolio analyses, investment strategies. Prerequisite: 310 or permission. One semester, 3 credits.

**INTERNATIONAL BUSINESS****333 Managing Multinational Corporations**

Establishing and managing international business operations under widely fluctuating economic and socio-political conditions. Team projects and case analysis, field visits (typically to Mexico), and guest lectures supplement a rigorous analysis of this subject. Prerequisite: 130 or permission. January, 4 credits.

**343\* E-Commerce Business Plans**

This course focuses on developing an e-commerce international business plan and considers the delivery of product and services in the international arena via e-commerce distribution channels that can provide a competitive edge. Prerequisite: 130 or permission. One semester, 3 credits.

**350 International Business**

An introduction to all facets of international business. Team projects, case studies, and class discussion explore the economic framework of international business; the environmental, operational, and strategic aspects of international business and the social responsibility and future of international business. Prerequisite: 130 or permission. One semester, 3 credits.

**423\* International Marketing**

Product and service mix in international marketing, promotional alternatives; distribution systems; pricing policies; and special opportunities and problems caused by cultural, social, political, and other environmental variables. Team Projects. Prerequisites: 320 and 350. One semester, 3 credits.

**MANAGEMENT COURSES****330 Management and Organizational Behavior**

The systematic study of individual, group, and organizational behaviors and processes. The analyses of these levels of organizational functioning are aimed at enhancing personal and group effectiveness. Topics include motivation, leadership, power, cooperation, decision-making, and organizational change. Prerequisite: 130 or junior standing. One semester, 3 credits.

**332\* Leadership Challenges of the 21st Century**

An advanced course in leadership designed to explore in depth issues of power, influence, and leadership styles and practices. Types of leadership particular to different historical periods, different industries, and different economic and business challenges will be explored. Issues such as the relationship between leaders and followers, the influence of gender on leadership style, and the characteristics of entrepreneurial leaders, corporate leaders, and union leaders will be addressed. Particular emphases for the course will be selected each time the course is offered. One semester or January, 3 credits.

**333 Managing Multinational Corporations (See International Business Section).****431\* Human Resources Management**

Selection, staffing, remuneration, labor relations, training, and development of human resources in organizational environments such as business, government, and education. Prerequisite: 330 or permission. One semester, 3 credits.

**435\* Leading and Growing the Small Business**

Application of management theory and concepts in the context of a new business, its preparation, launch, and early stages of growth. Consideration is given to challenges confronting a new business including aspects of finance, marketing, and recruitment/retention of human resources. Prerequisites: 201, 330. One semester, 3 credits.

**489 Management Strategy and Policy**

Integration of underlying concepts in marketing, personnel, finance, production, and other business functions; analysis of strategies and operating environments, including ethical concerns; case study and seminar discussion. Prerequisite: Senior standing in BSAD. One semester, 3 credits.

**MARKETING COURSES****320 Marketing Principles**

An overview course designed to develop an understanding of the role and processes of marketing in contemporary society and a managerial viewpoint in setting marketing strategy and tactics of the firm. Prerequisite: 130 or junior standing. One semester, 3 credits.

**422\* Consumer Behavior**

Theories of consumer behavior and applications to marketing strategy and tactics. Psychological, social, economic, and cultural factors influencing consumption are examined. Prerequisite: 320. One semester, 3 credits.

**423\* International Marketing (See International Business section).****425\* Integrated Marketing Communications**

Strategic management of advertising, personal selling, sales promotion, public relations, and aspects of guerilla marketing and product placement. Prerequisite: 320. One semester, 3 credits.

**Additional Offerings****190, 290, 390, 490 Selected Topics in Business Administration**

Variable credits. Permission. May be repeated for credit.

**295, 395, 495 Independent Studies**

Credit and time arranged. Permission. May be repeated for credit.

\*Not offered every year.



# CHEMISTRY

**Christina A. Bauer**

**Priscilla B. Bell**

**Devin S. Iimoto, Chair**

**Ralph A. Isovitsch**

**Amy C. Moskun**

The field of chemistry is concerned with the composition, properties, structures, and transformations of natural and synthetic substances. The chemistry curriculum provides instruction for students who plan to pursue graduate studies in chemistry, biochemistry, and related areas; who plan to enter medical and dental schools and other allied health fields; who will seek employment in industry or government; or who want to teach in the science programs of secondary schools. The Department also offers courses in support of other Whittier College science programs as well as courses for students who wish to acquire or strengthen a background in chemistry, but who do not plan a career in science. The Chemistry Department is approved by the Committee on the Professional Training of Chemists of the American Chemical Society. Students majoring in chemistry who follow the ACS-approved program receive certification as being prepared for a career in chemistry or for graduate study in the field.

## GUIDELINES FOR A MAJOR IN CHEMISTRY

Core courses for all three options:

**General Chemistry, CHEM 110A,B, 8 credits**

**Quantitative Analysis, CHEM 220A,B, 5 credits**

**Organic Chemistry, CHEM 231A,B, 6 credits**

**Organic Chemistry Laboratory, CHEM 233A,B, 2 credits**

**Physical Chemistry, CHEM 321A, 4 credits**

**Seminar, CHEM 491, 2 credits**

**Integrated Laboratory, CHEM 486, 3 credits**

**Calculus and Analytical Geometry I,II, MATH 141A,B, 8 credits or**

**Integrated Pre-Calculus/Calculus I,II, Math 139 A,B, 7 credits and**

**Math 141B, 4 credits**

**College Physics I, II, PHYS 135A, B, 8 credits**

or

**Introductory Kinematics and Mechanics, Introductory Electricity, Magnetism, and Thermodynamics, PHYS 150, 180, 9 credits**



**I Major in Chemistry**

A minimum of 36 chemistry credits.

Choice of 6 additional chemistry credits (300 level or above).

**II Major in Biochemistry**

A minimum of 41 chemistry credits.

**Biochemistry, CHEM 471A,B**, 6 credits

**Biochemistry Laboratory, CHEM 472**, 1 credit

**Advanced Biochemistry Laboratory, CHEM 473**, 1 credit

**Biophysical Chemistry, CHEM 480**, 3 credits

**Cell and Molecular Biology, BIOL 151**, 4 credits

**Molecular Genetics, BIOL 381**, 4 credits

And choice of one:

**Microbiology, BIOL 343**, 4 credits or

**Immunology, BIOL 331**, 4 credits or

**Developmental Biology, BIOL 404**, 4 credits

**III Major in Chemistry with ACS Certification**

A minimum of 47 chemistry credits.

**Biochemistry, CHEM 471A**, 3 credits

**Physical Chemistry, CHEM 321B**, 2 credits

**Physical Chemistry Laboratory, CHEM 325**, 1 credit

**Instrumental Analysis, CHEM 442**, 4 credits

**Advanced Inorganic Chemistry, CHEM 452**, 4 credits

Choice of three additional 400 level chemistry credits. Study of a foreign language, although not required, is highly recommended, particularly for students who plan to pursue graduate studies in chemistry.

CHEM 85 and 95 may not be applied toward a major in Chemistry.

**GUIDELINES FOR A MINOR IN CHEMISTRY**

A minor in chemistry requires 21 credits: 110A,B; 220A,B; 231A,B; 233A,B.

**NOTE: All laboratory courses require a laboratory fee.**

**COURSE DESCRIPTIONS (CHEM)****85\* Introduction to Chemistry**

Survey of the principles of chemistry taught in the context of environmental and/or other contemporary issues. Topics include chemical formulas, atomic structure, bonding, chemical reactions and stoichiometry. Laboratories involve hands-on experience with collecting and analyzing data as well as some elements of laboratory method design. One semester, 4 credits.

**95 Preparation for General Chemistry**

Scientific measurements, matter, elements and compounds, the periodic table, nomenclature, chemical formulas and equations, stoichiometry, oxidation-reduction, gas laws, and solutions are covered. Problem-solving techniques are stressed. Prerequisite: Eligible to take Math 85. One semester, 2 credits.

**110 A,B General Chemistry**

Lecture and laboratory work covering the fundamental principles of chemistry, states of matter, chemical bonding, ionic theory, kinetics, equilibria, thermodynamics, electrochemistry, and descriptive chemistry of metals and non-metals. Laboratory work also includes qualitative analysis and elementary quantitative analysis. Prerequisites: one semester of college math, sufficient score on math proficiency exam, or permission. Chem 110B requires a passing grade in 110A. Two semesters, 4 credits each.

**220A,B Quantitative Analysis**

Lecture (2 credits in the Fall) and laboratory (3 Credits in January) covers elementary statistics and sampling, fundamentals of volumetric analysis and several instrumental methods. Electrochemistry, gas and liquid chromatography, and spectrophotometry will be introduced. Desirable preparation for all further work in chemistry. Prerequisite: 110B and Chem 220B requires a passing grade in Chem 220A, 5 credits.

**231 A,B Organic Chemistry**

Investigation of the fundamental principles of organic chemistry. This course focuses on understanding organic chemistry through chemical mechanisms, stereochemical principles and diverse functional reactivity. Prerequisite: CHEM 231A requires a passing grade in CHEM 110A, B. CHEM 231B requires a passing grade in CHEM 231A. CHEM 231 corequisite: CHEM 233. Two semesters, 3 credits each.

**233 A,B Organic Chemistry Laboratory**

Project oriented class focusing on problem solving within the organic chemistry laboratory. An integrated introduction to laboratory skills, techniques, instrumentation and chemical reactivity. CHEM 233A requires a passing grade in CHEM 110A, B. CHEM 233B requires a passing grade in CHEM 233A. CHEM 233 corequisite: CHEM 231. Two semesters, 1 credit each.

**282\* Environmental Chemistry**

Atmospheric and condensed phase chemistry involved in modern environmental challenges including global warming, air and water pollution, and ozone depletion. Prerequisite: 110A. One semester, 4 credits cross listed, ENVS 320.

**321 A,B\* Physical Chemistry**

Chemical thermodynamics; kinetic theory and chemical kinetics; quantum concepts and their applications to spectroscopy and the structure of matter. Prerequisites: 220B, 231B, PHYS 135AB or PHYS 150 and 180, MATH 141B, or permission. Two semesters, 4 credits for A, 2 credits for B.

**325\*, 326\* Physical Chemistry Laboratory**

Precise determination of physical-chemical properties of various systems by classical and modern techniques. Prerequisite: 321A or B. Two semesters, 1 credit each.

**431\* Advanced Organic Chemistry**

Detailed investigation into the specialties of organic chemistry. This course focuses on understanding physical organic, synthetic organic, bio-organic, industrial and basic pharmacological chemistry. A strong emphasis is placed on current literature, development of problem solving skills and integration of practicality and theory. Prerequisite: CHEM 431 requires a passing grade in CHEM 231A, B. One semester, 3 credits.

**433\* Advanced Organic Chemistry Laboratory**

Project-based investigation of organic laboratory skills, techniques, procedures and instrumental analysis. Through literature review and laboratory implementation, students investigate procedures and logical extensions of organic chemistry research projects. Prerequisite: 233B. One semester, 1 credit.

**442\* Instrumental Analysis**

Operating principles and applications of instrumental methods of analysis including atomic absorption, UV-visible, fluorescence, IR, Raman, NMR and mass spectrometry. Prerequisite: 220A, B. One semester, 4 credits.

**452\* Advanced Inorganic Chemistry**

Study of structure and reactivity of coordination and organometallic compounds; emphasis on bonding, symmetry and catalytic properties; laboratory emphasizes inorganic synthesis, reactivity and determination of structure. Prerequisite: 321B or permission. One semester, 4 credits.

**471 A,B Biochemistry**

The structure and function of compounds in living systems. 471A covers proteins and nucleic acids and integrates them in catalysis and protein synthesis. 471B covers carbohydrates and lipids and integrates them into the study of biological membranes and cellular metabolism. Prerequisite: 231B or permission. Chem 471B requires a passing grade in Chem 471A. Two semesters, 3 credits each.

**472 Biochemistry Laboratory**

General biochemical techniques involving protein purification and enzyme catalysis. Prerequisites: 233B and concurrent enrollment in 471A. One semester, 1 credit.

**473\* Advanced Biochemistry Laboratory**

General biochemical techniques including nucleic acids and protein detection. Prerequisite: 472. One semester, 1 credit.

**480\* Biophysical Chemistry**

Thermodynamics, equilibria, biopolymers, kinetics, transport processes, and spectroscopy of biochemical systems. Prerequisites: 471A, MATH 141B, or permission. One semester, 3 credits.

**486 Integrated Laboratory**

Laboratory/instrument intensive course designed to integrate the different disciplines of chemistry. The labs will be designed for some method design and development, data collection and analysis. The final project will involve a self-designed project that was proposed and developed in the CHEM 491 Seminar. Prerequisites: 233B, 321A, and 491. January, 3 credits.

**190, 290, 390, 490\* Selected Topics in Chemistry**

Variable credits. Permission. May be repeated for credit.

**491 Seminar**

A novel research project is developed and a proposal written and presented. Students are further trained in giving oral presentations on topics that lead to the development of their proposal. One semester, 2 credits.

**295, 395 495 Independent Studies**

Credit and time arranged. Permission. May be repeated for credit.

**496 Research**

Individual research projects in selected areas of chemistry under the supervision of a faculty member. Permission from a chemistry faculty member. May be repeated for credit. One semester, variable credits.

\*Not offered every year.

**Charles Eastman**, *Director of College Writing Programs*

Whittier's curriculum is writing-intensive, designed to teach students how to communicate effectively at each successive level of their major discipline, as well as to general audiences outside their chosen fields. Students begin with Freshman Writing Seminars, progress to Writing Intensive Courses, proceed through Writing Across the Curriculum, and write a capstone Paper-in-the-Major as part of their senior year experience.

Peer tutoring is offered through the Center for Academic Success. Students interested in tutoring, peer mentorship, or teaching careers are encouraged to take INTD 35, the required training class, and work at the Center.

**THE FRESHMAN WRITING PROGRAM**

Freshman Writing Seminars introduce students to Whittier's writing program. These seminars, themed courses designed by faculty from all disciplines, delve into challenging intellectual questions which freshmen explore in class discussions and in essays. Freshmen develop both critical thinking skills and the ability to communicate their conclusions about complex problems in clearly written form. Seminars are limited to 15 students and differ in content each year. Each seminar is 3 units and is taken for a letter grade.

**INTD 100: College Writing Seminars**

Students read complex texts chosen to sharpen critical reading and thinking skills. Texts frame a central course theme. Writing assignments based on these texts are designed to teach and practice description, narration, exposition, argument, analysis, synthesis, and research-based writing, as well as writing under pressure of time. Extensive revision is emphasized as integral to the writing process. One semester, three credits.

**Examples of the 23 College Writing Seminars offered in Fall 2008:**

*!Beisbol!* (Professor Rafael Chabran)

Students read complex texts chosen to sharpen students' critical reading and thinking skills. Texts frame a central course theme. Writing assignments based on these texts are designed to teach and practice persuasion, description, narration, exposition, and research-based writing, as well as writing under pressure of time. Extensive revision is emphasized.

*Shining City upon a Hill: Utopias in the Visual Arts (Professor Jenny Herrick)*

This class will explore a variety of these utopic (and arguably dystopic) projects and propositions through a study of the drawings, architecture, urban planning, and photographs that have defined and documented them. Among the works we will explore are the 60s and 70s English architectural magazine “Archigram”, the Disney developed, pre-planned community of Celebration, Florida, and Joel Sternfeld’s 2005 photo documentary project “Sweet Earth”.

*“The Great Mortality”: The Bubonic Plague in Art and Science” (Professor Charles Eastman)*

Early in the 12th century C.E., a pandemic began to spread westward from Central China. It would eventually reach as far west as Iceland and by 1400 it had reduced the population of Western Europe by as much as 50% and reduced the world population by as much as 100 million people (at a time when the total world population was estimated at 450 million people). The pandemic became known variously as The “Great Mortality,” the “Black Death,” and the “Black Plague.” It has assumed a permanent place of significance in the cultural imagination of the west, spawning countless works of art and literature as well as entrenching itself in our vocabularies. For centuries it was assumed from study of contemporary accounts that the disease responsible for this “Great Mortality” was yersinia pestis, or bubonic plague, but recent medical research has opened some doubt as to whether or not these bacteria could have been the lone culprit.

*Peaceful Paths: Nonviolent Political and Social Movements (Professor Deborah Norden)*

From the New York Times to the Wall Street Journal, from Fox news to CNN, the headlines these days are filled with political violence. Whether seeking to oust their own governments, coerce leaders to adopt policy changes, or expel foreign forces, people everywhere seem to pursue political change through violence. Yet, looking more closely, we can also find news coverage of Burmese monks peacefully demanding an end to political repression, or immigrant rights marches in Los Angeles. This course explores different nonviolent efforts to achieve major political and social change, both within and beyond the United States. Some of the greatest world leaders, including Mahatma Gandhi and Martin Luther King, Jr., deliberately confronted their government’s rules or their society’s practices with peaceful movements. But can nonviolence work? Can protests, demonstrations, artistic expressions and—the central tool of this class—words replace such weapons?

*“Just a Girl” Contemporary Women Writers (Professor Andrea Rehn)*

As Gwen Stefani reminds us, it’s complicated to be “just a girl (in the world).” What can literature tell us about women’s struggles to define themselves? How do such redefinitions affect men? How do these questions influence how we write and what we write about? What is feminism? We will read novels, poems and essays that address these questions from a variety of feminist perspectives. Writing assignments will include personal and argumentative essays which will be crafted through a series of peer reviews and revisions. Authors may include Sandra Cisneros, Jamaica Kincaid, Arundhati Roy, Toni Morrison, and Adrienne Rich.

*Scientific Views on Religion (Professor Hector Valenzuela )*

There are many features that make Homo sapiens a unique species. Religion may be the most baffling feature to explain. Religion can be discussed from various disciplines’ perspectives, but all can agree that religion consumes a large amount of our time and resources and is extremely widespread in every society. Disciplines ranging from biology to economics have tried to “explain” religion and although much remains to be done some interesting data is beginning to be generated. This course is intended to look at new and old literature that addresses the relationship between science and religion with a focus on how science tries to explain religion. Another way of looking at this course is as a manifestation of the growing tendency of science to poke its nose into God’s business.

**INTD 90: Introduction to College Writing**

INTD 90 is a combined workshop and seminar for those who require extra support and skill development to become independent and successful learners and communicators. Students will receive focused feedback on their writing assignments during individual conferences with experienced composition instructors, while reinforcing and extending basic writing skills with a personalized, computer-based writing support program. Additionally, INTD 90 will help students with the transition into the Whittier College community by emphasizing the skills needed to become active and effective student learners. Students will learn how to connect to college resources, such as faculty and campus support services, improve study skills, and develop self-advocacy skills. Lecture and lab, three credits.

**An example of the INTD 90 classes offered in Fall 2004:***Rites of Passage: Coming of Age in Diverse Environments.*

This writing class will explore the paradigm of coming of age and attaining one’s role in society as represented in major texts from writers of diverse identities and environments. We will focus on the personal essay and growing-up stories in coming of age fiction and films. Both fiction and films confront issues of assimilation amid the confusion and anger that often results from growing up and being from a different ethnic or otherwise diverse group in a country where ethnicity and diversity are not always prized. The multiple exposures made possible by this multicultural approach should deepen your sense as students of your own historical moment and the ways in which these issues have been framed, both in the past and in other cultures.

## WRITING INTENSIVE COURSES

Writing Intensive Courses continue students' development as writers by emphasizing writing and revision in the context of specific disciplines. Students write at least one longer paper to emphasize the importance of applying information and interpretations gleaned from research or textual analysis. Research paper assignments focus on using information and interpretations to present a case, rather than simply to catalogue information. Papers emphasizing analysis of textual materials involve comparison and synthesis of ideas presented in sources read. Each student must complete a Writing Intensive Course by the end of the first semester of the sophomore year. The Writing Intensive Course may be taken within or outside the major; it may simultaneously satisfy other Liberal Education Program requirements. Courses satisfying the Writing Intensive requirement in 2007-8 include: "Why Read?"; "Introduction to Ethics"; "Animal Behavior"; "Race, Class and Gender"; and, "The Life and Teachings of Jesus."

## WRITING ACROSS THE CURRICULUM

Writing to communicate understanding of core concepts is the primary mode of assessment in both lower and upper division courses at Whittier, including mathematics and science, in both the Whittier Scholars Program and the Liberal Education Program. In their majors, students learn not only to master written modes of discourse typical of their discipline, but also how to "translate" complex disciplinary information to general audiences.

## PAPER-IN-THE-MAJOR

The capstone writing experience in Whittier's curriculum is the Paper-in-the-Major. Researched and written in the senior year (occasionally in the junior year), this paper demonstrates students' command of their major's perspectives, methods, and body of knowledge, as well as their ability to communicate these skillfully in writing. The Paper-in-the-Major can serve as a writing sample in applications to graduate programs. Specific topics and formats for the Paper-in-the-Major are determined by the faculty in each department.

## THE CAMPUS WRITING CENTER AND THE PEER MENTOR PROGRAM


Students interested in teaching careers should consider applying to and training for work as peer tutors at the Center for Academic Success. Students may also apply to work in partnership with faculty teaching Freshman Writing Seminars as peer mentors to incoming freshmen. See the Director of College Writing Programs for information about these programs.

**Charles R. Laine**, *Affiliate*

**Simon J. Lamar**

**Geetha Rajaram**

**Gregory R. Woirol**, *Chair, The Douglas W. Ferguson Professor of Economics and Business Administration*

 Economics is the social science concerned about the practices, institutions, and customs societies have developed to produce and distribute goods and services. It employs a logical and ordered approach to understanding how economies work and how to deal with pressing social issues and problems. In encouraging an appreciation of the way in which economists think about and approach issues, the study of economics is rewarding in itself and is an excellent background for a wide variety of careers, including law, business, and government. The program is designed to provide a rigorous course of study for those interested in pursuing graduate work in economics.

## GUIDELINES FOR A MAJOR IN ECONOMICS

A minimum of 30 credits, of which 24 must be at the 300 level or above. There are three options leading to a degree in economics: **General Distributive** (for students with professional interests in areas such as law, government, and secondary education); **Business Economics** (for students intending to pursue the MBA or other business-oriented programs); and **Pre-Professional Economics** (for students planning graduate work in economics).

### General Distributive Option:

**Principles of Economics: Macroeconomics**, ECON 200, 3 credits

**Principles of Economics: Microeconomics**, ECON 201, 3 credits

**Intermediate Macroeconomic Theory**, ECON 300, 4 credits

**Intermediate Microeconomic Theory**, ECON 301, 4 credits

**Senior Project I, II**, ECON 400A, B, 4 credits (paper in the major)

**Statistics**, MATH 80, 3 credits

**Essentials of Public Speaking**, THEA 101, 3 credits

**Business Economics Option:** All of the courses under the General Distributive Option, plus:

**Managerial Economics**, ECON 365, 3 credits

**Principles of Financial Accounting**, BSAD 201, 3 credits

**Principles of Managerial Accounting**, BSAD 202, 3 credits

Two other Business Administration courses appropriate to this option.  
Choice of one:

**Precalculus Mathematics** MATH 85, 3 credits

**Calculus and Analytic Geometry**, MATH 141A, 4 credits

**Integrated Precalculus/Calculus**, MATH 139A, B, 7 credits



**Pre-Professional Economics Option:** All of the courses under the General Distributive Option, plus:

**Introduction to Econometrics, ECON 305, 4 credits**

**History of Economic Thought, ECON 315, 3 credits**

**Calculus and Analytic Geometry, I, II, MATH 141A, B, 8 credits**

## GUIDELINES FOR A MINOR IN ECONOMICS

A minor in economics requires 20 credits, including 200, 201, 300, 301, and six additional economics credits at the 300 level or above.

### COURSE DESCRIPTIONS (ECON)

#### BASIC ECONOMIC ANALYSIS

##### 200 Principles of Economics: Macroeconomics

The problem of scarcity; theory of national income and employment; policy applications to problems of employment, inflation and business fluctuations; introduction to money and banking; monetary and fiscal policy. One semester, 3 credits.

##### 201 Principles of Economics: Microeconomics

Introduction to the theory of price and wage determination in markets. Includes analysis of consumer choice, decisions by firms, industrial organization, and government policy as it affects markets. Also includes discussion of economic efficiency and income distribution in the market economy. One semester, 3 credits.

#### INTERMEDIATE ECONOMIC ANALYSIS

##### 300 Intermediate Macroeconomic Theory

Theoretical analysis of forces that determine the general level of prices, output, and employment; monetary and fiscal policy. Determinants of economic growth and introduction to micro-foundations of macroeconomics. Prerequisites: 200 and 201. Recommended: At least one of the following, MATH 85, 139A, or 141A. One semester, 4 credits.

##### 301 Intermediate Microeconomic Theory

The theory of consumer behavior and of the firm under perfect and imperfect competition; resource pricing; general equilibrium and welfare economics. Prerequisites: 200 and 201. Recommended: At least one of the following, MATH 85, 139A, or 141A. One semester, 4 credits.

##### 305\* Introduction to Econometrics

An introduction to the mathematical and statistical tools used to model, test, and forecast economic relationships. Construction of models, data collection, linear regression, hypothesis testing, and forecasting. Introduction to computer software used for regression analysis. Prerequisites: 200, 201 and MATH 80. One semester, 4 credits.

##### 310\* Money and Banking

An examination of the institutional structure of the U.S. financial system, including the scope and effect of bank deregulation; the instruments and theoretical impact of Federal Reserve System monetary policy on the domestic and international economy. Prerequisite: 200. One semester, 3 credits.

##### 315\* History of Economic Thought

The evolution of economic ideas; concentration on major schools of thought, economists, and their ideas since 1750. Prerequisites: 200 and 201. One semester, 3 credits.

#### APPLIED ECONOMIC ANALYSIS

##### 345\* Public Sector Economics

The role of government in a market economy, the economics of public expenditures and taxation; policy issues. Prerequisites: 200 and 201. One semester, 3 credits.

##### 347 Economics of War

An introduction to war economics. A study of the relation between economics, warfare, and national defense. The first half of the course is devoted to an analysis of the impact of wars at a macroeconomic level; the second half is on the microeconomic aspects of wars. Prerequisites: 200 and 201. January session, 4 credits.

##### 350\* Labor Economics

This course provides an introduction to the analysis of demand, supply, and equilibrium in the labor market. Examples of questions that will be discussed are how do individuals choose to work or not to work and how many hours do they choose to work. In addition, application of labor theory to issues of compensating wage differentials, human capital, labor unions, incentive pay, immigration labor, and labor market discrimination will be analyzed. Prerequisite: 201. One semester, 3 credits.

##### 353 Labor in America

Analysis of changes in labor markets and labor institutions in the past century. Topics include union history, collective bargaining, shifts in aggregate employment patterns, current issues. Prerequisite: 200. January session, 4 credits.

##### 357\* Economics of Race and Gender

Through the use of economic models, the class explores and analyzes differences in the U.S. labor market related to race, gender, and class. Focus on exploring current trends and policies for remedying inequalities. Prerequisite: 200 or 201. One semester, 3 credits.

##### 360\* Industrial Organization

Application of economic principles to study of structure, conduct, and performance of U.S. industry. Analysis of antitrust and regulation policy in terms of appropriate government response to industrial performance. Prerequisites: 200 and 201. One semester, 3 credits.

##### 365\* Managerial Economics

Application of economic theory and methodology to managerial decisions. Prerequisites: 200 and 201. Recommended: MATH 80. One semester, 3 credits.

##### 370\* Economic History

Factors behind European and U.S. economic development; concentration on the U.S. Prerequisite: 200. One semester, 3 credits.

#### INTERNATIONAL ECONOMICS

##### 380\* International Economics

Basic principles of international trade and finance; their application to trade barriers, payment systems, and international organizations; a policy approach. Prerequisites: 200 and 201. One semester, 3 credits.

##### 383\* Comparative Economic Systems

The evolution and performance of economic systems, including capitalism, market socialism, and centrally planned socialism. Prerequisites: 200 and 201. One semester, 3 credits.

##### 386\* Growth and Development

Surveys the main economic models of growth and development. Topics include: Why are some countries rich and others poor? Can less developed countries catch up with the income level of the developed world? What are the determinants of economic growth and development? Can growth continue forever? The course addresses policy issues related to poverty, income distribution, structural change, savings, foreign trade. Prerequisites: 200 and 201. One semester, 3 credits.

#### ECONOMICS CAPSTONE

##### 400A Senior Project I

Senior project for the major. Provides individual guidance by faculty in the selection of a topic, research methodology, and writing of a thesis. In-depth analysis of a self-selected topic, including synthesis of literature, gathering and analyzing data in support of a particular hypothesis. 400A requires students to complete a detailed outline and a literature review. Prerequisite: 300 or 301. Permission required. Fall semester, 1 credit.

##### 400B Senior Project II

Senior project for the major. Provides individual guidance by faculty in the selection of a topic, research methodology, and writing of a thesis. In-depth analysis of a self-selected topic, including synthesis of literature, gathering and analyzing data in support of a particular hypothesis. 400B requires students to complete their senior project and to present their work to faculty and students at large. Prerequisite: 300 or 301. Permission required. January session, 3 credits.

#### Additional Offerings

##### 190, 290, 390, 490 Selected Topics in Economics

Variable credits. Permission. May be repeated for credit.

##### 295, 395, 495 Independent Studies

Credit and time arranged. Permission. May be repeated for credit.

\*Not offered every year.



**Donald W. Bremme**

**Heather Brace-Duncan**

**Holly Lopez**

**Kathleen S. Ralph, *Chair***

**Kay Sanders**

**Anne Sebanc**

**Ivannia Soto-Hinman**

**Shannon M. Stanton**

**Lauren Honeycutt Swanson**

**Judith T. Wagner**

The Department offers studies in two distinct fields: education and child development. Education programs lead toward teaching credentials. (California law does not permit students to major in education.) An undergraduate minor in elementary education and a program leading to a Master's Degree are also offered in education. Child Development offers an undergraduate major and minor, leading toward a variety of careers in working with children.

## EDUCATION

---

Teacher education programs at Whittier College are grounded in a set of guiding principles. Among others, these include commitments to: (1) developing a social constructivist approach toward learning and teaching; (2) valuing diversity and supporting all students' learning; (3) establishing a just, inclusive learning community in and beyond the classroom; (4) nurturing both collaborative and independent inquiry and learning; and (5) growing professionally by continually reflecting on one's practice and pursuing other opportunities for learning.

Whittier College is fully accredited by the California Board of Education and the California Commission on Teacher Credentialing to offer programs leading toward the Multiple Subject (elementary) Teaching Credential, the Single Subject (secondary) Teaching Credential, and the Education Specialist:Mild/Moderate (special education) Teaching Credential.

The Multiple Subject, Single Subject, and Education Specialist teacher education programs enable students to make substantial progress toward their teaching credentials as undergraduates, taking prerequisites during the freshman and sophomore years and required teacher preparation courses during their junior and senior years. Students can then complete their remaining credential requirements as graduate students.

Because California law does not permit majoring in education, credential candidates must also complete departmental or interdisciplinary majors as described in this catalog. Examples of the appropriate majors for Multiple Subject (elementary) or Education Specialist (serving elementary students) credential candidates are biology, child development, English, history, mathematics, and psychology.

Students should be aware that advancement to Credential Candidate Status and student teaching require a 2.8 minimum GPA in the last 60 graded units of course work, as well as a 3.0 minimum GPA, with no grade less than B-, in the professional-preparation courses listed as requirements on the next few pages.

The information and requirements listed above are not exhaustive. Additional, important information on all education programs and certification requirements is available in the Department of Education and Child Development. Essential information on admission to and advancement in teaching-credential programs is also available there. Undergraduate students should obtain this information – and begin meeting with an education advisor—as soon as they become interested in elementary, secondary, or special education teaching. Early advisement is critical to successfully planning a teacher education program.

Post-baccalaureate (graduate) students who meet all prerequisite and entrance requirements can complete all credential and Master's program requirements through evening and summer courses. Procedures and requirements for postbaccalaureate students differ from those for undergraduates. These procedures and requirements are described in separate documents available from the Whittier College Education Department. Post-baccalaureate students should obtain program information and advisement from the Department as early as possible for admission to summer, fall, or spring cohorts.

For both undergraduate and graduate students, a grade of B- or above is required in each teacher preparation course in order to enroll in the next course(s) in the teacher-preparation program sequence. When a grade below B- is earned in a course, a student must do the following before enrolling in any other teacher preparation course:

1. Petition the department for permission to retake the course in which a grade below B- was earned, and if permission is granted
2. Retake the course and earn a grade of B- or above.

Petitions take the form of a letter to the Department Chair. The petition may also request permission to proceed with the teacher preparation course sequence before retaking a required course. Such requests are granted only rarely in exceptional cases. More information on petition letters and the petition process is available in the Department of Education and Child Development.

## PREREQUISITES AND PROFESSIONAL PREPARATION REQUIREMENTS FOR TEACHING CREDENTIALS

---

The teacher education programs for students pursuing the Multiple Subject (elementary) and Single Subject (secondary) Teaching Credentials include planned prerequisites and professional preparation courses. Students should plan their undergraduate programs so as to take the prerequisites during their freshman and sophomore years. Professional preparation requirements are not open to freshmen or sophomores. Students should take the sequence of required professional preparation courses in the junior year and after. The prerequisites and professional preparation courses for the Multiple Subject (elementary) and Single Subject (secondary) Teaching Credentials are listed on the next few pages.

### FOR THE PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL:

---

#### *Prerequisites:*

**Introduction to Human Development, CHDV 105, 3 credits** or  
**Child Psychology, PSYC 242, 3 credits**  
**American Government and Politics, PLSC 110 or approved equivalent**  
**Sociological and Historical Perspectives on Education, EDUC 300, 3 credits**  
**Movement Education in the Elementary School, KLS 320, 3 credits**

#### *Required professional preparation courses:*

**Teaching Diverse Learners, EDUC 401, 3 credits**  
**Learning and Learners, EDUC 406, 3 credits**  
**Literacy Development in the Elementary School, EDUC 402, 3 credits**  
**Second Language Acquisition and Methodology, EDUC 404, 3 credits**  
**Multiple Subject Curriculum and Pedagogy: Integrating Language Arts, History-Social Science, and Visual-Performing Arts, EDUC 405, 3 credits**  
**Multiple Subject Curriculum and Pedagogy: Math and Science, EDUC 407, 3 credits**  
**Promoting Students' Health & Safety, KLS 509, 1 credit**  
**Working with Special Populations, EDUC 510, 2 credits**  
**Student Teaching/Internship, EDUC 520, 12 credits.** (To qualify for student teaching or internship, students must have completed all prerequisites and subject matter requirements. Consult Department materials for a complete list.)  
**Professional Development Seminar, EDUC 521, 1-2 credits.** (Must be taken concurrently with Student Teaching/Internship.)  
**Passage of RICA (Reading Instruction Competency Assessment Test)**

### FOR THE PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL:

---

#### *Prerequisites:*

**Introduction to Human Development, CHDV 105, 3 credits** or  
**Psychology of Adolescence, PSYC 242, 3 credits**  
**American Government and Politics, PLSC 110 or approved equivalent**  
**Sociological and Historical Perspectives on Education, EDUC 300, 3 credits**

#### *Required professional preparation courses:*

**Teaching Diverse Learners, EDUC 401, 3 credits**

**Learning and Learners, EDUC 406, 3 credits**  
**Teaching Content Area Literacy, EDUC 403, 3 credits**  
**Second Language Acquisition and Methodology, EDUC 404, 3 credits**  
**Single Subject Curriculum and Pedagogy I, EDUC 408, 3 credits**  
**Single Subject Curriculum and Pedagogy II, EDUC 409, 3 credits**  
**Promoting Students' Health & Safety, KLS 509, 1 credit**  
**Working with Special Populations, EDUC 510, 2 credits**  
**Student Teaching/Internship, EDUC 520, 12 credits.** (To qualify for student teaching or internship, students must have completed all prerequisites and subject matter requirements. Consult Department materials for a complete list.)  
**Professional Development Seminar, EDUC 521, 1-2 credits.** (Must be taken concurrently with Student Teaching/Internship.)

### GUIDELINES FOR THE PRELIMINARY EDUCATION SPECIALIST: MILD/MODERATE TEACHING CREDENTIAL:

---

#### *Prerequisites:*

**Introduction to Human Development, CHDV 105, 3 credits**  
**American Government and Politics, PLSC 110 or approved equivalent**  
**Sociological and Historical Perspectives on Education, EDUC 300, 3 credits**

#### *Required professional preparation courses:*

**Teaching Diverse Learners, EDUC 401, 3 credits**  
**Learning and Learners, EDUC 406, 3 credits**  
**Literacy Development in the Elementary School, EDUC 402, 3 credits**  
**Second Language Acquisition and Methodology, EDUC 404, 3 credits**  
**Introduction to Exceptional Learners, EDUC 429, 3 credits**  
**Foundations of Special Education, EDUC 430, 3 credits**  
**Assessment of Exceptional Students, EDUC 531, 3 credits**  
**Case Management and Assistive Technology, EDUC 532, 3 credits**  
**Creating Positive Classroom Management and Behavior Systems, EDUC 533, 3 credits**  
**Characteristics and Instructional Practices: Mild/Moderate, EDUC 434, 2 credits**  
**Promoting Students' Health & Safety, KLS 509, 1 credit**  
**Student Teaching/Internship, EDUC 520, 12 credits** (To qualify for student teaching or internship, students must have completed all prerequisites and subject matter requirements. Consult Department materials for a complete list.)  
**Professional Development Seminar, EDUC 521, 1-2 credits** (Must be taken concurrently with Student Teaching/Internship.)  
**Passage of RICA (Reading Instruction Competency Assessment Test)**

### GUIDELINES FOR A MINOR IN ELEMENTARY EDUCATION

---

A minor in elementary education requires 20-21 credits, including CHDV 105, CHDV 315 or 330, EDUC 401, 402, 404, 406, and one additional course from an approved list.

## EDUCATION COURSE DESCRIPTIONS (EDUC)

### 67 Experiences in Education

Provides students interested in teaching or other education careers with relevant experiences in classrooms or other field settings. Minimum of 26 hours of field experience required. One semester, 1 credit.

### 68 Tutoring in Reading

Learning to tutor elementary-school-aged children in reading and writing. Focuses on developing strategies for building oral language, reading to and with children, and helping children learn to write. Requires class meetings and fieldwork. One semester, 2 credits.

### 103\* Introduction to Sociological Perspectives on Education

This course examines the processes and outcomes of education, especially in the United States, from a sociological perspective. It defines education broadly, as it occurs both in and beyond school, exploring formal and informal learning and the process of socialization/enculturation, as well as education in relation to class, gender, and identity. One semester, 3 credits.

### 262 Children's Literature

Survey of literary genres and elements, including picture books, folklore, poetry, historical fiction, contemporary realism and nonfiction. Some attention to pedagogical issues for teacher credential candidates. One semester or January, 3-4 credits.

### \*281 Culture, Communication, and Learning

Explores culture and language in relation to social identity, inter-group relations, and learning, especially in the context of diversity in the United States. Fieldwork in community settings is required. One semester or January, 3-4 credits.

### 300 Sociological and Historical Perspectives on Education

Examines the socio-cultural and historical contexts in which learning and development occur. Topics include the social and cultural conditions of K-12 schools, the historical and cultural traditions of major cultural and ethnic groups in California society, and how the background experiences, languages, skills and

abilities of members of these groups interact with conditions and practices of schools. Explores concepts, principles, and values necessary to create and sustain an equitable classroom community and a just, democratic society. One semester, 3 credits.

### 401 Teaching Diverse Learners

Provides theoretical and practical knowledge necessary for working with culturally diverse K-12 students, families, and communities. Includes analysis of alternative viewpoints on current educational goals, practices, and issues, as well as methods for building a just, democratic classroom culture. Requires 20 hours of fieldwork. Prerequisites: 300, 406, CHDV 105, and permission. One semester, 3 credits.

### 402 Literacy Development in the Elementary School

Research and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. Topics include: basic word identification skills and comprehension strategies, literature-based instruction, on-going diagnostic strategies/interventions, content area literacy, and organizing for instruction. Requires 20 hours of fieldwork. Prerequisites: 401, 406, and permission. One semester, 3 credits.

### 403 Content Area Literacy

Research and methodology for preparing secondary teachers to teach content-based reading and writing skills to all students. Topics include: reading comprehension skills, vocabulary, strategies for promoting oral and written language, phonological/structure of the English language, and writing across the curriculum. Requires 20 hours of fieldwork. Prerequisites: 401 and 406 for undergraduates. One semester, 3 credits.

### 404 Second Language Acquisition & Methodology

Examines native and second language development in theory and as applied to multicultural/multilingual educational contexts, helping prospective teachers develop a sound understanding of first (L1) and second language (L2) processes. Focuses on the socio-cultural, historical, political nature of language learning in the classroom and how the educational system addresses the needs of

English Language (EL) Learners. Requires 20 hours of fieldwork. Prerequisites: 401, 402 or 403, and 406. One semester, 3 credits.

### 405 Multiple Subject Curriculum & Pedagogy: Integrating Language Arts with History-Social Science and the Visual & Performing Arts

Research and methodology for integrating language arts with social studies and the visual and performing arts in linguistically and/or culturally diverse elementary classrooms. Topics include: writing in the content areas, literature-based instruction, use of simulations, case studies, cultural artifacts, cooperative projects, and student research activities, assessing learning, and organizing for instruction. Fieldwork required. Prerequisites: 401 and 402. One semester, 3 credits.

### 406 Learning and Learners

Examines major concepts, principles, and research associated with theories of human thinking, learning, and achievement, with special attention to the social-cultural nature of learning, the role of students' prior understandings and experiences, and the importance of home-community funds of knowledge. Provides experience in using research-based concepts and principles in designing, planning, and adapting instruction for K-12 students. Requires 20 hours of fieldwork. One semester, 3 credits.

### 407 Multiple Subject Curriculum & Pedagogy: Mathematics and Science

Examines the components of a well-balanced program of mathematics and science instruction. Topics in math curriculum and pedagogy include computational and procedural skills, conceptual and logical understanding, and problem-solving skills. Topics in science curriculum and pedagogy include the major concepts, principles, and investigations in science (physical, life, earth); investigation skills; how to connect science across other subject areas. Fieldwork required. Prerequisites: 401, 404, and 406. (Concurrent enrollment in 402 is possible with departmental permission.) One semester, 3 credits.

### 408 Single Subject Curriculum & Pedagogy I

Introduction to secondary teaching in cultural and linguistically diverse secondary schools and classrooms for Single Subject candidates in core academic subjects. Topics include: knowing

and understanding state-adopted academic content standards for students; standards-based unit and lesson planning strategies focused on learning outcomes; alternative methods and strategies for assessing students' entry-level knowledge and skills, progress monitoring and summative assessment; using technology in the classroom; developmentally appropriate instruction; laws, student and family rights, professional ethics and responsibilities. Fieldwork required. Prerequisites: 401 and 406. (Concurrent enrollment in 403 is possible with departmental permission.) One semester, 3 credits.

### 409 Single Subject Curriculum & Pedagogy II

Advanced instructional planning and teaching methods for Single Subject candidates in core academic subject areas, with separate course sections for candidates in the areas of (1) English or history-social sciences and (2) mathematics or science. Focuses on appropriate subject-matter-specific methods for planning and teaching a comprehensive program that enables students to achieve state-adopted academic content standards. Topics for candidates in all subject areas include supporting English language learners, responding to student diversity, developing a wide repertoire of teaching methods, and effectively using instructional resources including technology. Fieldwork required. Prerequisites: 401, 403, 404, 406, and 408. One semester, 3 credits.

### 429-Introduction to Exceptional Learners

This course consists of an examination of typical and atypical human development from the prenatal stage through adulthood. Developmental stages and their implications for learning are explored along with developmental abnormalities associated with various disabilities and risk factors. Instructional planning that is appropriate to individual student needs will be discussed and candidates will learn how to create an educational environment that is conducive to learning and development. Content will include cultural and environmental factors which impact development. Candidates will also learn how to communicate and collaborate with families regarding the implications of disability for developmental progression. Fieldwork required. One semester, 3 credits.

**430-Foundations of Special Education**

In this course, students are presented with theory, program concepts and teaching practices related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on the identification of disabilities, service delivery models and the legislative framework that mandates key special education practices is provided. Additional emphasis is placed on the communication, consultation and collaboration skills useful in forming productive partnerships with families, school personnel and community service providers. Factors impacting student well-being and the importance of universal precautions are also explored. Class readings and course assignments are integrated within this class to establish the connection from special education theory to practice, culminating in the development of a personal philosophy of special education. Elements of this course require Internet use. Fieldwork required. Prerequisite: 429. One semester, 3 credits.

**434-Characteristics and Instructional Practices: Mild/Moderate**

Begins with an overview of the characteristics of students with mild/moderate disabilities and the implications of these characteristics for effective service delivery. Candidates will gain knowledge of evidence based practices in the areas of mathematics, reading, speaking, written language, and listening which are designed to ensure access to the general education curriculum across settings. Emphasis will be placed on the importance of differentiated instruction and appropriate use of accommodations and modifications. Fieldwork required. Prerequisite: 430. One semester, 3 credits

**484 World Geography**

A survey including physical, cultural, and place-name geography appropriate for both undergraduate and post-baccalaureate (graduate) students, including prospective and practicing elementary and secondary teachers. Although not a pedagogy course, appropriate teaching strategies are incorporated. Fulfills the geography requirement for the California Single Subject Credential in social science. One semester, 3 credits.

**190, 290, 390, 490\*** Selected Topics in Education  
Variable credits. Permission. May be repeated for credit.

**295, 395, 495** Independent Studies  
By permission only. Time and credit arranged.

Child Development offers an undergraduate major, minor, and coursework for a Child Development Permit. The mission of the Child Development major is to develop a deep understanding of child behavior and growth through the study of developmental psychology. We prepare students for graduate-level academic work, child advocacy, and/or entry-level careers serving children and families in a variety of fields. Our graduates become teachers, speech pathologists, occupational therapists, clinical psychologists, social workers, child care providers, or enter other careers working with children. Many remain at Whittier for our graduate credential and Master of Arts in Education programs.

We offer a variety of classes on child development by specific age ranges (infancy through early childhood, middle childhood), as well as on specific topics (language development and developmental psychopathology). Most classes are designed to connect research and theory on child growth and development to their practical applications. We also offer classes that qualify students for the Child Development Permit, which can be used to work in child care centers and after school programs throughout the State of California. Some CHDV courses also count toward a minor in education and an Elementary Teaching Credential.

CHDV majors engage in valuable experiences outside of class, providing further opportunities to integrate into campus and community life and to build their resumes for graduate school and future careers. Undergraduates help faculty with research projects studying child behavior. They work at The Broadoaks Children's School, our laboratory school on campus, helping teach children from 2.5 years old through middle school. They mentor preschoolers in local preschool programs that serve underprivileged children through Jumpstart, an Americorps program. They become members of OMEP and advocate for children's rights locally and internationally. In all of these activities, students work alongside faculty members and members of the Whittier community while gaining valuable academic and work experiences.

## GUIDELINES FOR THE MAJOR IN CHILD DEVELOPMENT

---

Completion of all disciplinary core and extra-departmental requirements, for a total of at least 34 - 37 credits.

### I. Core Requirements

**Introduction to Child Development, CHDV 105**, 3 credits

**Field Methods: Child Study through Observation and Interaction, CHDV 220**, 3 credits

**Infancy through Early Childhood, CHDV 315**, 3 credits

**Middle Childhood, CHDV 330**, 3 credits

**Practicum: Integration of Theory and Practice, CHDV 477** (early childhood) or **478** (elementary or middle school), 4 credits

**Senior Seminar in Child Development, CHDV 497**, 3 credits

One additional CHDV elective, 3-4 credits

### II. Additional Requirements

**Cultural Contexts of Childhood, ANTH 374**, 3 credits OR

**Sociological and Anthropological Perspectives on Education, EDUC 300**, 3 credits  
OR approved child development course in Denmark.

**Statistics, PSYC 314** OR other approved statistics course, 3-4 credits

One of the following:



**Field Research: Crossing Cultural Boundaries, ANTH 311, 3-4 credits**

**Experimental Psychology, PSYC 212, 4 credits**

**Approaches to Social Research, SOC 310, 3 credits**

At least one additional course (3 to 4 credits) related to the major as approved by the advisor

### GUIDELINES FOR THE MINOR IN CHILD DEVELOPMENT

A minimum of 21 credits. A minor must be planned in consultation with a Child Development advisor.

#### I. Core Requirements

**Introduction to Child Development, CHDV 105, 3 credits**

**Field Methods: Child Study through Observation and Interaction, CHDV 220, 3 credits**

**Infancy through Early Childhood, CHDV 315, 3 credits**

**Middle Childhood and Adolescence, CHDV 330, 3 credits**

#### II. Additional Requirements, Two of the following:

**One additional CHDV elective, 3-4 credits**

**Cultural Contexts of Childhood, ANTH 374, 3 credits OR**

**Sociological and Anthropological Perspectives on Education, EDUC 300, 3 credits OR approved child development course in Denmark.**

**Statistics, PSYC 314 OR other approved statistics course, 3-4 credits**

One of the following:

**Field Research: Crossing Cultural Boundaries, ANTH 311, 3-4 credits**

**Experimental Psychology, PSYC 212, 4 credits**

**Approaches to Social Research, SOC 310, 3 credits**

### GUIDELINES FOR THE CHILD DEVELOPMENT PERMIT

A minimum of 15 credits (at least 3 in supervised fieldwork). At the completion of credits, students must apply at The State of California, Commission on Teacher Credentialing to receive a Child Development Permit. This involves: completing Application 41-4, obtaining Fingerprint Clearance, obtaining Transcripts, and paying a Modest Fee.

**Requirements:**

**Introduction to Child Development, CHDV 105, 3 units**

**Infancy through Early Childhood, CHDV 315, 3 units**

**Early Childhood Education, CHDV 210, 4 units**

**Child, Family and Community, CHDV 211, 3 units**

**Integrating Theory and Practice in Early Childhood Education (supervised fieldwork), CHDV 477, 4 units**

#### COURSE DESCRIPTIONS (CHDV)

##### 10 Working with Children

Experiential course involving interaction with children and adults (parents, teachers, other professionals). Typically organized around

a theme or question of interest to the class. Requires approximately 2 hours fieldwork per week in addition to class meeting. May be repeated for credit with instructor permission. One semester, 1 credit.

##### 11 Supervised Classroom Experience at Broadoaks

Practical experience with various aspects of teaching and learning at Broadoaks. Requires minimum of 3 hours per week in addition to staff meeting. One semester, 1 credit. May be repeated for credit.

##### 12 Research with Children

Opportunity to learn and apply research skills by assisting faculty on research. May include research design, data collection, data analysis, written reports, and/or presentations at professional meetings. Permission required. One semester, 1-3 credits, variable. May be repeated for credit.

##### 105 Introduction to Child Development

Emphasizes major theories and principles of child development from the prenatal period through adolescence, including across different cultures. Introduces history, literature, and methodology of the study of children and adolescents from developmental perspectives. Critical reading and writing required. This course is not open to students who have taken PSYC 242, Child Psychology. One semester, 3 credits.

##### 210 Early Childhood Education

This introductory course presents current concepts in early childhood curriculum development and implementation from birth to age eight. Emphasis is placed on developmentally appropriate curricular practices that consider age, individual needs, language and culture. Topics include developmental theories and characteristics, the importance of play, promotion of appropriate social behavior and the family and community contexts of learning and development. The student will develop various curricular elements and assess its appropriateness in meeting diverse needs, varying levels of functioning and individual child interests. This course is meant for students who plan to create and implement children's educational programs. This course meets the State of California Title 22 Department of Social Service Classification Indicator DS3 and applies toward the State of California Title V requirements for the Child Development Permit. One semester, 4 credits.

##### 211 Child, Family & Community

Child, Family & Community is a course for students who are interested in working with children and families as an early childhood

educator, specialist or in other professional roles in which a central feature of the job is interaction with children and their families. The focus of this course is on the early childhood period. Theory and research pertaining to family/community-based practices in early childhood programs, parent education models, relationships between families and early child care professionals; issues of diversity; learning supports at home; and community involvement for the early childhood professional will be covered. This course meets the State of California Title 22 Department of Social Service Classification Indicator DS2 and applies toward the State of California Title V requirements for the Child Development Permit. One semester, 3 credits.

##### 220 Field Methods: Child Study through Observation and Interaction

Focuses on observing, recording, and interacting with children as a basis for scientific investigation in child development. Field-based research project required. Includes seminar and supervised fieldwork at The Broadoaks Children's School. Prerequisite: 105. One semester, 3 credits.

##### 250 Developmental Psychopathology

The field of developmental psychopathology is the study of psychological problems in the context of human development. This class explores all areas of child psychopathology, including the origins and course of individual patterns of maladaptation. Course content will be organized around the major disorders that emerge during childhood and adolescence and will review classification, etiology, and developmental issues related to them. Current issues in treatment, education, and public policy will also be discussed and debated. Prerequisite: 105. One semester, 3 credits.

##### 277 Working with Children in Diverse Communities

This is a praxis based course that requires active engagement with a community agency in the L.A. area. These agencies provide care and services to racial ethnic minority children and their families. Students will work as interns in programs that range from preschools for low-income children, family education/support or tutorial centers. The purpose of the course is for students to gain an experiential perspective concerning the influence of context and culture on the development of children. In



addition to fieldwork, students will explore through class readings and assignments child development in terms of poverty, culture in contemporary society, the construction of race, ethnicity and culture and one's own identity in relation to these terms, the meaning of active participation within this cultural context, as well as an examination of the function of social service agencies in poor racial ethnic minority communities. Students interested in children and families, social policy, education, sociology, psychology and related fields will find the course beneficial. Students must show proof of a TB clearance at the first class meeting. One semester, 4 credits.

### **280 The World's Children: Their Rights and Wellbeing**

With different topics each semester, this course focuses on major issues facing the world's children, such as trafficking, child soldiers in armed conflict, lack of safe drinking water, discrimination against girls, indoctrination, infant mortality, refugee status, and human rights violations. Students investigate a situation in various regions of the world and learn about organizations and individuals who are making a real difference in the lives of children. Students participate in hands-on advocacy projects and responsible activism with OMEP-Whittier College, our campus chapter of an international organization dedicated to children's rights and wellbeing. May be repeated for credit. One semester, 1 credit.

### **315 Infancy through Early Childhood**

Study of physical, cognitive, linguistic, social, emotional, and moral/ethical development from 0 to 8 years. Emphasizes literature review and fieldwork resulting in a scholarly paper. Prerequisites: 105, 220. One semester, 3 credits.

### **330 Middle Childhood**

Study of physical, cognitive, linguistic, social, emotional and moral development from 6-12 years. Emphasizes theory, child observation, and research, as well as child and family issues in public policy and current events. Prerequisite: 315 or instructor permission. One semester, 3 credits.

### **477 Practicum: Integrating Theory and Practice in Early Childhood Education**

This is an intensive, supervised practicum in a preschool or kindergarten classroom

at The Broadoaks Children's School. It fulfills a requirement for the California Child Development Teaching Permit. Its purposes are to promote the application of child development theory in early childhood classrooms and to enhance understanding of child development through daily, hands-on work with young children. The course focuses on developmentally appropriate practice, adult-child interaction for active learning, child assessment, case studies, lesson planning, and critical reflection of instructional practice. Senior Standing. Instructor permission. January. 4 credits.

### **478 Practicum: Integrating Developmental Theory and Practice in Elementary and Middle School**

This is an intensive, supervised practicum in an elementary or middle school classroom at The Broadoaks Children's School for students interested in working with children in schools, as well as in other child and family service settings. Its purposes are to promote the application of developmental theory and to enhance understanding of development through daily, hands-on work with children between the ages of 5 and 14. The course focuses on developmentally-based teaching practices, adult-child interaction, active learning, child assessment, case studies, state standards, lesson planning, and critical reflection of one's work with children and young adolescents. Senior standing. Instructor permission. January, 4 credits.

### **497 Senior Seminar in Child Development**

Builds upon previous core and extra-departmental courses in the major, requires in-depth study of a significant issue or question relating to CHDV theory and practice. Includes paper in the major and senior presentation. Senior standing. One semester, 3 credits.

### **190, 290, 390, 490\* Selected Topics in Child Development**

Permission. Variable credits.

### **295, 395, 495, 595 Independent Studies in Child Development.**

Time and credit arranged. Permission. May be repeated for credit.

\*Not offered every year.

# ENGINEERING 3-2 PROGRAM

**Seamus Lagan** (*Physics*), Director

**Christina Baver** (*Chemistry*)

**Bill Kronholm** (*Mathematics*)

Engineers apply the principles of science and mathematics to solve real world problems ranging from building bridges to designing computer chips. Whittier College has established cooperative programs with engineering schools at a number of prestigious universities, allowing students to benefit from the broad intellectual training offered by a liberal arts college and the technical training offered by an engineering school. Students in the 3-2 program normally spend three years at Whittier College and two years attending an engineering school. The five-year program leads to a Bachelor of Arts degree from Whittier College and a Bachelor of Science degree in Engineering from a university. The Engineering 3-2 Program web page, accessible through the Whittier College web page and at <http://www.whittier.edu/Academics/3-2EngineeringProgram/>, provides up-to-date information and announcements important to students planning to complete the program.

## GUIDELINES FOR THE THREE-TWO PROGRAM IN ENGINEERING

To be recommended for admission to engineering school, students must ordinarily complete 90 credits of coursework at Whittier College including the prescribed sequence with at least a 3.0 overall GPA, a minimum grade of "C" in each of the 3-2 program core courses, and a 3.0 GPA in the core courses. Students recommended by their advisor and the 3-2 director will normally be admitted to at least one of the cooperating universities. The B.A. from Whittier College will be awarded only after a student has successfully completed all of the graduation requirements at both schools.

As part of the 3-2 program, students may elect to pursue a Whittier College B.A. degree in Physics, Math, or Chemistry. The course requirements for these options are extensive and completion of the program in five years requires careful planning. Alternatively, students in the 3-2 program may elect to complete a B.A. in Science and Letters from Whittier College. The requirements for this program are more flexible than the requirements for a B.A. in a particular science. Students who do not complete the entire 3-2 program (e.g., do not finish engineering school) will be awarded a B.A. from Whittier College only after completing all of the requirements of a B.A. as described in the Whittier College Catalog. This will usually entail returning to Whittier College for two semesters.

The B.A. in Science and Letters cannot be awarded to students who do not complete an engineering program. All required Liberal Education courses and Core 3-2 courses must ordinarily be completed at Whittier College. Other courses required for the B.A. can usually be taken either at Whittier College or the engineering school. Courses taken at the engineering school to fulfill Whittier College requirements must be approved in advance by the appropriate department, the Registrar, and by the Director of the 3-2 program.

## CORE COURSES

---

In addition to satisfying the Whittier College Liberal Education requirements, all 3-2 students must complete the following 34 credits in science and mathematics with grades of "C" or better in each course and a 3.0 GPA:

- I. **Fundamentals of Physics\***, PHYS 150, 180; 9 credits
- II. **Computational Oscillations and Waves**, PHYS 250; 3 credits
- III. **General Chemistry**, CHEM110A; 4 credits
- IV. **Calculus and Analytical Geometry**, MATH 141 A, B; 241; 12 credits (MATH 139A,B may substitute for MATH141A)
- V. **Elementary Linear Algebra/Differential Equations**, MATH 242; 3 credits
- VI. **Computer Programming I**, COSC 120; 3 credits

NOTE: While not required in the core, for many engineering specialties it is advisable to take the second semester of General Chemistry (CHEM110B; 4 credits).

## CHEMISTRY

3-2 students wishing to receive a B.A. in Chemistry in combination with an engineering degree must complete, in addition to the core courses, the following 24 credits in chemistry.

- I. **General Chemistry**, CHEM 110 B; 4 credits
- II. **Organic Chemistry**, CHEM 231A, B; 6 credits
- III. **Organic Chemistry Lab**, CHEM 233A, B; 2 credits
- IV. **Quantitative Analysis**, CHEM 220A,B; 5 credits

The following courses must be taken either at Whittier or the Engineering school:

- V. **Physical Chemistry**, CHEM 321 A; 4 credits
- VI. **One upper division chemistry course approved by the Chemistry Department**; 3 credits

## MATHEMATICS

3-2 students wishing to receive a B.A. in Mathematics in combination with an engineering degree must complete, in addition to the core courses, the following 15 credits in mathematics.

- I. **Abstract Thinking**, MATH 280; 3 credits
- II. **Linear Algebra**, MATH 380 or **Differential Equations I**, MATH 345A; 3 credits
- III. **Choose one:**  
**Introduction to Analysis**, MATH 440A  
 or  
**Modern Algebra**, MATH 480A; 3 credits
- IV. **Two additional courses in Mathematics or Computer Science**, approved by the Math Department, at the 200 level or above; 6 credits

## PHYSICS

3-2 students wishing to receive a B.A. in Physics in combination with an engineering degree must complete, in addition to the core courses, the following 16 credits in Physics.

- I. **Modern Physics**, PHYS 275; 4 credits
- II. **Mechanics**, PHYS 310; 3 credits
- III. **Electromagnetic Theory**, PHYS 330; 3 credits
- IV. **Optics**, PHYS 320; 3 credits
- V. **Experimental Physics**, PHYS 380; 3 credits

## SCIENCE AND LETTERS

Some 3-2 students may wish to complete a B.A. in Science and Letters in combination with an engineering degree. This option offers more flexibility than the 3-2 majors in chemistry, physics, or math, but students cannot receive a B.A. in Science and Letters without completing an engineering program. The requirements for the Science and Letters major include the Liberal Education program, the 3-2 core courses, the requirements for a minor in Physics, Chemistry, or Mathematics, and three additional credits of upper division courses in any of these disciplines.

**Charles S. Adams**

**Tony Barnstone**, *The Albert Upton Professor of English Language and Literature*

**Jonathan Burton**

**Wendy Furman-Adams**

**William A. Geiger**, Emeritus

**Anne Kiley**, Emeritus

**Sean P.T. Morris**, Chair

**dAvid iAn pAddy**

**Andrea Rehn**

At a college named after one of the most important of nineteenth-century American poets, a man known for his commitment to literary art as an agent of social and political justice, it should be no surprise to know that we believe that the study of language and literature is at the core of the liberal arts, those aspects of education that make us humane and free. English courses contribute broadly both to personal enrichment in the liberal arts tradition and to professional development in a variety of fields. Above all, we seek to instill a lifelong habit of reflection, the “delight in the life of the mind” so central to the college’s expressed mission. The study of literature enables us to understand ourselves and other people—as individuals, as participants in our own and other historical cultural traditions, and as human beings. We believe that the literary practice we have described here has real consequence in the life of the individual and the life of the community, and in our collective commitment to cultivating the attitudes and values appropriate for leading and serving in a global society.

Many graduating English majors choose to teach—either at the elementary, junior high, or high school level, or, after suitable graduate work, at a college or university. The emphasis on textual analysis, critical thinking, and writing, however, makes English a strong undergraduate major for almost any career. Among the professions our graduates have entered into are journalism, law, politics, medicine, library science, public service, business, public relations, advertising, and TV writing.

## GUIDELINES FOR A MAJOR IN ENGLISH

---

Students should plan their course of study, in consultation with their faculty advisor, as soon as they have decided upon the major.

### **Requirements:**

A minimum of 36 credits, at least 24 of which are at the 300 level or above, and the following:

- ENGL 220 Major British Writers to 1785.
- ENGL 221 Major British and American Writers from 1660.
- At least one course from Courses in Writing and Language (Section II below).
- At least one course from the four categories of Advanced Courses in Literature (Section III below).
- At least one course from each of the three following major genres:  
Fiction: 331, 332, 333, 336, 337, 352, 358, 362, 363, 370.  
Poetry: 323, 324, 327, 329, 334, 335, 364, 371.  
Drama: 326, 328, 350, 355.
- ENGL 328 Shakespeare.

The two senior capstone courses:

- ENGL 400 Critical Procedures in Language and Literature.
- ENGL 410 Senior Seminar.

### **Strongly recommended:**

Reading knowledge of a second language. For those considering graduate study in English: ENGL 382 History of Literary Criticism.

Note: INTD 100 Freshman Writing Seminar is not a departmental course. Neither it nor a course which met the freshman writing requirement at another institution may be counted toward the English major or minor.

ENGL 120 or ENGL 220 (or an equivalent) is a prerequisite to all literature courses with a number of 300 or above, unless otherwise noted.

As noted above, all majors must take ENGL 220 and 221. It is required that they be taken sequentially; it is recommended, but not required, that they be taken before enrolling in upper-division literature courses. Courses for which one or both is especially recommended are noted below.

## GUIDELINES FOR A MAJOR IN ENGLISH WITH AN EMPHASIS IN CREATIVE WRITING

---

Students should plan their course of study, in consultation with their faculty advisor, as soon as they have decided upon the major.

### **Requirements:**

A minimum of 36 credits, at least 24 of which are at the 300 level or above, and the following:

- ENGL 220 Major British Writers to 1785.
- ENGL 221 Major British and American Writers from 1660.
- Three creative writing workshops, including at least one at the advanced level, and covering at least two genres: fiction, poetry, screenwriting, playwriting, and/or literary translation. An appropriate internship or independent study can be substituted for one of these courses. Journalism does not count as one of the two genres.

- At least one course from each of the three following major genres:  
Fiction: 331, 332, 333, 336, 337, 352, 358, 362, 363, 370.  
Poetry: 323, 324, 327, 329, 334, 335, 364, 371.  
Drama: 326, 328, 350, 355.
- ENGL 328 Shakespeare.

The two senior capstone courses:

- ENGL 400 Critical Procedures in Language and Literature.
- ENGL 410 Senior Seminar.

For other details, refer to the Guidelines for a Major in English.

## GUIDELINES FOR A MINOR IN ENGLISH

A minor in English requires 18 credits, including 120 and at least 9 upper-division credits. (ENGL 220 - 221 is recommended, but not required, for the minor.) Minors should be planned in consultation with a departmental advisor and must include one course from each of the following: (1) a genre (324, 326, 327, 328, 329, 331, 332, 333, 334, 335, 336, 337, 350, 352, 355, 358, 362, 363, 364, 370, 371); (2) a historical period; and (3) a major figure (323, 324, 328, 329).

Note: For additional information on both the major and the minor, consult the English Department Handbook.

## COURSE DESCRIPTIONS (ENGL)

### I. Foundational Courses in Language and Literature

#### 120 Why Read?

This course offers the opportunity to explore the nature and value of literature and to think about how literature can matter in our lives and the world at large. It gives students a chance to use literature to contemplate some of the great questions of life: “Who am I?”, “What is my place in the world?”, “What is the good life?”, and “What does it mean to be human?” One semester, 3 credits.

#### 220 Major British Writers to 1785

A team-taught introduction to major writers in British literature to 1785, with particular emphasis on their historical and thematic contexts. Prerequisite: 120, sufficient score on AP or IB test, or instructor’s permission. One semester, 3 credits.

#### 221 Major British and American Writers from 1660

A team-taught introduction to major writers in British and American literature from 1660, with particular emphasis on their historical and thematic contexts. Prerequisites: 120 and 220. One semester, 3 credits.

#### 222\* Literature of the Bible

A study of the Hebrew Bible and New Testament, with an emphasis on biblical texts both as literature in their own right and as sources for other literature, art, and music. One semester, 3 credits. (Same as REL 216.)

#### 223\* Greek and Roman Literature

A survey of the epic, drama, lyric, and literary theory of Classical Greece and Rome — from its beginnings in the ninth century B.C.E. through the early common era — including works of Homer, Sophocles, Euripides, Aristophanes, Horace, Virgil, Ausonius, and Paulinus of Nola. One semester, 3 credits.

## II. Courses in Writing and Language

Majors are required to take at least one course from either the Writing or the Language and Linguistics category below. Both introductory and upper-division writing courses from this list may be counted toward the major.

### A. Courses in Writing

#### 201\* Introduction to Journalism

The fundamentals of writing for a newspaper; introduction to the profession of journalism; problems of reporting, editing, and publishing. One semester, 3 credits.

#### 202 Writing Short Fiction

By writing short stories and critiquing those of peers and published writers, students learn in workshops and conferences to analyze the problems of writing short fiction. Prerequisite: 120 or 220, and instructor permission. One semester, 3 credits.

#### 203 Writing Poetry

An introduction to poetry writing, focusing on form and technique. Workshops, outside readings, visits by established poets. Prerequisite: 120 or 220, and instructor permission. One semester, 3 credits.

#### 302\* Advanced Fiction Writing

Intensive workshop in the writing of short stories. Prerequisite: 120 or 220. May be repeated for credit. One semester, 3 credits.

#### 303\* Advanced Poetry Writing

Intensive workshop in the writing of poetry. Prerequisite: 120 or 220. May be repeated for credit. One semester, 3 credits.

#### 304\* Literary Translation Workshop

A class in the art and craft of literary translation. Students will read about critical, theoretical, and practical approaches to the translation of literature, develop and define their own ethics and esthetics of the interesting and troubled act of translation, and finally express their esthetic theories in the form first of a manifesto and later of a translator’s preface or afterward to their final project. All students should come to the first class with a reading knowledge of a foreign language, and with a tentative final project in mind, but it will not be expected that all will share the same languages. Students may translate prose or poetry. A prior creative writing workshop is recommended. Prerequisite: ENGL 120 or 220; reading knowledge of a foreign language. One semester, 3 credits.

#### 305\* Screenwriting

An introduction to writing scripts for films, considering both artistic and professional aspects of the trade. Workshops, readings, and writing exercises will lead toward a detailed treatment and complete first act of a feature-length film. One semester, 3 credits.

#### 388\* Travel Writing

An introduction to writing and reading about travel. Students write their own travel narratives, read recent and historical travel

literature, and consider the cultural impact of various forms of travel. Prerequisite: ENGL 120 or 220. One semester, 3 credits.

## B. Courses in Language and Linguistics

#### 310 Linguistics

A study of the sounds, forms, structure, and meanings of human language, alongside the biological and social forces that shape its use and control its evolution over time. Prerequisite: INTD 100. One semester, 3 credits.

#### 311\* History of the English Language

A study of the origins of English and its dialects, and of the historical, social, and linguistic forces that shaped its evolution from Prehistoric Germanic through Old English, Middle English, and Modern English. Prerequisite: INTD 100. One semester, 3 credits.

## III. Advanced Courses in Literature

Majors are required to take at least one course from areas A – D listed below.

### A. British and European Literature, 500–1700

#### 320\* Literature of Medieval Europe

A survey of the main trends and genres of literature in Europe from the Fall of Rome (c. 500) to the Protestant Reformation (c. 1500). Most texts (coming from Italy, France, and Germany as well as from England) will be read in translation. Prerequisite: 120 or 220; 220 or 222 recommended. One semester, 3 credits.

#### 321\* British Literature, 700 - 1500

A survey of major genres and works of the British Isles to the close of the Middle Ages. Readings include *Beowulf*, *The Canterbury Tales*, *Sir Gawain and the Green Knight*, *The Second Shepherd’s Play*, and the *Morte d’Arthur*. Except for Middle English texts, works will be read in translation. Prerequisite: 120 or 220; 220 or 324 recommended. One semester, 3 credits.

#### 323\* Dante

A close reading (in translation) of Dante’s *Divine Comedy* in the context both of his *Vita Nuova* and of various historical and literary movements of his time. Prerequisite: 120 or 220; 220 or 223 recommended. One semester, 3 credits.



**324\* Chaucer**

A close reading of *The Canterbury Tales*, *Troilus and Criseyde*, and one of the dream visions, in Middle English and with their medieval background. Prerequisite: 120 or 220; 220, 320 or 321 recommended. One semester, 3 credits.

**325\* Literature of the English Renaissance**

A survey of literature from sixteenth- and seventeenth-century England, focusing especially on various strains of Renaissance Humanism—including works by Petrarch, Castiglione, Wyatt, the Sidney circle, Spenser, Shakespeare, Southwell, Donne, Wroth, Philips, Herbert, Herrick, Marvell and Milton. Prerequisite: 120 or 220; 220, 221 and/or 222 recommended. One semester, 3 credits.

**326\* Shakespeare and his Contemporaries**

An examination of several of Shakespeare's plays in connection with plays by such dramatists as Kyd, Marlowe, Jonson, Webster, and Beaumont and Fletcher. Prerequisite: 120 or 220 (or THEA 150); 220 recommended. One semester, 3 credits.

**327\* Reading Renaissance Poetry**

A survey of early modern English poetry by both men and women—as well as its Italian influences—from the reign of Henry VIII through the Restoration of the monarchy in 1660, this course will consider Petrarch and Italian Petrarchans, as well as Wyatt and Surrey, Spenser, Sidney and Wroth, Shakespeare, Donne, Lanyer, Philips, Herbert, Herrick, Milton, Dryden, and Finch. Prerequisite: 120 or 220. One semester, 3 credits.

**328 Shakespeare**

A close examination of the major and some of the minor plays. Prerequisite: 120 or 220 (or THEA 150). One semester, 3 credits. (Same as THEA 328.)

**329\* Milton**

An examination of John Milton's poetry and major prose in its biographical and historical context, culminating in a close reading of *Paradise Lost*. Prerequisite: 120 or 220; 220, 222 or 223 strongly recommended. One semester, 3 credits.

**B. British and European Literature, 1700–1900****330\* British Literature, 1640 - 1789**

A survey of British literature of the English Civil Wars, Restoration, and eighteenth century, with particular attention to its social context. Special emphasis is given to Dryden, Defoe, Pope, Fielding, and Johnson, as well as to the numerous women writing during the period. Prerequisite: 120 or 220; 220, 222, or 223 strongly recommended. One semester, 3 credits.

**331\* Rise of the Novel**

The pioneers of the novel in English: Defoe, Richardson, Fielding, and Sterne. Prerequisite: 120 or 220. One semester, 3 credits.

**332\* Nineteenth-Century English Novel**

Major nineteenth-century novels, selected from the works of Austen, Dickens, Thackeray, the Brontës, Eliot, and Hardy. Prerequisite: 120 or 220. One semester, 3 credits.

**333\* Jane Austen in Context**

An intensive study of several Austen novels in terms of historical context, formal innovations, and cultural resonances. Readings may also include works by Austen's literary influences, contemporaries, and heirs. Prerequisite: 120 or 220. One semester, 3 credits.

**334\* Romantic Poetry**

Poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Prerequisite: 120 or 220. One semester, 3 credits.

**335\* Victorian Poetry**

Major works by such poets as Tennyson, Browning, Arnold, and Hopkins, and some prose. Prerequisite: 120 or 220. One semester, 3 credits.

**336\* The European Novel**

Selected European novels of the nineteenth century, with particular emphasis on Russian fiction. Prerequisite: 120 or 220. One semester, 3 credits.

**337\* Gothic Fiction**

British Gothic fiction from its eighteenth century origins through nineteenth century works such as *Frankenstein*, *Dracula*, and *The Woman in White*. Topics will include the Imperial Gothic, feminist psychoanalytic criticism and queer theory. Prerequisite: 120 or 220. One semester, 3 credits.

**C. British and Global Literature From 1900****350\* Modern Drama**

A survey of modern dramatic works from the 1870s to the 1960s, from naturalism to the Theater of the Absurd. Prerequisite: 120 or 220 or THEA 150. One semester, 3 credits.

**352\* The Modern British Novel**

An examination of British novels from 1900 through the 1940s, with an emphasis on modernism and such novelists as Conrad, Woolf, Joyce, Ford, Forster, Lawrence, and Orwell. Prerequisite: 120 or 220. One semester, 3 credits.

**354\* Contemporary British Literature**

A study of British literature and culture since 1950, and of the relationship between literature and national identity in the period. Prerequisite: 120 or 220. One semester, 3 credits.

**355\* Contemporary Drama**

A study of key figures and movements in drama and performance art since the 1950s. Prerequisite: 120 or 220 or THEA 150. One semester, 3 credits.

**358\* Postcolonial Novel**

Novels, with some short fiction and essays, about many aspects of colonialism, with particular focus on the British Empire. Prerequisite: 120 or 220. One semester, 3 credits.

**D. American Literature****360\* The Origins of American Literature**

The colonial period through the early republic. Consideration is given to the ways in which American literary expression began to concern itself with unique forms and ideas, in such writers as Bradford, Bradstreet, Wheatley, Edwards, Franklin, Brown, Irving, Cooper, and Poe. Prerequisite: 120 or 220; 221 recommended. One semester, 3 credits.

**361\* American Romanticism**

The major writers of the literary movement known as "transcendentalism" and the response to them. Such writers as Emerson, Thoreau, Fuller, Hawthorne, Melville, Poe, Douglass, Whitman, Dickinson, Whittier, Longfellow, and Bryant will be considered.

Prerequisite: 120 or 220; 221 recommended. One semester, 3 credits.

**362\* American Realism and Naturalism**

The major writers of the last half of the nineteenth century to World War I, with emphasis on the two movements of the course title. Such writers as Stowe, Twain, Howells, Crane, James, Norris, London, Chopin, Gilman, Wharton, and Adams will be considered. Prerequisite: 120 or 220; 221 recommended. One semester, 3 credits.

**363\* Modern American Novel**

The modernist movement in the American novel from World War I to 1950. Such writers as Cather, Faulkner, Toomer, Hemingway, Dos Passos, Hurston, Dreiser, Welty, Stein, Steinbeck, Lewis, Fitzgerald, Hammett, and Chandler will be considered. Prerequisite: 120 or 220; 221 recommended. One semester, 3 credits.

**364\* Modern American Poetry**

Poets of the modernist era in America, such as Williams, Stevens, Eliot, and Moore. May include some contemporaneous British poets (i.e., Yeats) and American precursors (i.e., Dickinson and Whitman). Prerequisite: 120 or 220. One semester, 3 credits.

**365\* Hemingway and Eliot**

Close reading of major works by Ernest Hemingway and T.S. Eliot, with attention to literary form, ethical situations, and world views. Prerequisite: 120 or 220. January, 4 credits.

**370\* Postmodern American Novel**

An examination of American novels since 1950 in relation to postmodern aesthetics, theory, and culture. Prerequisite: 120 or 220. One semester, 3 credits.

**371\* Contemporary American Poetry**

Readings in American poetry from post-World War II to the present. May include some contemporaneous world poetry. Prerequisite: 120 or 220. One semester, 3 credits.

**373\* The African-American Literary Tradition**

An examination of the development of the African-American literary tradition. Among the writers and topics which may be considered are slave narratives, the oral tradition, Wheatley, Douglass, the Harlem Renaissance, Hughes, Hurston, Baldwin, Wright, Ellison,



Walker, Angelou, and Morrison. Prerequisite: 120 or 220. One semester, 3 credits.

#### 374\* Asian-American Literature

A course in contemporary Asian-American fiction, poetry, and drama, with an emphasis on immigrant history and on media images of Asian-Americans. Prerequisite: 120 or 220. One semester or January, 3 or 4 credits.

#### 375 Chicano/Chicana Literature

A survey of Mexican-American literature in various genres, with particular attention to its place within the wider cultural conversation that is American literature. Topics may include the Mexican American Southwest, the Chicano/Chicana Movement of the 1960's, contemporary Chicano and Chicana writing, and transnational literature. Prerequisite: 120 or 220; 221 recommended. One semester, 3 credits.

#### 377\* Autobiography and American Culture

Examination of autobiography as a particularly American genre. Consideration of the theory and history of the genre. Emphasis on autobiography as a literary expression of a variety of literary, historical, and cultural concerns. Prerequisite: 120 or 220. One semester, 3 credits.

### IV. Literary, Formal, and Thematic Alternatives

#### 280\* Literature on Film

An examination of the complex relationships between literary works and their cinematic realization. Prerequisite: INTD 100. January, 4 credits.

#### 381\* Discourses of Desire: Representing Love and Gender from Plato to Kundera

Representations of romantic love by both men and women from the Song of Songs and Plato's Symposium, through the Middle Ages and Renaissance, to the end of the twentieth century. Prerequisite: 120 or 220; 220 recommended. One semester, 3 credits.

#### 382\* History of Literary Criticism

Major approaches and critical assumptions in the history of literary criticism; special attention to critical movements since 1930. Prerequisite: 120 or 220; 220 and 221 recommended. One semester, 3 credits.

#### 383\* Asian Literature

Masterpieces, ancient and modern, of Asian literature—including philosophical writings, poetry, drama, short stories, and novels—from classics such as the Analects of Confucius to contemporaries such as Kobo Abe and Bharati Mukherjee. This class will focus on two or three of the following areas: India, China, Japan, and the Middle East. Prerequisite: 120 or 220. One semester, 3 credits.

#### 384\* Robin Hood through the Ages

An intensive study of over 600 years of Robin Hood materials, from the earliest medieval ballads and chronicles through later plays and novels to modern films. The course investigates how each age has reinvented the character to address its own concerns. Prerequisite: 120 or 220. January, 4 credits.

#### 385\* Celtic Literature

This course offers an overview of Irish, Welsh, Scottish, Cornish, Manx, and Breton literary traditions. Beginning with the ancient texts of the *Tain and the Mabinogion*, this survey will finish with an exploration of present-day Celtic literature. Prerequisite: 120 or 220. One semester, 3 credits.

#### 386\* Satire

The main currents, techniques, and purposes of satire from ancient Greece to the present. Prerequisite: 120 or 220. One semester, 3 credits.

#### 387\* Science Fiction

A reading and viewing of science fiction from H.G. Wells to Octavia Butler in historical, thematic, stylistic, and socio-political terms. Prerequisite: 120 or 220. One semester or January, 3-4 credits.

#### 388\* Travel Writing

An introduction to writing and reading about travel. Students write their own travel narratives, read recent and historical travel literature, and consider the cultural impact of various forms of travel. Prerequisite: ENGL 120 or 220. One semester, 3 credits.

#### 389\* The Lord of the Rings: J.R.R. Tolkien and his Sources

An in-depth study of Tolkien's stories and of the medieval works that influenced them. Readings include *The Lord of the Rings* trilogy, *The Hobbit*, *The Silmarillion*, and shorter Tolkien works such as *Farmer Giles of Ham*, alongside

influences such as *Beowulf*, *Sir Gawain and the Green Knight*, Snorri Sturluson's *Edda*, *The Saga of the Volsungs*, and selections from Chaucer, *The Kalevala*, and the Arthurian legends. We will also delve into Humphrey Carpenter's biography of Tolkien as well as short lessons in the languages of Finnish and Elvish. Prerequisite: 120 or 220. January, 4 credits.

#### 190, 290, 390, 490\* Selected Topics in English and American Literature

Advanced study in a major figure or movement. Permission required. One semester or January, 3-4 credits. May be repeated for credit.

#### 295, 395, 495 Independent Studies

Credit and time arranged. Permission required. May be repeated for credit.

#### 420 Preceptorship: Teaching Literature

Collaboration with professors in teaching introductory literature courses. For advanced majors interested in the theory and practice of teaching literature. Requires attendance at the relevant course (120, 220 or 221) and intensive work with the instructor. Prerequisites: 120 or 220 and instructor permission. One semester, 1 credit. May be repeated for credit.

### V. Capstone Courses and Paper in the Major

Majors are required to take these two courses during their senior year. Senior Seminars may require prerequisites to ensure preparation for advanced work in the area. Students should consult their advisors at least two years in advance to select, then prepare for, an appropriate seminar.

#### 400 Critical Procedures in Language and Literature

Consideration of the major theoretical positions in contemporary criticism with their application to selected literary texts. Designed for senior English majors. The portfolio produced in this course satisfies the Paper-in-the-Major college writing requirement for English majors. Permission required. One semester, 3 credits.

#### 410 Senior Seminar

Intensive study of a particular figure or topic, for seniors. Prerequisites as appropriate to the subject. Permission required. May be repeated for credit. One semester or January, 3 credits.

\*Not offered every year.

**sal johnston**, *Coordinator for Environmental Studies*

**David Mbor**

**Cinzia Fissore**

**Amy Moskun**

**Cheryl Swift**, *The James Irvine Foundation Professor of Biological Sciences (Coordinator for Environmental Science)*

Environmental Science and Environmental Studies are emerging interdisciplinary approaches to examining the environmental problems that human society is currently facing on Earth; these include understanding the implications of global climate change and the costs and benefits of maintaining biodiversity, the handling and disposal of hazardous materials, and managing risks associated with large scale natural phenomena such as earthquakes, floods, and fires. The Environmental Science/Studies major requires a shared core of courses that build expertise in both the scientific and social/cultural analysis of environmental problems. The strength of the approach of environmental scientists to these issues is reflected in the interdisciplinary nature of the environmental science curriculum at Whittier College, and the environmental studies major reflects the complex interaction between the practice of science and human culture. The Environmental Science and Environmental Studies curriculum is based on a balance between the in-depth scientific knowledge needed to tackle difficult problems and the breadth necessary to view the problems from multiple perspectives.

#### CORE COURSES FOR THE ENVIRONMENTAL STUDIES/ ENVIRONMENTAL SCIENCE MAJOR

**Introduction to Environmental Science**, ENVS 100, 4 credits  
**Human Ecology: Biological Anthropology**, ANTH 200, 3 credits, or  
**Globalization and Environment**, INTD 221, 4 credits  
**Principles of Economics: Microeconomics**, ECON 201, 3 credits  
**Environmental Analysis, Policy, and Law**, ENVS 301, 3 credits  
**Integrated Research Methods**, ENVS 396, 3 credits  
**Senior Seminar**, ENVS 496, 1 credit

**Math:** **Precalculus Mathematics**, MATH 085, 3 credits, or  
**Integrated Precalculus/Calculus**, MATH 139 A & B; 7 credits, or  
**Calculus and Analytic Geometry I**, 4 credits

**Statistics:** **Elementary Statistics**, MATH 080, 3 credits, or  
**Statistics**, PSYC/SOC 314, 4 credits

#### GUIDELINES FOR THE ENVIRONMENTAL STUDIES TRACK

Students interested in pursuing post graduate work are strongly encouraged to work closely with their academic advisor.

1. Students must complete at least 16 credits from the Environmental Studies course list with at least 10 credits at the 300 level or above.
2. Students must complete one course from the Environmental Science Track

#### GUIDELINES FOR THE ENVIRONMENTAL SCIENCE TRACK

Students interested in pursuing post graduate work are strongly encouraged to work closely with their academic advisor

1. Students must complete at least 16 credits from the Environmental Science course list with at least 10 credits at the 300 level or above.
2. At least one course from the Environmental Studies course list.

#### COURSE DESCRIPTIONS

##### REQUIRED COURSES

(These courses must be completed by all students majoring in Environmental Science or Environmental Studies)

##### ENVS 50 Environmental Science Colloquium

Weekly colloquia from scientists engaged in study of the environment as well as various stakeholders in environmental issues. Students interested in environmental science and/or environmental issues are encouraged to attend colloquia. Seniors will normally give a colloquium presentation as part of the paper in the major requirement. 1 credit. May be repeated for credit.

##### ENVS 100 Introduction to Environmental Science

An introduction to the field of environmental science, examined from multiple perspectives: biology, earth sciences, chemistry, and physics. The class focuses on the contributions these different disciplines make to the diagnosis and solution of environmental problems, with an emphasis on the interdisciplinary nature of these issues. One semester, 4 credits.

##### ENVS 301 Environmental Analysis, Policy and Law

Review of U.S. and California environmental regulations and their application, historical overview of national and international environmental policy development with attention to current environmental policy issues. Lecture and Field Trips. One semester, 3 credits.

##### ENVS 396 Integrated Research Methods

This course focuses on developing expertise in environmental sampling and analysis. Topics to be covered include basic surveying and mapping techniques, community sampling, air and water quality analysis, and basic statistical analysis of data. The course is topic based, and will investigate several problems over the course of the semester using field and laboratory instrumentation. This course is designed for second semester sophomores or juniors. Lecture, Laboratory and Field Trips. Prerequisite: ENVS 100. One semester, 3 credits.

##### ENVS 496 Senior Seminar

This course is designed for seniors completing their paper in the major and their senior presentation. This course will meet weekly to evaluate progress toward the paper in the major. Requirements for the course include the selection of a faculty sponsor, preparation for the oral senior presentation, and peer review of progress on the paper in the major. One semester, 1 credit.

## Environmental Science Courses

### ENVS251 Ecology & Evolution of Organisms

An introduction to the structure and function of populations of plants and animals. Topics to be covered include growth and behavior of populations, ecology of communities, ecosystem function, transmission genetics, and the evolution of populations and species. Lecture, Laboratory, and Field Trips. Prerequisite: Biology 152 or Environmental Science 100. Cross listed with BIO 251. One semester, 4 credits.

### ENVS 291\*Earth's Atmosphere

Fundamental properties of the atmosphere and the basic scientific principles behind weather and climate. Atmospheric circulation, weather patterns, atmosphere-ocean interactions and the human impact on the atmosphere such as air pollution, ozone depletion and climate change. Lectures and Laboratory. One semester, 4 credits.

### ENVS 320\*Environmental Chemistry

Atmospheric and condensed phase chemistry involved in modern environmental challenges including: global warming; energy supply; air, water and soil pollution; and ozone depletion. Prerequisite: CHEM 110A or instructor permission. One semester. Lectures and Laboratory. Cross listed with Chem 282. One semester. 4 credits

### ENVS 331 Soils and Environmental

The role of soil in the environment goes beyond being the media for vegetation to grow. The pedosphere (soils) is a complex and dynamic system at the interface between the atmosphere, the lithosphere, and the biosphere in which essential cycles of elements occur that support life on earth. Understanding the processes involved in soil formation and development across spatial and temporal scale will be the focus of this course, with emphasis on the effect of anthropogenic activity, such as soil management and use of soil resources, in affecting food production and causing environmental and water management issues. Lecture material will be integrated with laboratory and field activities. Prerequisite: ENVS 100 or 105. One semester, 4 credits.

### ENVS 353 Understanding Global Environmental Change

Through its history the Earth system has experienced large climatic fluctuations and has undergone periods of glacial expansion followed by warming trends. The understanding of the links between climate and ecosystems of the past (million of years) can inform on current and future climate changes. However, in much shorter time frames (hundred of years) anthropogenic activity has caused dramatic and unprecedented changes in the global climate whose effect on ecosystem processes and function is still largely unknown. This course will expose the students to a number of techniques used to reconstruct past climate, with particular emphasis on the use of isotopes. Recent warming trends will be investigated with particular focus on the ecosystems' response to current and predicted global change. Lectures and laboratory activities. Prerequisites: ENVS 100 or 105. One semester, 4 credits.

### ENVS 379\*Conservation Biology

Conservation biology deals with the study of preserving biodiversity. Topics to be covered include the effects of habitat fragmentation on populations, reserve design, the effect of fragmentation on levels of diversity, and issues surrounding the problem of maintaining genetic diversity. Lectures, Laboratory, and Field Trips. Prerequisite: BIOL 252. Cross listed with BIO 379 One semester, 4 credits.

### ENVS 384\*Marine Biology

The physical, chemical, and biological aspects of the marine environment; emphasizes factors affecting the distribution and abundance of marine organisms. Lectures, Laboratories, Field Trips. Prerequisite: BIOL 252. Cross listed with BIO 384. One semester, 4 credits.

### ENVS 351 Principles of Ecology

This course examines the fundamental concepts in the rapidly developing areas of ecology. The topics covered include the factors that limit the distributions and abundances of organisms, the effects that organisms have on ecosystems, the integration of ecosystems around the globe, and the conservation of species diversity. The class also explores how the behavior and physiology of individual organisms shape both and the global patterns of distribution abundance. Laboratories emphasize collection, and quantitative analyses, of experimental and field data from local ecosystems. Lectures and Laboratory. Cross listed with BIO 351. Prerequisite: ENVS 100 or BIO 251. One semester, 4 credits.

### ENVS 365 Behavioral Ecology

Behavioral ecology aims to understand the ways in which the behavior of animals interacts with their ecology to enhance their fitness, one must understand the causation, development, survival value and evolution of behavior. Therefore, the aim of this course is to develop an understanding of the survival of the behavior of animals by critically examining their causation, development, survival value and evolution within an ecological context. This is achieved through classroom lectures, laboratory sessions, and reviews and discussions of selected primary literature. ENVS 100 or BIO 251. One semester, 4 credits. Lectures and Laboratory. Cross listed with BIO 365. Prerequisite: ENVS 100 or BIO 251.

### ENVS 445\* Evolutionary Biology

Examination of the mechanisms of micro evolutionary and macro evolutionary change. Lecture and laboratory. Prerequisite: 252. Cross-listed with BIO 445. One semester, 4 credits.

### ENVS 473\* The Southern California Flora: Ecology, Evolution and Taxonomy

Taxonomic and ecological study of native plants. Lectures, Laboratory, and Field Trips. Prerequisite: BIOL 252 Permission. Cross listed with BIO 473. One semester, 4 credits.

**ENVS 485\* Advanced Field Topics** Cross listed with BIO 485. One semester, 4 credits

## Environmental Studies Courses

### PHIL 260 Environmental Ethics

We face unprecedented environmental crises: mass extinctions, Global Warming, pollution and depletion of natural resources that sustain life on the planet, and exponential human population growth. The course traces the evolution of theoretical responses, from the application of traditional ethical theories to the development of comprehensive alternative environmental philosophies. One semester, 3 credits. Recommended: Phil 105.

### ENST 200 Biological Anthropology

This course studies the physical aspects of human populations and the evolutionary history of our species. This history is studied through an overview of genetics and evolutionary theory, the fossil record, our close primate relatives and variation among contemporary humans, which underlies observable changes as our species continues to evolve. One semester, 3 credits

### ENST 323\* Environmental Anthropology

The changes that humans make in the natural environment are related to their world views and to their ideas about what the relationship between humans and nature should be. This course will explore these relationships cross-culturally through the readings of ethnographies and the viewing of films. Sophomore standing or above or instructor's permission. One semester, 3 credits, or January, 4 credits

### ENST 348 Food and Food Systems

This course approaches food—something Americans often take for granted—as a complex social system. We will investigate the social relationships and modes of organization that constitute the economic, political, environmental and social contexts for the development, production, distribution, promotion and consumption of food in contemporary society. Thus the course engages topics such as genetically modified food, the politics of food regulation, industrial agriculture, alternative agriculture and/or sustainable development. Cross listed with SOC 348 One semester, 3 credits.

**ENST 350\* World Environmental History**

An examination of the world's environmental history from both local (e.g. California and the U.S.) and global perspectives (e.g. deforestation, species extinctions, climate change and global warming, nitrogen flows) designed to explore the interaction between humans and the natural environment, and to assess the extent of the human impact on natural environments over time.

**ENST 357 Sociology of Development**

Considers development issues related to economics, politics, inequality, human rights, gender, and environment and examines modernization, dependency, and world-system approaches to the theoretical understanding these issues. Prerequisite: 100 or instructor permission. Cross listed with INTD 221 and SOC 357. One semester, 4 credits.

**ENST 358 Population Problems & Policy**

This course provides an opportunity to develop quantitative skills in the analysis of population processes and in the formulation of policies attempting to intervene in these processes or to take them into consideration within other public and private sector policy arenas. The course will be of particular relevance to those interested in actuarial science, in environmental sustainability, in social policy, and in urban and other governmental and service planning processes. We examine the necessity, techniques, and precariousness of demographic projections in such areas. The course will assume prior completion of the Quantitative Reasoning (QR) and Introductory Laboratory Science (ILS) requirements, or their equivalence for WSP and transfer students. Cross listed with INTD 216 and SOC 358. One semester, 4 credits.

**ENST 370 Environmental Sociology**

This course focuses on sociological investigations of contemporary environmental/ecological issues. From a sociological standpoint it is axiomatic that most of the ecological/environmental problems and crisis that we currently face are at their root social problems. This is not to minimize or erase the very real biogeochemical processes that have been disrupted, corrupted and eradicated by human actions; rather this perspective highlights those human actions and their outcomes. This course will be project based and organized around one or more case studies to introduce students to the relevant academic literature and to emphasize data analysis and concrete problem solving. Prerequisite: 100 or instructor permission. Cross listed with SOC 370. One semester, 3 credits.

**ENST 375 Modern Society**

This course examines forms of social structure, culture, and interaction associated with highly industrialized societies. The course uses the nature/culture binary to organize an examination of the social, economic, political and ecological transformations associated with modernity. Prerequisite: 100 or instructor permission. Cross listed with SOC 375 One semester, 3 credits.

**190, 290, 390, 490 Selected Topics in Environmental Science/Studies**

Variable credits. Permission. May be repeated for credit.

**295, 395, 495 Independent Studies**

Credit and time arranged. Permission. May be repeated for credit.

## FRENCH CULTURAL STUDIES

**Marie-Magdeleine Chirol**, *Modern Languages, French*

**Paula Radisich**, *Art History*

**Elizabeth Sage**, *History*

**Andy Wallis**, *Modern Languages, French*

Offered as a minor only, the French Cultural Studies program blends art, history, French language and literature, to explore issues of French and Francophone culture.

## REQUIREMENTS FOR AN INTERDISCIPLINARY MINOR IN FRENCH CULTURAL STUDIES

**6 courses / 18 credits are required, including:**

2 courses in Art History (6 credits)

**Art of the Eighteenth-Century, ART 366**

**Age of Impressionism, ART 368**

**Age of Dada & Surrealism, ART 369**

2 courses in History (6 credits)

**Modern France, HIST 364**

**Race, Class, and Gender in Modern Europe, HIS 360**

**Socialism and Revolution in Europe, HIST 363**

**The European City, HIST 362**

2 courses in French (6 -7 credits)

a. One language course numbered between FREN 120 and FREN 315 (this does not include the courses listed below). Students need to take the placement test if they have prior knowledge of French.

b. One literature, culture or cinema class taught in English or in French. Courses usually taught in French are numbered between FREN 325 and FREN 490 and are listed under Dept. of Modern Languages and Literatures.

Selection of courses taught in English:

**Francophone Culture and Civilization, FREN 126**

**French Cinema, FREN 173**

**Le Flaneur, FREN 174**

**Women's Portraits/Portraits de Femmes, FREN 175**

**Franco-African Cinema and Literature, FREN 177**

**Pre and Post Revolutionary Child, FREN 178**

**Franco-Asian Literature, FREN 181**

**Riots, Revolts, and Revolutions, FREN 182**

Recommended

Study in France or a French-speaking country is recommended as a supplement to the interdisciplinary minor in French Cultural Studies. A maximum of three courses will be allowed to be transferred in from study abroad, one in each category.





# GENDER AND WOMEN'S STUDIES

**Marie-Magdeleine Chirol**, *Modern Languages*

**Gustavo Geirola**, *Modern Languages*

**Susan Gotsch**, *Political Science*

**Marilyn Gottschall**, *Religious Studies*

**Wendy Furman-Adams**, *English Language and Literature*

**Jennifer Holmes**, *Theatre*

**Ann Kakaliouras**, *Anthropology*

**sal johnston**, *Sociology*

**Laura McEnaney**, *History*

**Jose Ortega**, *History*

**Rebecca Overmyer-Velázquez**, *Sociology*

**Paula Radisich**, *Art History*

**Geetha Rajaram**, *Economics*


**Elizabeth Sage**, *History*

**Anne Sebanc**, *Child Development*

**Ayesha Shaikh**, *Psychology*

**Cheryl Swift**, *Biology*

**Michelle Switzer**, *Philosophy*

 Gender and Women's Studies, distinguished by its interdisciplinary nature, brings together faculty and students who share an interest in studying and producing theory and research about women's experiences. The interdisciplinary approach leads students to a critical perspective and enables them to understand more fully the historical and contemporary relations of power and gender. By employing different methodologies and by considering questions regarding gender within different disciplines, students achieve an understanding of the complexity and the wholeness of human experience. Sex, sexuality, and gender are examined as biological, psychological, historical, and cultural phenomena. Special emphasis is placed upon the nature of gender as a social construction varying with respect to time, place, and context. Finally, students are exposed to new scholarship on women and are encouraged to engage critically with feminist theories and practices.

A Gender and Women's Studies minor is useful preparation for professional and postgraduate work in a variety of fields. On a personal level, it enhances the human potential of both women and men by questioning and redefining societal values and encouraging them to work toward greater equality.

## REQUIREMENTS FOR A MINOR IN GENDER AND WOMEN'S STUDIES

### 18 credits of course work.

#### Required course, choose one:

**Feminist Social Theory**, SOC 406, 3 credits OR

**Feminist Philosophy**, PHIL 385, 3 credits

Note: Although only one of the two courses is required, both may be taken for credit toward the minor in Gender and Women's Studies, and both are therefore listed below under Upper Division Elective Courses.

#### At least two Introductory Courses:

**Women and the Visual Arts**, ART/GWS 207

**The Role of Science in Defining Gender**, INTD/GWS 220

**Philosophy of Love and Human Sexuality**, PHIL/GWS 250

**Women and Religion**, REL 253/GWS

**Race, Class and Gender**, SOC/GWS 200

**Social Movements**, SOC/GWS 260

#### At least two Upper Division Courses:

**Male and Female: the Anthropological Perspective**, ANTH 327/GWS 327

**Economics of Race and Gender**, ECON/GWS 357

**Discourses of Desire: Representing Love & Gender from Plato to Kundera**, ENGL/GWS 381

**Women's Portraits/Portraits de Femmes**, FREN/GWS 175/475

**Women, Family, and Work in the Modern U.S.**, HIST/GWS 309

**Race, Class, and Gender in Modern Europe**, HIST/GWS 360

**Feminist Philosophy**, PHIL 385/GWS 386

**Human Rights**, PLSC/GWS 330

**Psychology of Women**, PSYC /GWS 364

**Sociology of Gender**, SOC/GWS 385

**Feminist Social Theory**, SOC/GWS 406

**Women's Voices in the Hispanic World**, SPAN/GWS 484

\*Individual courses are not offered every year, but are offered in a rotation that will provide students the ability to complete 18 credits over the course of the four year BA. Please check the most recent on-line schedule for offerings, credits, and instructors.



**Coordinators:** George DaRoza, *Chinese*, Gustavo Geirola, *Spanish*

**Concentration Advisors:**

**Culture:** David Iyam, *Anthropology* Jake Carbine, *Religious Studies*

**National/transnational institutions:** Joyce Kaufman, *Political Science*, Lana Nino, *Business Administration*, Marilyn Gottschall, *Religious Studies*

**Issues:** Joyce Kaufman, *Political Science*

**Geographical areas:** George DaRoza and Gustavo Geirola, *Modern Languages*, Becky Overmyer-Velazquez, *Sociology*, Jake Carbine, *Religious Studies*

The Global and Cultural Studies (GCS) major introduces students to the world of the 21st century by encouraging them to explore contemporary problems and issues from a number of different perspectives and points of view. The Global and Cultural Studies major offers students an opportunity to concentrate on a specific area of interest within a broad interdisciplinary framework. Each student selects an area of concentration which then structures the individual's pathway through the major.

The four concentrations are:

1. **NATIONAL/TRANSNATIONAL INSTITUTIONS:** This concentration examines the role and function of political, economic or other institutions in the global context. It could include a focus of any of the following: nation states, corporations, NGOs, international organizations or other non-state actors.
2. **CULTURE:** This concentration enables student to explore the changing face of cultural and social institutions in the 21st century. It could include a focus on gender, kinship, marriage, demographics, or other cultural patterning.
3. **GEOGRAPHICAL AREA:** This concentration allows the student to explore the impact of multiple forces of globalization within a specific geographical region, i.e., Latin America, Asia, or Europe.
4. **ISSUES:** This concentration allows for in-depth exploration of a particular social or environmental issue. Examples include human rights, terrorism, AIDS/health, environment, population, refugees, stainability, intellectual property, etc.

Students begin with an introductory course on globalization that explores the concept from multiple points of view (historic, political, economic, sociological) and interrogates its impact on particular countries and cultures. Students should select their concentration in the sophomore year as this decision will guide all other curricular decisions, including the selection of the methods course, electives, cultural immersion units and the paper in the major. In the junior year students in the major will participate in a cultural immersion experience, preferably a semester-long study abroad, in order to get first-hand knowledge of their area of concentration. A senior capstone seminar enables students to integrate study abroad/cultural immersion experience with their culminating research project.

## GUIDELINES FOR A MAJOR IN GLOBAL AND CULTURAL STUDIES

The Global and Cultural Studies major requires a minimum of 39 credits, leaving opportunity for a complementary second major; many of the courses within the GCS major can also meet the requirements for the second major, as well as satisfy Liberal Education requirements.

Requirements:

1. **Introduction to Globalization, GCS 100**, 3 credits

2. **Two intermediate courses, 6 credits:**

**Introduction to Cultural Anthropology, ANTH 210**

**And one of the following:**

**Comparative Politics, PLSC 140**

**International Relations, PLSC 220**

**Macro Economics, ECON 200**

3. **Methods course (3 credits) appropriate to area of concentration. Select from the following:**

**Cultural Studies: Field Research Methods: Crossing Cultural Boundaries, ANTH/SOC 311**

**Historical Methods, HIST 380 (HIST 280 or equivalent required)**

**Political Methodology, PLSC 280 (PLSC 110, 140 or 220 or equivalent required)**

**Approaches to Social Research, SOC/SOWK 310, (SOC 100 or equivalent required)**

4. **Electives in area of concentration (12 credits, six of which may be taken while studying abroad.)** Because of the multiple options available to the students within this interdisciplinary major, it is important that concentrations and electives be made in consultation with an advisor. (Three courses must be at the 300 level or higher) Guidelines for this process are below:

**National/transnational Institutions electives: Introduction to International Relations, PSC 220 (required)** Three courses from the departments of business, economics, sociology, political science, religion, or history. No more than two courses should be taken in any one department.

**Culture electives:** one course from ANTH: Peoples of the World series (required) Three courses from either the arts, philosophy, religion, politics and economics, or comparative studies. No more than two course should be taken in any one department.

**Geographical area electives:** Study abroad will be in that geographical area and three electives should focus on that region, each of which should be chosen from a different disciplinary perspective, i.e., history, political science, philosophy, arts, etc.

**Issues electives:** Students should select four classes relevant to their particular interest, no more than two in any given department.

5. **Cultural immersion/study abroad (12 credits):** Ideally, students in the major will study off-campus their junior year, either abroad in their region of concentration or in some other location, foreign or domestic, that would allow them to develop their area of concentration more deeply. GCS majors are encouraged to study an appropriate language through the Intermediate level (221 or above). Coursework in a language not taught at Whittier College should be approved by the GCS Faculty Council in consultation with the Chair of The Department of Modern Languages.

6. GCS 499 Senior seminar, (3 credits): A senior capstone will bring all of the majors together to integrate their coursework with their cultural immersion experience and to peer review their papers in the major.

### GUIDELINES FOR A MINOR IN GLOBAL AND CULTURAL STUDIES

The minor in GCS will include 21 credits of the following subset of courses from the major:

1. **Introduction to Globalization, GCS 100, 3 credits**
2. **One Intermediate course (3 credits) in area of concentration, select one of the following:**
  - Introduction to Cultural Anthropology, ANTH 210**
  - Macro Economics, ECON 200**
  - Comparative Politics, PLSC 140,**
  - International Relations, PLSC 220,**
3. **One methods course (3 credits) in area of concentration, select from the following:**
  - Field Research Methods—Crossing Cultural Boundaries. ANTH/SOC 311**
  - Historical Methods, HIST 380**
  - Political Methodology, PLSC 280 or**
  - Approaches to Social Research, SOC/SOWK 310, 3 units**
4. **Electives (9 credits) taken in the area of concentration. Courses may be drawn from study abroad experience**

### COURSE DESCRIPTIONS (GCS)

#### 100 Introduction to Globalization

Using the general theme of globalization as the organizing principle, the course will introduce students to the players (i.e. cultures, states, other actors such as NGOs and international organization, etc.) that are affected by, and in turn affect, globalization, how they make decisions and who is affected by those decisions, and the interaction between and among these various actors. The course will include the study of a number of specific topics and cases, chosen each semester to allow exploration of globalization issues from a variety of disciplinary perspectives. One semester, 3 credits.

#### 190, 290, 390, 490\* Selected Topics in Global and Cultural Studies

Variable credits. Permission. May be repeated for credit.

#### 295, 395, 495 Independent Studies

Credit and time arranged. Permission. May be repeated for credit.

#### 499 Senior Seminar

Permission. One Semester, 3 credits.

\*Not offered every year.



**Robert Marks, Richard and Billie Deihl Professor of History**

**Laura McEnaney, Nadine Austin Wood Chair of American History**

**José Orozco**

**José Ortega**

**Elizabeth Sage, Chair**

**Natale Zappia**

The Department of History offers a curriculum that is global in its approach and integral to a liberal arts education. A history major enables us to understand human beings and institutions around the world through the study of the human past. It encourages us to understand ourselves and our multiple communities through comparison with cultures of other times and places. In a world that is increasingly interconnected, the study of history is a particularly apt way for us to understand both how the world we live in came to be and our place in it. Indeed, the department strives to place all national and local histories into a global context.

Reflecting the department's commitment to providing an education fit for a global world, the course sequence begins in the freshman year with an "Introduction to World History" and ends with a capstone seminar. Three courses in one world area offer depth, and one course in three other world areas contributes breadth of knowledge about the world.

History 101 (Introduction to World History) and 200-level courses serve as the foundational prerequisites for the 300-level courses. Students planning a History major should take History and Theory in the sophomore year, and Historical Methods in the junior year.

To help prepare students for the world of work or for graduate school, the History Department's curriculum offers two additional opportunities. Preceptorships (History 60 and 61) offer a special opportunity for junior and senior History majors to work with Whittier faculty or teachers off campus (local grade or high schools) as teaching assistants. The Preceptorships are especially useful for students intending to pursue either a graduate degree or a career in secondary school teaching, although they are open to all majors. Through its Internships (History 50), the History department offers opportunities for students to gain work experience in a variety of educational or other settings, including museums, libraries, law offices, electoral politics, or non-profit organizations.

### GUIDELINES FOR A MAJOR IN HISTORY

A minimum of 30 credits

- I. **Foundation courses (four courses, 12 credits)**
  - Introduction to World History, HIST 101, 3 credits**
  - The U.S. to 1865, HIST 206, 3 credits**
  - The U.S. Since 1865, HIST 207, 3 credits**
  - One additional 200-level course, 3 credits**

**II. Theory and Methods Seminars** (three courses, 7 credits)**History and Theory, HIST 280**, 3 credits**Historical Methods, HIST 380**, 3 credits**Either Internship, HIST 50**, 1 credit**or Preceptorship in World History, HIST 60**, 1 credit**or Preceptorship in U.S. History, HIST 61**, 1 credit**III. Breadth****One course in three world areas (Africa, Asia, Europe, Latin America, or United States)**, 9 credits, 200 or 300 level, cannot be same as depth area**IV. Depth****Three 300-level courses in one world area (Asia, Europe, Latin America, United States)**, 9 credits**V. Capstone Seminar, HIST 480**, 3 credits

Recommended:

**A course in statistics****Two to four years of a foreign language****Study abroad****REQUIREMENTS FOR A MINOR IN HISTORY**

A minimum of 18 credits, including either History 280 or 380, and at least one course in two of the following world areas: Africa; Asia; Europe; Latin America; United States.

**COURSE DESCRIPTIONS (HIST)****FOUNDATION COURSES****101 Introduction to World History**

A team-taught survey of world history since the 15th century. Serves as a basic introduction to the discipline of history and to the history major. Familiarizes students with a global, non-Eurocentric approach to history. One semester, 3 credits.

**201 Introduction to Modern European History**

The development of European history since the 15th century. Topics include the rise of science, the Enlightenment, revolutions, industrialization and class struggle, imperialism, fascism, National Socialism, and decolonization. One semester, 3 credits.

**206 United States to 1865**

Origins and early national development of the United States to the Civil War; development of colonial peoples and communities, growth of nationalism, rise of democracy, and divisiveness of Civil War. One semester, 3 credits.

**207 United States since 1865**

National development from Reconstruction to the Reagan era. Explores industrialization, urbanization, foreign policy and wars, domestic politics, and social trends and movements. One semester, 3 credits.

**210 The Making of the Atlantic World: 1400-1800**

Examines the history of the Atlantic Ocean from the discovery of the Americas to the American and Haitian Revolutions. Explores the connections among the peoples of colonial North America, colonial Latin America, pre-colonial Africa, and Europe, and examines the Atlantic as a bridge between cultures, and as a means of cultural, economic, intellectual, and ecological exchange. One semester, 3 credits.

**220 East Asian Civilizations**

The development of East Asian civilizations, primarily China and Japan, from earliest times to the present, emphasizing the relationships among social, economic, political, and intellectual institutions. One semester, 3 credits.

**230 Introduction to African History**

A history of sub-Saharan Africa from the fifteenth century through the present, exploring the trans-Atlantic slave trade, European colonialism, and post-colonial developments. One semester, 3 credits.

**242 Introduction to Colonial Latin America**

A history of Latin America from pre-Columbian times to the 1820s; topical treatment of historical developments and trends basic to understanding the colonial period of Latin American history. One semester, 3 credits.

**246 Introduction to Modern Latin America**

Topical treatment of political, cultural, and economic developments in Latin America that are basic to understanding the modern period of Latin American history (1820s-1990s). One semester, 3 credits.

**247 Introduction to Modern Central America**

Topical treatment of political, cultural, and economic developments in Central America that are basic to understanding the modern history (1820s-1990s) of Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama. One semester, 3 credits.

**WORLD AREAS****Asia****321 Imperial China**

China from earliest times to the 19th Century; emphasizes the major social, economic, and political developments of the imperial period. Not open to those who have taken 220. Prerequisite: 101 or 220. One semester, 3 credits.

**323\* Modern China**

History of modern China, 1600 to the present; the impact of imperialism on traditional Chinese society, the Taiping Revolution of the mid-19th Century, revolutionary development in the early 20th Century; history of the Chinese Communist movement from 1921 to 1949; and history of the People's Republic of China. Prerequisite: 101 or 220. One semester, 3 credits.

**329\* Modern Japan**

Major social, political, economic and intellectual developments in Japan from the 17th century to the post-World War II era; the transition of Japan from an agrarian to an industrial society; the nature and social costs of Japanese capitalism; the expansionist thrust; the breakdown of the state in the 1920s and 1930s. Prerequisite: 101 or 220. One semester, 3 credits.

**Europe****360\* Race, Class and Gender in Modern Europe**

Explores the history of the categories of race, class, and gender in Europe since the late eighteenth century through the present, and the manner in which those categories have both enabled and circumscribed human actions and state policies. Examines theoretical approaches to the study of race, class, and gender; historical processes and events that employ race, class, and gender; and historical events that question conventional understandings of race, class, and gender. Prerequisite: 101, 201, or instructor permission. One semester, 3 credits.

**362\* The European City**

Introduces students to the development and changing character of European cities in the modern era. Discussion of how and why cities were built and rebuilt, how they were represented and understood as places of danger and possibility, how people lived in and moved through them, how different social groups seized access to the urban environment, and how cities were understood as causing social problems and changing social behaviors. Prerequisite: 101, 201, or instructor permission. One semester, 3 credits.

**363\* Socialism and Revolution in Modern Europe**

Explores the relationship between socialism and revolution. Begins with the radical idealism of the French Revolution, continues with the utopian socialists of the 1830s and 1840s, and then follows socialism and revolution in Europe through the development of Marxism and working-class political organizations, the Paris Commune of 1871, the Russian Revolution of 1917, and the events of May 1968. Prerequisite: 101, 201, or instructor permission. One semester, 3 credits.

**364\* Modern France, 1789-present**

Examines French history from the French Revolution to the present. Themes include the Revolution, the rise of republicanism, the modernization of France's economy, the consequences of France's role in the "scramble for Africa," Vichy and its legacy, as well as contemporary questions of nationalism and identity. Prerequisite: 101, 201, or instructor permission. One semester, 3 credits.

**365\* Germany Since 1870**

Modern Germany was born with the unification of German territories in 1870. This course follows German people and their politics from 1870 to 1991, through the German Empire, World Wars I & II, Hitler and the Holocaust, the division of Germany into two nations in 1945 and its reunification after the fall of Communism in 1989. Prerequisite: 101, 201, or instructor permission. One semester, 3 credits.

**Latin America****343\* Gender, Family, and Community Life in Latin America**

Examines the category of gender in Latin America from the mid-1400s to the mid-1800s. Explores the colonial construction of ideas of femininity and masculinity, how gendered roles influenced the formation of indigenous, Iberian, and African societies, and how colonization affected attitudes toward love and sexual desire. The prisms of family and community life will serve as case studies for understanding social identities and institutional power structures. Prerequisite: Sophomore status. One semester, 3 credits.

**345\* Modern Cuba**

Introduction to the study of Cuban history, culture, and politics from the sixteenth century. Topical discussions include indigenous-European contacts, the role of Cuba in international trade, the expansion of the sugar industrial complex, voluntary migrations, slavery and abolition, gender and sexuality, environmental degradation and sustainability, ideology, revolt, and revolution. Prerequisite: 242 or 242 or instructor permission. One semester, 3 credits.

**347\* Modern Mexico**

The history of Modern Mexico from the 1880s to the 1990s. Topical focus on revolution, state formation, modernization, identity, immigration and cultural formations and practices. Prerequisite: 101, 246, or instructor permission. One semester, 3 credits.

**348\* U.S.-Mexico Border Studies**

The history of the US-Mexican border from its creation in the mid-19th century to the beginning of the 21st century. Special focus on how the creation of a border creates political, social, and economic spaces that promote cultural formations and human endeavors that are hybrid amalgamations with many (often-conflicting) sources of inspiration. Prerequisite: 101, 246, or instructor permission. One semester, 3 credits.

**United States****300\* Colonial America**

The European, Native American, and African backgrounds, experiences, and evolving institutions of the colonies in North America from the initial contact of peoples to the establishment of the United States. Prerequisite: 206. One semester, 3 credits.

**302\* Frontiers in America**

Explores the history, from discovery until the 1850s, of America's "frontiers." Examines the meanings given to the word frontier, from a boundary between civilization and barbarism to a zone of cultural exchange and interaction. Investigates regions such as New England, Louisiana, New Mexico, and the Great Lakes area to understand how settlers, slaves, and Native Americans interacted in America's founding years. Prerequisite: 206 or instructor permission. One semester, 3 credits.

**306\* Recent United States**

Traces the history of the United States from World War II to the present. Topics include the emergence of the Cold War, social and cultural trends in the fifties and sixties, liberation movements of the sixties, Vietnam, and the rise of modern conservatism. Prerequisite: 207 or instructor permission. One semester, 3 credits.

**309\* Women, Family, and Work in the Modern U.S.**

Historical investigation of femininity and masculinity in the U.S., with a focus on labor, family, sexuality, and social movements. Prerequisite: 206, 207 or instructor permission. One semester, 3 credits.

**310\* Slavery in North America**

Traces the history of slavery and forced labor in America before 1860. Examines the topics of Indian slavery, the transatlantic slave trade, the development of African cultures in America, and the anti-slavery movement. Explores the diversity of slavery and slave cultures in North America's different regions and assesses the central role slavery played in the creation of American society. Prerequisite: 206 or instructor permission. One semester, 3 credits.

**311\* Native American History**

This course looks at the native peoples and cultures of North America and their history from ancient times to the present day. Prerequisite: 101, 206, or 207, or instructor permission. One semester, 3 credits.

**314\* Three Wars: Civil War, WWII & Vietnam**

Examines three U.S. wars across two centuries, focusing on war's economic, social, and cultural meanings. Topics include foreign policy, the history of the draft, the experience of combat, war's racial and gender dimensions, anti-war movements, and postwar consequences. Prerequisite: 207 or instructor permission. One semester, 3 credits.

**Environmental History****350\* World Environmental History**

An examination of the world's environmental history from both local and global perspectives. Topics include deforestation, species extinctions, climate change and global warming, nitrogen flows. Explores the interaction between humans and the natural environment, and assesses the extend of the human impact on natural environments over time. Prerequisite: 101 or ENVS 100. Cross-listed with ENST 350. One semester, 3 credits.

**359\* Early American Environments**

Explores the environmental history of colonial America. It particularly looks at the ways that the early modern exchange of food, plants, animals, diseases, and people shaped regional environments across early America. Prerequisite: 206 or instructor permission. One semester, 3 credits.

**Theory and Methods Seminars****50 Internship**

Professionally supervised work or service learning at sites chosen to further the student's history major and career choices. May be repeated only once for credit. Permission. One semester, 1-3 credits.

**60 Preceptorship in World History**

A one-semester course taken in the junior or senior year designed to give a student experience as a teaching assistant. Students can work with Whittier faculty or off-campus teachers who offer world history courses. Other teaching or tutoring experiences may count as a preceptorship. Intended for those students who want to teach secondary school or to enter a graduate program in history. Prerequisite: 101 and Junior standing. Instructor Permission. One semester, 1 credit.



**61 Preceptorship in U.S. History**

A one-semester course taken in the junior or senior year designed to give a student experience as a teaching assistant. Students can work with Whittier faculty or off-campus teachers who offer U.S. history courses. Other teaching or tutoring experiences may count as a preceptorship. Intended for those students who want to teach secondary school or to enter a graduate program in history. Prerequisite: 206 or 207 and Junior standing. Instructor Permission. One semester, 1 credit.

**280 History and Theory**

How do historians know what happened in the past? Can they know? What are the most important ways in which historians approach understanding and interpreting the past? This seminar explores those questions through reading and discussing significant works by and about historians. Prerequisite: 101 or any other 200-level course. One semester, 3 credits.

**380 Historical Methods**

Introduction to methods of historical research and writing. Students will produce a major research paper. For those pursuing a history major and others interested in developing basic skills. Prerequisite: 280. Instructor Permission. One semester, 3 credits.

**480 Capstone Seminar**

Significant contributions to the history and theory of the processes creating the modern world are read and discussed. For history majors and others in the social sciences or humanities. Prerequisites: 380 and Senior standing. One semester, 3 credits.

**190, 290, 390, 490\* Selected Topics in History**

Variable credits. Permission. May be repeated for credit.

**295, 395, 495 Independent Studies**

Credit and time arranged. Permission. May be repeated for credit.

\*Not offered every year.



# INTERDISCIPLINARY

**COURSE DESCRIPTIONS (INTD)****11 Quaker Campus Workshop**

Experience working on the student newspaper, The Quaker Campus. Writing articles, editing copy, doing layout and design, taking photographs, and learning about issues in journalism. May be repeated for credit. One semester, 1 credit.

**13 Career Planning for Freshmen and Sophomores**

An introduction to career-life planning. The course focuses on self-assessment, exploration of career and college majors, career decision making, exploration of internships and career preparation. The course is recommended for freshman and sophomore students who are undecided about their academic major and/or future career options. One semester, 1 credit.

**14 Career Planning for Juniors and Seniors**

Career-life planning course for students interested in defining their career goals and preparing for graduate school/job search. The course focuses on career selection, career and graduate school preparation and job search strategies. The course is recommended for sophomores, juniors and seniors. One semester, 1 credit.

**15 Leadership and College Student Development**

Personal development; interpersonal skills; peer-counseling; student development; assertiveness; values exploration; leadership and program development skills; and special issues related to college students in residence. Open to all students, but those interested in applying for a Residential Life staff position must enroll in course. One semester, 1 credit.

**53\* Introduction to Radio Broadcasting**

Experience working as a Disc Jockey at KWTR, the campus radio station. Select and introduce music, operate broadcast equipment, read promotional announcements, complete program logs, and generate listenership and income for the station. Learn about the issues facing radio and the recording industry. May be repeated for credit. One semester, 1 credit.

**55\* Radio Hosting**

This course will be held exclusively at Whittier College Radio Station. Each week students will have a chance to perform on the microphone and receive constructive critiques on each performance. To mirror the review process encountered by hosts at actual radio stations, each performance will be "air-checked" and analyzed. Each session will focus on different areas and genres in radio. Prerequisite: INTD 053. One semester, 1 credit.

**90 College Skill Building Seminar**

INTD 90 is a combined workshop and seminar for those who require extra support and skill development to become independent and successful learners and communicators. Students will receive focused feedback on their writing assignments during individual conferences with experienced composition instructors, while reinforcing and extending basic writing skills with a personalized, computer-based writing support program. Additionally, INTD 90 will help students with the transition into the Whittier College community by emphasizing the skills needed to become active and effective student learners. Students will learn how to connect to college resources, such as faculty and campus support services, improve study skills, and develop self-advocacy skills. Lecture and Lab, 3 credits.

**90 Forensics**

Preparation for intercollegiate forensic competitions. Introduction to argumentation and debate format. Consent of Instructor. May be repeated for credit.

**100 Seminar: Introduction to College Writing**

Students read complex texts chosen to sharpen students' critical reading and thinking skills. Texts frame a central course theme. Writing assignment based on these texts are designed to teach and practice persuasion, description, narration, exposition, and research-based writing, as well as writing under pressure of time. Extensive revision is emphasized. Prerequisites: INTD 90 or permission based on SAT verbal and high school GPA scores. One semester, 3 credits. (for more information see the College Writing Program, Page 76)



**125\* American Intellectual and Cultural History I**

This course examines the early colonial forms of religious and political idealism from the Enlightenment revolutionary rationalism and its reactions (including rural and frontier revivalism), to the increasing American regionalism and the role of slavery in the formation of American ideas through the Civil War. Analyzes the shaping significance of African-American spirituals or "sorrow songs". One semester, 3 credits.

**126\* American Intellectual and Cultural History II**

Continuation of INTD 125. Explores the materialism of the "Guilded Age", the emergence of Jazz and Blues, the rise of Feminist thought, pragmatism, and the ways in which reconstruction creates and continues intellectual divides. As the course moves to the 20th century the course looks at various forms of rethinking American ideas, the intellectual foundations for and cultural ethos of the 60's, and the increasing diversity of the ideas influenced by immigration. Prerequisites: INTD 125. One semester, 3 credits.

**130\* Cancer Biology**

This course will provide students with the basic biological understanding of the biology of cancer. This understanding will include an introduction into the cellular biology, diagnosis, treatment, prognosis, and prevention of various types of cancers. This course will also provide students with an introduction of the history of cancer in American Society, by exploring medical case studies that go as far back as 1800's and extend into today. We will also be discussing the various social and cultural views of cancer. One semester, 4 credits.

**170\* Biology of Aging**

The course is divided into two components. The biology component of the course will deal with the various theories of cellular aging. We will review the molecular changes due to aging that affect gene expression and protein modification emphasizing changes that lead

to some common illnesses among the elderly. The second component of the course will then stress the underlying basis of aging-related research and its impact on society. The course will integrate psychological, sociological and policy perspectives addressing issues such as gender, race, and social environment factors that act together to influence aging. One semester, 4 credits.

**201\* Environmental Synergisms**

This course will explore the multifaceted threats to biodiversity and how such threats also endanger food security and human livelihoods. The course will examine the state of global fisheries and their management as a case study in how the interaction of environmental problems (environmental synergisms) exacerbate threats to biodiversity, food security and human livelihoods. Well known examples of this from Africa include the following two. Fishing off the coast of Western Africa by European factory ships has depleted fish stocks there. Consequently, people in West Africa are forced to rely primarily on bushmeat (wild mammals killed for subsistence) for their protein need, which greatly endangers wildlife in West African forests. Although there is a strong cultural proclivity for bushmeat in West Africa, bushmeat, unless supplemented with fish, can't substitute as a protein source without seriously compromising other biodiversity. Similarly, Japanese factory ships have depleted fisheries off the east coast of Africa creating serious livelihood hardships off the coast of Somalia. However, increased bushmeat harvesting is not a viable livelihood option in arid Somalia; instead people are forced to take drastic measures, such as piracy, to sustain their livelihoods. There are additional examples from North and South America and these will be interrogated in the course as well. The course will be taught seminar-style and will include classroom lectures, discussions and reviews of selected primary literature. One semester, 4 credits.

**216\* Population Problems and Policy**

This course provides an opportunity to develop quantitative skills in the analysis of population processes and in the formulation of policies attempting to intervene in these processes or to take them into consideration within other public and private sector policy arenas. The course will be of particular relevance to those interested in actuarial science, in environmental sustainability, in social policy, and in urban and other governmental and service planning processes. We examine the necessity, techniques, and precariousness of demographic projections in such arenas. The course will assume prior completion of the Quantitative Reasoning (QR) and Introductory Laboratory Science (ILS) requirements, or their equivalence for WSP and transfer students. Cross listed with Sociology 358. One semester, 4 credits.

**217\* Search for Extraterrestrial Life**

Does life exist elsewhere in the universe? This course examines this question in detail, from the possibility of fossil bacteria existing on Mars to the possibility of advanced races colonizing the galaxy. Topics studied include: the detection of planets around other stars, the evolution of life and intelligence on Earth, the search for life in our Solar System, radio astronomical searches for extraterrestrial intelligence, and UFO and alien abduction phenomena. One semester, 4 credits.

**219\* AIDS**

The course examines AIDS from a biological, sociological, and economic viewpoint. The biology focuses on the cause of AIDS, the impact of AIDS on the human body, and the current treatments for the disease. The course then focuses on the factors that have made AIDS such a widespread disease in Africa and the economic and sociologic impact of the disease in various countries in Africa. Finally the course explores other human diseases such as cancer, heart disease, and other diseases of interest to students. One semester, 4 credits.

**221\* Globalization and the Environment**

Who ought to control the earth's resources? What ought to be the goal of resource use? What is at stake in competing visions of our global future? This course examines the science and the social science behind these questions and their varied answers, with particular attention paid to the environmental and social consequences of water use and food production in a global economy. Topics to be covered include the Green Revolution, biodiversity, genetic engineering, health, hydroelectric power, water privatization, subsistence farming, international trade, and immigration. Not open to first-semester freshmen. One semester, 4 credits. One Semester, 4 credits.

**228\* Technological and Societal Change**

Sir Isaac Newton once said: "If I have seen so far, it is not because of my greatness, but because I have stood on the shoulders of giants." In this course, we will view the landscape of technological development from the shoulders of Georg Ohm, Michael Faraday, Albert Einstein and Neils Bohr, and will discuss the historical development of this landscape as it has been modified by (and in its turn influenced) changes in society. One semester, 4 credits.

**231\* Numb3rs in Lett3rs & Films**

This course explores the connection between mathematics and the written/theatric creative arts - a connection that is both rich and deep. Students will read fiction and watch films in which mathematics concepts provide the framework or play a pivotal role within the creative piece. Students will also study the mathematical topics related to these works in order to better understand the author's intent. Lessons might include mathematical lectures, hands-on group activities, problem sets, class discussions of readings and viewings, written responses and major expository papers. Pre-req: MATH 85 & ENGL 120 or instructor permission. 4 credits.

**234 Numb3rs in W4r & Espion4ge**

The Mathematics and Politics of Military Code-Breaking. This course explores mathematical methods in military cryptography and places special emphasis on the political context, the organizational environment, and the war-time consequences of breaking some of these military codes. Students will study and attempt to crack codes used by the military and governments through WWII, study modern computational cryptosystems, and explore current issues in satellite/internet security and communication. Lessons might include mathematical lectures, problem sets, class discussions of readings and viewings, code-breaking exercises, guest lecturers, written responses and major expository papers. Pre-req: MATH 085 & 200-Level PLSC course or Instructor Permission.

**241\* Sport, Play, and Ritual**

This course attempts to study the role of sport, play, and leisure in the religious life of the individual and the community at large. Some of the important questions to be investigated are: What role does sport play in spiritual life? Is it making life more meaningful? What does this mean to contemporary religion? January, 4 credits.

**278\* Culture and Medicine**

This course focuses on the role of culture in medicine. Topics include the cultural attitudes of physicians, cultural impacts on the treatment of patients and patient expectations. One semester, 3 credits, or January, 4 credits.

**279\* Disasters**

This course will explore the scientific and human dimensions of disasters. Topics will include modern disasters such as Hurricane Katrina and the San Francisco Earthquake, historical disasters like the explosion of the Krakatoa volcano in 1883, and potential disasters like global warming. One semester, 4 credits

**299 Internship**

This is a planned and supervised academically-related hands-on experience that allows students to explore professional options in cooperating businesses, industry, non-profit organizations or government agencies. The on-site responsibilities and projects will provide skill and knowledge development. The student is required to create a learning plan that includes measurable objectives, maintain a regular schedule of work hours each week, attend biweekly internship seminar, complete a series of in-class and on-site assignments, and produce a reflective summary paper and presentation. Not open to first semester freshmen. Variable credits. Permission. Credit/No Credit grade only. May be repeated for credit.

**380 International Studies**

Students participating in Whittier College's Study Abroad programs will register for this course during their semester student. One semester, 12 credits.

**190, 290, 390, 490\* Selected Topics**

Variable credits. Permission. May be repeated for credit under a different subject.

**295, 395, 495 Independent Studies**

Credit and Time arranged. Permission. May be repeated for credit.

**NATURAL SCIENCE (NASC)****200\* Physical Science for Teachers**

An introductory course covering the basic principles of the physical sciences, with emphasis on the fields of chemistry and physics. Designed for students who are obtaining a Multiple Subjects Credential and will be taking the CSET. Prerequisite: CHDV 105 or concurrent enrollment. One semester, 2 credits.

\*Not offered every year.

**KINESIOLOGY AND NUTRITION SCIENCE**

**Kathy A. Barlow**

**Ann Hickey**

**Melanie Householder**

**Patricia (Trish) Van Oosbree, Chair**

Kinesiology is the study of human movement which encompasses the scientific disciplines of Movement Anatomy, Biomechanics, Motor Learning & Control and Exercise Physiology. For a complete curriculum, the mental, motivational, and sociological aspects of sport and exercise are addressed in Psychology and Sociology of Sport. Students can major or minor in kinesiology without an emphasis or can major with an emphasis in either pre-physical therapy or sport management. Those wishing to pursue a credential to teach physical education should take courses in Kinesiology and Education before sitting for the CSET exams for a single-subject.

Nutrition is the study of the processes of taking in and utilizing nutrients for growth, repair and maintenance of the human organism. Special emphasis is placed on students understanding the role of nutrition in disease prevention and the promotion of health.

Students with degrees in Kinesiology or Nutrition often pursue further professional training in Physical Therapy or graduate studies in Exercise Science, Nutrition, and Sport Management.

**GUIDELINES FOR A MAJOR IN KINESIOLOGY**

A minimum of 30 credits including the following core:

**CPR/First Aid, KNS 125, 1 credit**

**Applied Musculoskeletal Anatomy, KNS 250, 3 credits**

**Biomechanics, KNS 311 & 311L, 4 credits**

**Exercise Physiology, KNS 313 & 313L, 4 credits**

**History and Philosophy, KNS 340, 3 credits**

**Motor Learning and Control, KNS 440 & 440L, 4 credits**

**Seminar in Kinesiology, KNS 489, 1-2 credits**

*Choice of one:*

**Sociology of Sport, KNS 382, 3 credits**

**Psychology of Sport, KNS 435, 3 credits**

**GUIDELINES FOR A MINOR IN KINESIOLOGY**

A minimum of 18 credits, including: KNS 250, 311, 313 and 440 plus either 382 or 435.

### GUIDELINES FOR A MINOR IN NUTRITION

---

Courses for a minor in nutrition include: KNS 201, 310, 368, 415; BIOL 100 or 151; CHEM 110 A & B

For those wishing to pursue a graduate degree in nutrition, other recommended courses include CHEM 233A/B; CHEM 471A/B; BIOL 300A/B; MATH 80.

### GUIDELINES FOR AREAS OF EMPHASIS

---

**Pre-Physical Therapy:** Designed for students interested in pursuing physical therapy. Requirements include completion of the departmental core and BIOL 100 or 151 and 300A/B; PHYS 135 A & B; PSYC 100; CHEM 110A/B; MATH 80; a 3 credit developmental psychology elective; and either KNS 92 or an INTD Internship. Students should also consider taking MATH 139A or MATH 141A. Electives should be carefully selected with advisor's guidance about current requirements for entry to the physical therapy programs of choice.

**Sport Management:** Designed for students interested in working in public or private agencies dealing with sport. The courses include the completion of the departmental core as well as KNS 373, 382, and 475; ART 200 or 203; BSAD 130, 320, and 330; ECON 201; at least one INTD Internship. Along with this area of emphasis, students are encouraged to seek a minor in BSAD (consult with academic advisor for full details).

Students interested in pursuing graduate degrees in the specialized fields of Biomechanics, Exercise Physiology, Motor Learning, Sport Psychology or Sport Sociology should consult with their academic advisor to discuss graduate programs of choice.

### COURSE DESCRIPTIONS (KLS)

#### Theory Courses

##### 125 CPR/First Aid

Principles of emergency accident management for cardiopulmonary resuscitation (CPR) and first aid. One semester, 1 credit.

##### 201 Fundamentals of Nutrition

An introduction to general nutrition as it relates to the classification of nutrients, digestion, biochemical processes, food and label laws, crop sustainability and other current topics. One semester, 3 credits.

##### 250 Applied Musculoskeletal Anatomy

An in-depth study of the structures and functions of the musculoskeletal system. Emphasis placed on application of mechanical principles related to articulations (joints) and movement. One semester, 3 credits.

##### 275\* Concepts in Healthy Living

This course looks at healthy behaviors, including factors such as diet and regular exercise. Students are asked to take a research oriented approach as they document health changes as a result of engaging in a regular exercise program and making healthy food choices. Prerequisite: KNS 250. One semester, 3 credits.

##### 310 Food Science and Technology

An overview of the food industry with emphasis placed on food processing, irradiation, bioengineering, distribution practices and food preparation. Prerequisite: KNS 201. One semester, 3 credits.

##### 311 Biomechanics

Anatomical and mechanical principles relating to human movement. Lecture and laboratory. Prerequisite: KNS 250. One semester, 4 credits.

##### 313 Exercise Physiology

The effects of exercise and stress upon the various systems of the human organism. Lecture and laboratory. Prerequisite: KNS 250. One semester, 4 credits.

##### 316\* Care and Prevention of Athletic Injuries

Treatment procedures for athletic injuries, preventive and therapeutic conditioning, and safety in sport. Prerequisite: KNS 250. One semester, 3 credits.

##### 320 Movement and Elementary School Physical Education

The biological, psychological, and sociological interpretations of play and physical education. Fundamentals of teaching movement at the elementary level. Includes fieldwork experience. One semester, 3 credits.

##### 340 History and Philosophy of Sport

The historical and philosophical development of sport and play within the context of the discipline and human cultural development. One semester, 3 credits.

##### 350\* Adaptive Physical Education

The study of behavioral characteristics of various disabilities. Discussions of adaptations and modifications of physical skills necessary to prepare students with special needs to integrate into activity programs in school and community settings. Includes observations of a certified instructor. Prerequisite: KNS 320. One semester, 3 credits.

##### 368 Nutrition throughout the Lifecycle

The study of nutrient requirements throughout stages of life, including: prenatal development, infancy, adolescence, adulthood, and the aged. Students will make application of special dietary needs with these different age groups. Prerequisite: KNS 201. One semester, 3 credits.

##### 373\* Sport Management

Introduces students to the diverse and expanding field of sport management. Organizational structures, managerial concepts, theoretical framework and the economic impact of sport are among the topics of discussion. One semester, 3 credits.

##### 382\* Sociology of Sport

An overview of the sociological perspectives of sport. Topics include the relationship between sport and: culture, racism, sexism, education, religion, and politics. One semester, 3 credits.

##### 388\* Sport, Play and Ritual

(Same as INTD 241) January session, 4 credits.

**415\* Community Nutrition**

In-depth analysis of the nutrition services provided in community settings. Topics of discussion include the national, state, and local policies used to implement programs designed to meet the nutritional needs of special populations and the programs providing nutrition education. Prerequisite: KNS 368. One semester, 3 credits.

**435 Psychology of Sport**

Psychological factors related to human performance. Individual and team functions of arousal, skill level, cohesion, social facilitation, and attention are among the areas studied. Prerequisites: PSYCH 100; KNS 250. One semester, 3 credits.

**475\* Sport Law**

An overview of the various types of laws that apply to the sport industry (constitutional, tort, contract, labor, and antitrust) and how these laws are interpreted to decide legal claims for employment, personal injury, intellectual property, and discriminatory practices. One semester, 3 credits.

**440 Motor Learning and Control**

Theoretical study of the change in motor skill behavior as a result of practice and experience, as well as the reflexive and voluntary mechanisms that control human movement. Lecture and laboratory. Prerequisite: Open to seniors majoring in KNS. One semester, 4 credits.

**489 Seminar In Kinesiology and Nutrition**

Training and practice in the preparation and presentation of oral and written reports on the topics pertaining to the subfields in Kinesiology and Nutrition Science. Open to seniors majoring in KNS. One semester, 1-2 credits.

**509 Promoting Students' Health and Safety**

An examination of the major laws, concepts, and principles related to student health and safety and a discussion of strategies that foster student health and contribute to a healthy learning environment. Open to Credential/ Graduate students. One semester, 1 credit.

**General Courses****92 Field Work in KNS**

Practical experience in clinical or school settings. Permission required. One semester, 1 credit.

**190, 290, 390, 490 Selected Topics in KNS**

Variable credits. The number may be repeated for credit but not the same topic.

**295, 395, 495 Independent Studies in KNS**

Credit and time arranged. By permission only. Variable credits.

**\*Activity Courses**

2 Aerobics

4 Pilates (same as THEA 4)

5 Yoga (same as THEA 5)

6 Body Sculpting

7 Self Defense for Women (R. A. D.)

8 Step Aerobics

10 Weight Training

11 Advanced Self-Defense for Women

20 Pickleball

25 Swimming

26 Tennis

38 Bowling

\*Not all the activity courses listed are offered each year.

**Intercollegiate Athletics**

Participation in intercollegiate athletics carries one credit per semester and may be repeated for credit. These sports are: Women's Intercollegiate Basketball, Cross Country, Lacrosse, Soccer, Softball, Swimming, Tennis, Track & Field, Volleyball, Water Polo; Men's Intercollegiate Baseball, Basketball, Cross Country, Football, Golf, Lacrosse, Soccer, Swimming, Tennis, Track & Field, Water Polo.

\*Not offered every year


**LATINO STUDIES**

**Gustavo Geirola**, *Modern Languages, Spanish*

**Doreen O'Connor-Gómez**, *Modern Languages, Spanish*

**José Orozco**, *History*

**Rebecca Overmeyer-Velázquez**, *Sociology*

The primary goal of the Latino Studies minor\* is to teach undergraduate students about Latino/a experiences, cultures, and contributions to the United States. Latinos and Latino cultures have to be studied with an eye towards the contributions of these immigrant groups in the United States, and with reference to the development of multiculturalism and globalization. Although Latinos continue to come from every country in Latin America, their predecessors have produced a history in the United States and contributed to its development as a nation through their work, cultural perspectives and literary and artistic production spanning more than four centuries. As such, the minor also emphasizes an understanding of Mexico, Central and South America, and the Spanish-speaking Caribbean.

**GUIDELINES FOR A MINOR IN LATINO STUDIES**

A minimum of 21 units is required for this interdisciplinary minor. Transfer courses, courses taken abroad, and additional course offerings not on this list must meet the approval of the Latino Studies Faculty Committee.

**Required courses:**

**Introduction to U.S. Latino Studies, SPAN 100**, 3 units

**Latino Literature and Cultural Production, SPAN 225**, 3 units

**3 units of SPAN 221 or above**

**U.S.-Mexico Border Studies, HIST 348**, 3 units

**Migration and Immigrant Communities, SOC 355**, 3 units

**3 additional units from Fine Arts/Humanities:**

**Art of Mexico, ART 381**

**Art of Colonial Spanish America, ART 382**

**Chicano/a Literature, ENGL 375**

**Music of Latin America, MUS 74**

**Rights of Migration, PHIL 375**

**Chicano/Latino Theater, THEA 260**

3 additional units from Social Sciences:

**Peoples and Cultures of Latin America, ANTH 214**

**Labor Economics, ECON 350**

**Social Movements, SOC 260**

**Racial and Ethnic Relations, SOC 386**

**Immigrants and Refugees, SOWK 190**

Highly recommended: one additional course in History:

**Making of the Atlantic World: 1400—1800, HIST 210**

**Introduction to Colonial Latin America, HIST 242**

**Introduction to Modern Latin America, HIST 246**

**Introduction to Modern Central America, HIST 247**

**History of the Caribbean, HIST 346**

**Modern Mexico, HIST 347**

\*Faculty approval pending

## THE LIBERAL EDUCATION PROGRAM

**Fritz Smith** (*Mathematics*), Associate Dean of Faculty and Coordinator of the Liberal Education Program

### THE LIBERAL EDUCATION CURRICULUM

Statement of Educational Values and Objectives:

The Liberal Education Program provides an academic framework for collaboration and transformation within the community that is Whittier College. Through the Liberal Education Program, Whittier College prepares students to solve problems and communicate ideas in an increasingly complex and interdependent world community. It does this through its emphasis on cultural perspectives and the importance of connections between different fields of knowledge. Both critical thinking (the development of the skills and methods necessary for systematic investigation — i.e. the ability to define, analyze, and synthesize using a variety of methods and technologies) and the practical application of knowledge inform all elements of the program and are central to the transformation that distinguishes Whittier College graduates.

### Learning Goals

- I. Students should develop the ability to make connections across disciplines in order to understand the convergence and divergence of different fields of knowledge and to understand the nature of an academic community.
- II. Students should develop an understanding of, and competency in, the use of signs and symbols to construct, create, perceive, and communicate meaning.
- III. Students should develop the capacity to entertain multiple perspectives and interpretations.
- IV. Students should develop an understanding of culture and the connections between themselves and others in relation to physical, historical, social, and global contexts.
- V. Students should develop breadth, defined as familiarity with essential concepts in major fields, and depth, defined as knowledge of at least one field (usually achieved in the major).

### Requirements for Graduation through the Liberal Education Program

In order to graduate through the Liberal Education Program students must:

- Complete the requirements listed in the core framework below.
- Complete the requirements for a Major.
- Complete 120 units of coursework (Major courses, core courses and elective courses). Out of these 120 units, six units, from at least two departments, must come from each of the three Divisions



(Natural Science, Social Science and Humanities/Fine Arts). This will be referred to as the Breadth Requirement (18 credits).

### The Liberal Education Core Requirements

The core requirements are contained in a framework of four elements

- **Community**
- **Communication**
- **Cultural Perspectives**
- **Connections**

The core requirements are as follows:

#### **Community (6 credits)**

- Freshman Writing Seminar linked with another course (Fall, Freshman Year, 6 credits)

#### **Communication (9 credits)**

- Quantitative Reasoning, 3 credits
- Writing Intensive Course, 3 credits
- Creative and Performing Arts, 2 credits

The Creative and Performing Arts requirement may be satisfied by a single course of two or more units or by two courses of one unit each.

- Senior Presentation, 1 credit

#### **Cultural perspectives (12 credits)**

One course each from four of the following seven areas:

1. African
2. Asian
3. Latin American
4. North American
5. European
6. Crosscultural
7. Languages

#### **Connections (10 credits)**

- Two Paired courses or a sequence of two team-taught courses, 6 credits
- A course that integrates scientific and mathematical methods and ideas with analysis of cultural or societal issues, 4 credits

Once a student has matriculated at Whittier College, course work taken at other institutions (except Whittier College Foreign Studies programs) cannot be used to satisfy the Liberal Education requirements.

Courses taken in a semester-length study-abroad program may be applied to the Liberal Education requirements, as specified in the catalog description of Whittier Foreign Study Programs. Courses from foreign study programs must be approved in advance by the Registrar, based on guidelines developed by the Liberal Education Committee.

Credit received for Advanced Placement (AP) from high school may be used to satisfy Liberal Education requirements.

AP credit in Art History will satisfy the European requirement.

AP credit in English will satisfy the Freshman Writing Seminar requirement.

AP credit in History will satisfy either the American and/or European requirement.

AP credit in Mathematics will satisfy the Quantitative Reasoning requirement.

AP credit in Music or Studio Art will satisfy the Creative and Performing Arts requirement.

Credit received for International Baccalaureate (IBC) from high school may be used to satisfy Liberal Education requirements in the same way as Advanced Placement credit.

Courses which meet the guidelines for more than one category may satisfy requirements for each of those categories concurrently. Courses used to satisfy Liberal Education requirements may also be used to satisfy requirements in other areas—such as majors, minors, and credentialing programs.

When a student fails to complete satisfactorily a paired set of courses, the student must then complete a different pair to satisfy that part of the Liberal Education Program.

A student may satisfy both high school deficiencies and Liberal Education requirements with the same course.

### Graduation Requirements for Students with Transfer Credits

All requirements for graduation apply, as stipulated above, with the exceptions indicated below. The Registrar of Whittier College will determine which credits transferred from another institution may be used to satisfy each requirement. Adjustments of the Graduation Requirements (based on Undergraduate Standing at entrance): Liberal Education Requirements: All students with transfer credits, regardless of the number of transfer credits that satisfy Liberal Education Program requirements, must complete the Connections I requirement at Whittier. At least twelve credits in the major must be taken at Whittier College.


Mark Kozek

Bill Kronholm

Jeff Lutgen, *Chair*

Adrian Riskin

Fritz Smith

 Mathematics is one of the original liberal arts and serves as the foundation underlying much of modern science and engineering. It is a rigorous discipline, but one in which a creative mind can flourish and excel. Graduates with a mathematics major generally work in business or industry, teach, or pursue graduate studies in mathematics or operations research. The Mathematics Department offers courses designed to prepare majors for their pursuits and courses designed to serve the needs of non-mathematics majors. Given their reputation for improving one's logical reasoning abilities, mathematics courses attract many non-mathematical majors.

All new students, except those with AP calculus or AP statistics scores of 4 or higher or college level mathematics transfer credit, must take the Mathematics Placement Examination to determine their mathematical preparation for placement in Whittier College mathematics courses.

The Liberal Education Program mathematics (quantitative literacy) requirement can be satisfied by taking MATH 79, 80, 85, 139A, 139B, 141A, 141B, 220, or 241; PHYS 100 or 101; PSYC 314; or by advanced placement credit.

Students in Chemistry, Mathematics, Physics, or Pre-Engineering should begin the calculus sequence in the freshman year. Those not prepared to do so during the first term should begin with 76 or 85, depending on their preparation.

The department also participates in an interdisciplinary Mathematics-Business major, and the 3-2 Engineering Program.

## GUIDELINES FOR A MAJOR IN MATHEMATICS

In addition to the Major in Mathematics, the department offers a Major in Mathematics with Teaching Credential Emphasis for students who plan to teach high school mathematics. Teaching Credential students should contact the Department of Education and Child Development for more information on obtaining an appropriate California teaching credential.

Students who plan to enter a graduate program in mathematics should take more than the minimum number of mathematics courses; these students should work closely with an advisor from the Department of Mathematics to choose appropriate additional mathematics courses.

Core courses for both options:

Calculus and Analytic Geometry I, MATH 141A or  
 Integrated Precalculus/Calculus, 139A,B, 4--7 credits  
 Calculus and Analytic Geometry II, MATH 141B, 4 credits  
 Calculus and Analytic Geometry III, MATH 241, 4 credits  
 Elementary Applied Linear Algebra and Differential Equations, MATH 242, 3 credits  
 Abstract Thinking, MATH 280, 3 credits  
 Linear Algebra, MATH 380, 3 credits  
 Senior Seminar, MATH 491A,B, 4 credits

### I. Major in Mathematics

In addition to the core courses, this option requires six additional mathematics courses, five of which must be at the 300 level or higher. These six courses must include at least one course from each of groups A, B, and C below. In addition, at least two of these six courses must be on the list of Abstract Courses below.

#### A. Analysis and Geometry Courses (at least one)

Advanced Geometry, MATH 320, 3 credits  
 Complex Variables, MATH 344, 3 credits  
 Point Set Topology, MATH 360, 3 credits  
 Introduction to Analysis I, MATH 440A, 3 credits  
 Introduction to Analysis II, MATH 440B, 3 credits

#### B. Algebra and Discrete Mathematics Courses (at least one)

Discrete Mathematics, MATH 220, 3 credits  
 Number Theory, MATH 305, 3 credits  
 Modern Algebra I, MATH 480A, 3 credits  
 Modern Algebra II, MATH 480B, 3 credits

#### C. Applied Mathematics Courses (at least one)

Probability and Statistics, MATH 315, 3 credits  
 Differential Equations I, MATH 345A, 3 credits  
 Differential Equations II, MATH 345B, 3 credits  
 Numerical Analysis, MATH 350, 3 credits  
 Mathematical Modeling, MATH 354, 3 credits  
 Quantum Mechanics, PHYS 350, 3 credits

or another upper-division Mathematics course or an upper-division course in another department. This course must be for at least 3 credits, involve an application of mathematics to another field, and be approved by the Mathematics Department faculty.

At least two of the six courses beyond the Core Courses must be on the following list of Abstract Courses:

Advanced Geometry, MATH 320, 3 credits  
 Point Set Topology, MATH 360, 3 credits  
 Introduction to Analysis I, MATH 440A, 3 credits  
 Introduction to Analysis II, MATH 440B, 3 credits  
 Modern Algebra I, MATH 480A, 3 credits  
 Modern Algebra II, MATH 480B, 3 credits

## II. Major in Mathematics with Teaching Credential Emphasis

In addition to the core courses, this option requires the following eight courses:

- Computer Science I, COSC 120, 3 credits
- Discrete Mathematics, MATH 220, 3 credits
- Number Theory, MATH 305, 3 credits
- Probability and Statistics, MATH 315, 3 credits
- Advanced Geometry, MATH 320, 3 credits
- History of Mathematics, MATH 400, 3 credits
- Introduction to Analysis I, MATH 440A, 3 credits
- Modern Algebra I, MATH 480A, 3 credits

### GUIDELINES FOR A MINOR IN MATHEMATICS

A minor in mathematics requires 20-23 credits: MATH 139A,B or MATH 141A; MATH 141B; MATH 242; MATH 280; and 6 credits of upper-division Mathematics courses.

#### COURSE DESCRIPTIONS (MATH)

##### 74 Transition to College Mathematics

Intended to prepare students for MATH 79 or 80. Students also expecting to take 81 or 85 should take 76 instead. Arithmetic and Algebraic operations; number systems and notations; unit conversion; creating and interpreting graphs; basic geometry; other topics requisite for college level mathematics. (Not open to those who have had 76, 79, 80, 81, 85, 139A, or 141A.) One semester, 3 credits.

##### 76 College Algebra

Intended to prepare students for MATH 79, 80, 81, or 85, or PSYC 314. Basic properties of real numbers, linear equations and inequalities, quadratic equations, graphs of linear equations, and inequalities, systems of linear equations, conic sections. (Not open to those who have had 81, 85, 139A or 141A.) One semester, 3 credits.

##### 79 Quantitative Reasoning

This course is designed to help students develop their ability to create, analyze, and communicate quantitative and scientific arguments. It will emphasize critical thinking and problem-solving skills while also giving students practice in computation and symbolic manipulation. Topics to be covered include elementary linear equations, polynomial modeling, working with and understanding graphs and graphical

presentations, and elementary probability and statistics. These topics will be presented in the context of applications and models from various disciplines. (Not open to those who have had 81, 85, 139A, or 141A. Does not satisfy the prerequisite for MATH 81 or 85 or PSYC 314.) Prerequisite: 74 or 76, or sufficient score on Math Placement Exam. One semester, 3 credits.

##### 80 Elementary Statistics

Descriptive Statistics: descriptive measures, probability concepts, discrete random variables, normal distribution. Inferential Statistics: sampling distributions, confidence intervals, hypothesis testing, Chi-square procedures, linear regression. Emphasis on methodology rather than theory. (Not open to those who have had 315.) Prerequisite: 74, 76, or 79, or sufficient score on Math Placement Exam. One semester, 3 credits.

##### 85 Precalculus Mathematics

Solutions of algebraic equations and inequalities; functions and graphs; exponential, logarithmic and trigonometric functions; plane analytic geometry. Recommended for those who plan to take the Calculus sequence but who did not score sufficiently high on the Math Placement Exam. (Not open to those who have had 81, 139A or 141A.) Prerequisite: 76 or sufficient score on Math Placement Exam. One semester, 3 credits.

##### 139 A,B Integrated Precalculus/Calculus

Calculus I with a review of Precalculus. Topics include: functions of one real variable and their graphs, various types of functions (polynomials, rational functions, exponential, logarithmic, trigonometric, and discrete functions) derivatives of these functions, applications of derivatives, introduction to integrals of functions, Riemann Sums. MATH 139A and 139B together are equivalent to MATH 141A. Prerequisite: 85 or sufficient score on Math Placement Exam. Fall, 4 credits; January, 3 credits.

##### 141 A,B Calculus and Analytic Geometry I-II

First two semesters of a three-semester unified course in analytic geometry and calculus: progresses from functions of one real variable, their derivatives and integrals, through multivariate calculus; topics from infinite series and differential equations. Prerequisite: 85 or sufficient score on Math Placement Exam. Two semesters, 4 credits each.

##### 220\* Discrete Mathematics

Sequences; recursion and recurrence relations; finite-state automata; elementary set theory; graphs and trees; elementary probability and combinatorics. Prerequisite: 139B or 141A. One semester, 3 credits.

##### 241 Calculus and Analytic Geometry III

Continuation of 141 A, B. Unified course in analytic geometry and calculus: progresses from functions of one real variable, their derivatives and integrals, through multivariate calculus; topics from infinite series and differential equations. Prerequisite: 141B. One semester, 4 credits.

##### 242 Elementary Applied Linear Algebra and Differential Equations

Matrices and determinants, systems of linear equations, vector spaces, linear transformations, eigenvalues, first-order and second-order differential equations, systems of linear differential equations, Laplace transforms. Prerequisites: 141B. One semester, 3 credits.

##### 280 Abstract Thinking

Designed to bridge the gap between lower-and upper-division mathematics courses. Deals with sets, applications of logic, propositional and predicate calculus, techniques of mathematical proofs, relations, functions,

number systems, mathematical induction, algebraic structures. Prerequisite: 141B. One semester, 3 credits.

##### 305\* Number Theory

Euclidean algorithm; fundamental theorem of arithmetic; multiplicative functions; congruences; Chinese remainder theorem; Euler, Fermat, Wilson, and Lagrange's theorems; diophantine equations. Prerequisites: C- or higher in 280. One semester, 3 credits.

##### 315\* Probability and Statistics

Continuous random variables and their probability distributions, marginal and conditional probability distributions, functions of random variables, the Central Limit theorem, estimations; the method of maximum likelihood; hypothesis testing, power of tests, The Neyman - Pearson lemma, regression, linear statistical models, method of least squares. Prerequisite: 241. One semester, 3 credits.

##### 320\* Advanced Geometry

Hilbert's axioms for Euclidean geometry; non-Euclidean geometries; finite geometries; isometries in the Euclidean plane. Prerequisites: C- or higher in 280. One semester, 3 credits.

##### 344\* Complex Variables

Algebra of complex numbers, theory and applications of functions of complex variables, contour integrals, conformal mappings, and boundary value problems. Prerequisite: 241. One semester, 3 credits.

##### 345\* A,B Differential Equations I, II

The theory of first-and second-order ordinary differential equations including their series solutions, introduction to Laplace Transforms with applications, including the solutions of differential equations, systems of ordinary linear differential equations, introduction to Fourier Series and integrals with applications, difference equations, partial differential equations with applications, introduction to the boundary and initial value problems and their applications. Also other selected topics in ordinary and partial differential equations depending on the particular emphases of the students in the class. Prerequisite: 242. Two semesters, 3 credits each.

**350\* Numerical Analysis**

Numerical solutions of non-linear equations; interpolation; curve fitting; and estimation of error. Prerequisite: 242. One semester, 3 credits.

**354\* Mathematical Modeling**

Formulation and evaluation of models; continuous and stochastic models; sources of error; accuracy, precision and robustness; mathematical techniques used in modeling; analytical and numeric solutions; optimization. Prerequisite: 242. One semester, 3 credits.

**360\* Point Set Topology**

Metric spaces, sequences, continuity, connectedness, product spaces, separation axioms, compactness, topological spaces. Prerequisites: 241 and C- or higher in 280. One semester, 3 credits.

**380\* Linear Algebra**

Vector spaces, linear transformations, similarity, eigenvectors, diagonalization, quadratic forms. Prerequisites: 242 and C- or higher in 280. One semester, 3 credits.

**400\* History of Mathematics**

Selected topics in the development of mathematics will be discussed. A good background in mathematics is needed. Prerequisite: 141B. One semester, 3 credits.

**440\* A,B Introduction to Analysis I, II**

Topology of the Reals and Euclidean n-space; compact sets; Heine-Borel and Bolzano-Weierstrass Theorems; connected sets; mappings; continuity and uniform continuity; differentiability; uniform convergence; power series; Inverse Function Theorem; Implicit Function Theorem; Integration. Prerequisites: 241 and C- or higher in 280. Two semesters, 3 credits each.

**480\* A,B Modern Algebra I, II**

Sets, mappings, relations, operations, algebraic structures (groups, rings, fields, modules), homomorphisms, substructures, quotient structures, finite fields, field extensions, proof of impossibility of some geometric constructions using only compass and ruler, Galois Correspondence. Prerequisites: 242 and C- or higher in 280. Two semesters, 3 credits each.

**491 A,B Senior Seminar**

Develops the student's ability to learn mathematics independently and to write for a mathematical audience. Includes a significant expository or research paper and a public presentation. Must be taken in the fall semester and January term of the senior year. Permission required. Fall, 1 credit; January, 3 credits.

**190, 290, 390, 490\* Selected Topics in Mathematics**

Subject of current importance in mathematics. May be repeated for credit. Variable time and credit.

**295, 395, 495 Independent Studies**

Credit and time arranged. Permission required. May be repeated for credit. Variable credit.

**COMPUTER SCIENCE COURSE DESCRIPTIONS (COSC)**

**120 Computer Science I**

Introduction to computer programming in a high-level language such as Python, C, C++ or Java, emphasizing structured programming techniques, procedural methods and simple user-defined data structures. One semester, 3 credits.

**220\* Computer Science II**

Computer programming emphasizing data structures, algorithms, pointers and low-level interface. Prerequisite: 120. One semester, 3 credits.

**190, 290, 390, 490 Selected Topics in Computer Science**

Variable credits. Permission required. May be repeated for credit.

**295, 395, 495 Independent Studies**

Credit and time arranged. Permission required. May be repeated for credit.

\*Not offered every year.

**Jeff Lutgen** (*Mathematics*)

**Charles R. Laine** (*Business Administration*)

The interdisciplinary program involving mathematics and business administration provides a strong background of concepts and techniques in the field of "quantitative management." It prepares the student for a variety of positions in banking, insurance, manufacturing, transportation, and other industries. Such positions are frequently in staff areas involving the application of quantitative methods to decision-making situations—for example, sales forecasting, demographic analysis, personnel planning, financial control, and operational analysis. This program also prepares the student for pursuing postgraduate work in the field of applied mathematics and operations research.

**GUIDELINES FOR A MAJOR IN MATHEMATICS-BUSINESS**

Students should begin the calculus sequence as early as possible in their college career and should consult with one of the faculty advisors listed above in selecting courses from the elective and recommended categories.

**I. Mathematics:**

- Calculus and Analytic Geometry, MATH 141A or 139AB, 141B, and 241, 12-15 credits
- Elementary Applied Linear Algebra and Differential Equations, MATH 242, 3 credits
- Abstract Thinking, MATH 280, 3 credits
- Probability and Statistics, MATH 315, 3 credits
- Numerical Analysis, MATH 350, 3 credits
- Mathematical Modeling, MATH 354, 3 credits

**II. One of the Following:**

- Computer Science I, COSC 120, 3 credits
- Computer Science II, COSC 220, 3 credits

**III. Business Administration and Economics:**

- Principles of Economics: Macroeconomics, ECON 200, 3 credits
- Principles of Accounting I, II, BSAD 201, 202, 6 credits
- Business Finance I, BSAD 310, 3 credits
- Marketing Principles, BSAD 320, 3 credits
- Management and Organizational Behavior, BSAD 330, 3 credits
- Management Information Systems, BSAD 341, 3 credits
- Operations Management, BSAD 342, 3 credits

**IV. Capstone Requirement:**

- Senior Seminar, MATH 491A,B, 4 credits or
- Management Strategy and Policy, BSAD 489, 3 credits.

**Electives**—Optional but highly recommended. Students should confer with their faculty advisors to select appropriate elective courses.

- Principles of Economics: Microeconomics, ECON 201, 3 credits
- Introduction to Econometrics, ECON 305, 3 credits
- Managerial Economics, ECON 365, 3 credits
- Business Finance II, BSAD 411, 3 credits
- Management Strategy and Policy, BSAD 489, 3 credits



**H. Rafael Chabrán, Emeritus**

**Marie-Magdeleine Chirol**

**George A. Da Roza**

**Gustavo Geirola**

**Lizardo Herrera**

**Hornng-Yi Lee**

**Doreen M. O'Connor-Gómez**

**Andrew Wallis, Chair**

Language study is desirable for liberally educated people because such study provides insights into other peoples and cultures. It also heightens awareness of language and generally strengthens knowledge of English.

A concentration in Modern Languages and Literatures provides its graduates with both a specific area of skills and competence and a sense of the relationship between a particular discipline and the large body of knowledge that is the patrimony of liberally educated persons.

Whittier College's programs in Modern Languages and Literatures stress both practical and humanistic goals. A series of graduated language courses permits acquisition of oral, aural, and written mastery of a foreign language. A comprehensive program of courses in literature and civilization ranges from general introductory surveys through period and genre offerings, to seminars treating individual major authors. This program provides, in depth and in breadth, the experience of another culture and of its modes of thought and expression. The study of Chinese, French, Japanese, or Spanish contributes to this crucial goal by nurturing the development of a sensitive use of the verbal medium.

As educators, we believe that learning languages is essential preparation for participation in the global economy. The USA cannot be a leader in the world while our citizens are captive of their inability to communicate beyond our borders. Knowledge of other languages is essential for business and trade and, more importantly, can be an important bridge to the understanding of other countries, cultures and customs. All college students must be knowledgeable about the broader world and conversant in another language.

Modern communications technology has turned the global village from a dream to a reality. The Department's Language Resource Center and media ready classrooms bring technology to the student, making the study of languages, literatures and cultures more interactive and effective. Instructors utilize the Internet as a tool to bring authentic, meaningful culture to their students and learning is enhanced through exercises to develop higher levels of skill in speaking, listening, reading and writing. Students and teachers have easy access to CD-ROM's, DVD's and can watch videos from around the world using the international VCR. Scanning with

character recognition of multiple European and Asian languages is also available. Students should take a placement exam in September of their freshman year and also consult a faculty member in the language to determine enrollment level. The department also serves as a resource for preparation for professional careers in government, commerce, law, journalism, science, social work, women's studies, bilingual education, and teaching, among others.

Committed to interdisciplinary studies, the Department also offers several paired courses in the College's Liberal Education Program. When paired, these courses are taught in English and are generally numbered at the 100/200 level.

## GUIDELINES FOR A MAJOR IN CHINESE

Mandarin Chinese is the native tongue of approximately 1.4 billion people and is widely used throughout Southeast Asia as the language of cultural, educational and commercial exchange. The Chinese major is designed to provide students with linguistic and cultural competency to function successfully within a Chinese-speaking society. With a structured sequence of language, culture and literature courses, the curriculum is designed to familiarize students with China's long history of cultural traditions and to prepare students for study, travel, business and if so desired working and living in a Chinese environment. Students who wish to major in Chinese must have Intermediate II level Chinese and a minimum of 30 credits, 24 of which must be at the 300 level or above. Students who major in Chinese must present a senior project. Students are also encouraged to do a January term in China or a study abroad program in one of the many universities available to them in China, Hong Kong or Taiwan. Students who major in Chinese may major in either Chinese Language or Chinese Studies.

## GUIDELINES FOR A MAJOR IN FRENCH

The Major in French is a comprehensive program leading to proficiency in the language skills stressing knowledge of the literary, cultural and historical developments of France and the Francophone world. Learning French creates career opportunities. French is the official language of 33 countries and is widely spoken in at least 10 more. One of only two languages spoken on all five continents, it is used by about 500 million people around the world and has over 125 million native speakers. It is the 2nd language of the Internet, and the 2nd most influential language in the world (Language Today). It is one of the two official working languages of the United Nations, NATO, the Olympic Games, the International Red Cross, the International Monetary Fund, and the 31-member Council of Europe. In addition, 1,000 French Companies operate in the U.S. employing 650,000 Americans, while a similar number of U.S. companies have operations in France. A major in French requires a minimum of 30 credits, 24 of which must be at the 300 level or above. Required courses: FREN 355, 356 (or equivalent). Students are encouraged to take at least one course in each of the three major genres (prose, poetry, drama). We offer study abroad semesters and a January term program in France. Students must complete a paper-in-the-major, consisting of a 10 to 15 page paper in a seminar and in close consultation with their professor, during the last three semesters of their major. Also highly recommended is the study of another language.



## GUIDELINES FOR A MAJOR IN SPANISH

A major in Spanish requires a minimum of 30 credits, 24 of which must be at the 300 level or above. Since mastery of the Spanish language includes the cultural contexts that produced it and which it continues to influence, students are encouraged to take courses in other disciplines related to the Hispanic culture. An international experience of academic and cultural studies is highly recommended. A variety of programs in Spain and Latin America provides students with the unique opportunity to become immersed in language, culture, and academics and courses taken abroad may satisfy major requirements only if approved in advance by the language faculty. Required courses for the major include: 310, 325, 355, and 356 (or equivalent). Students are encouraged to take at least one course in each of the three major genres (Prose, Poetry, Drama) as well as courses from both the Peninsula and Latin America, both historical and contemporary. The paper-in-the-major requirement is met in courses at the 400 level, which characteristically require significant formal writing assignments as well as a capstone project that demonstrates the student's command of the material and methods, as well as his/her ability to communicate these skillfully in writing. Also highly recommended is the study of another language.

## THE JAPANESE PROGRAM

The program in Japanese offers training in spoken and written language, as well as study of Japanese culture through a wide range of topics, including literature, linguistics, history, philosophy, art, modern culture and communication. Language classes are conducted in Japanese as much as possible, and provide students personal interaction and communicative practice, including language lab, and opportunities to experience linguistic as well as cultural hands-on experience with native Japanese speakers through various activities and projects. Other classes are conducted in English. The primary goal of the Japanese program is to develop both Japanese language skills and cultural awareness sufficient to succeed in the Japanese speaking society, as well as to provide an opportunity to widen insight into one's own native language and culture. Knowledge of Japanese is a valuable asset to those who seek opportunities in business, teaching (JET: the Japan and Exchange Teaching Programme in Japan), and government. The College offers a study abroad program at Obilin University in Tokyo, Japan. The courses taken abroad may satisfy minor requirement.

## GUIDELINES FOR A MINOR IN CHINESE, FRENCH, JAPANESE OR SPANISH

A minor in Chinese, French, Japanese or Spanish requires a minimum of 16 credits from any level. For the minor in Spanish, six units must be taken on our campus or through an approved study abroad or off campus program.

All courses require a Language Lab/Supporting Materials Fee.

## COURSE DESCRIPTIONS

### Chinese Language Courses (CHIN)

#### 120 Elementary Chinese I

An introductory course in standard Chinese (Mandarin) designed for students with no previous knowledge of the language. The course introduces the fundamentals of Chinese, including pronunciation, grammar, and Chinese characters, emphasizing the four basic language skills: listening, speaking, reading and writing. By the end of the 120/121 sequence, students will have acquired knowledge of basic grammar rules, the ability to converse, read and write on simple topics of student's daily life, and command over 500 Chinese compounds and over 300 characters. Four hours of classroom instruction and one hour of lab per week. One semester, 4 credits.

#### 121 Elementary Chinese II

A continuation of Chinese 120 with accelerated introduction of expressions, grammar, and sentence patterns designed to facilitate speaking, reading, and writing. Four hours of classroom instruction and one hour of lab per week. One semester, 4 credits.

#### 160 Chinese for Business and Travel

This course is designed for students with no or little knowledge of Chinese. This course introduces practical conversational Chinese (Mandarin) for business and travel. It focuses on enhancing the listening and speaking skills in situations related to daily life, business occasions, appointments, etc. It also covers culture, social etiquette, and doing business in Chinese-speaking areas, such as China, Taiwan and Hong-Kong. One semester, 3 credits.

#### 220 Intermediate Chinese I

A course designed to fulfill the personal interests and future professional goals of students who have had one year of elementary modern Chinese. Students will learn new vocabulary, sentence patterns, idiomatic expressions, proverbs, as well as insights into Chinese society, culture and customs in this course. Three hours of class, one hour of lab. One semester, 3 credits.

#### 221 Intermediate Chinese II

A continuation of Chinese 220. By the end of this sequence, students are expected to be able to engage in general conversation with native speakers and to read and write essays in

Chinese characters. Three hours of class, one hour of lab. One semester, 3 credits.

### Composition, Culture and Literature Courses

#### 320 Composition and Conversation

This course is designed to strengthen students' overall linguistic skills and cultural awareness. It emphasizes advanced sentence structures, idiomatic expressions, and appropriate use of wording. The course also enhances students' understanding of Chinese culture and contemporary Chinese life through in-depth study of various topics dealing with daily life, gender roles, family, and social issues. Students are expected to apply their knowledge in their writing assignments and discussions in class. Classes are conducted primarily in Chinese. Prerequisite: 221 or equivalent. One semester, 3 credits.

#### 321 Advanced Chinese

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres, including materials from newspapers, magazines, and other documents. Classes are conducted primarily in Chinese. Prerequisite: 320, or equivalent. One semester, 3 credits.

#### 390\* Current Topics

This course includes essays introducing the social and cultural conditions of China, Taiwan, and other Chinese-speaking communities; live news broadcasts on current issues; and selected business Chinese expressions. This course bridges the gap between purely academic learning and the real world of native speakers. Emphasis is on reading, speaking, listening and writing in Chinese. Topics vary by semester. May be repeated for credit. Prerequisite: 320, or equivalent. One semester, 3 credits.

#### 499\* Senior Seminar

This is a capstone course for students who are majoring in Chinese. Prerequisite: Instructor's permission. One semester, 3 credits

#### 190, 290, 390\*, 490 Selected Topics in Chinese

Variable credits. Permission. May be repeated for credit.

#### 295, 395, 495 Independent Studies

## Courses Taught in English

### 100 A Taste of China

This course is designed for students to get a taste of Chinese calligraphy, cooking, movie, theater, martial arts, meditation, and other folk arts. Artists, chefs, martial art and meditation masters from the Los Angeles area are invited to join student activities. Students will exhibit their calligraphy, or other related works at the end of the semester. One semester, 1 credit.

### 110, 310\* Masterpieces from China

Representative readings in translation of twentieth-century Chinese literature from the late-Qing dynasty to the People's Republic of China, and contemporary Taiwan are discussed. This course offers a window in twentieth-century China and an introduction to the study of literature to ask why read literature, and to learn about different literary approaches and movements. Students are expected to examine the socio-political context and questions of political engagement, social justice, class, gender, race, and human rights. All readings are in English translation and no background in China or Chinese is required. One semester, 3 credits.

### 130, 330\* Chinese Theater

This is an introductory course to the practice, concepts, history, and dramatic literature from China. The course focuses on the development of the Chinese theater as it received influences from other ethnic theaters, including the Japanese, French, Spanish, and American. Hands-on experiences with the Chinese theater and interaction with theater artists in the Los Angeles area will be emphasized. No background in China or Chinese is required. One semester, 3 credits.

### 150, 350\* Chinese Cinema

An introductory course to the culture, aesthetics, and socio-political background of Chinese film produced in the period from the 1930's till the present. A goal of the course is to develop and refine an ability to think about and understand culture through cinematic expression. Students will look at the cultural antecedents that influence Chinese filmmakers and the ways they manipulate traditional artistic forms as a means of self-expression, narrative and the function of films both within the art form and by extension within Chinese culture-expression. A wide variety of Chinese

films are viewed. No background in China or Chinese is required. One semester, 3 credits.

### 151 Readings from Chinese Literature

This course exposes students to themes and motifs in Chinese literature that have found expression in popular Chinese culture and film. Students experience a worldview and value system different from their own as they reflect on various issues. No background in China or Chinese is required. One semester, 3 credits.

### 251 East Asian Literatures

This is a survey course designed to expose students to the literatures of China, Japan and Korea, and to examine their cultural relationships as well as their independent literary development. Students will read literary selections from each region from the early literary period to the nineteenth century. These readings enable students to better understand how literature reflects the mores and morals of different peoples and times. One semester, 3 credits (same as Japanese 251)

### 275 Cinematic Landscapes

This course introduces first and second year students to the use and function of landscapes in Asian literature and visual arts that are translated and transposed unto film. The course explores the concept and function of the landscape as a narrative with a rich connection to the Asian cultural heritage of calligraphy and painting. One semester, 3 credits. (same as Japanese 275)

### 311 Introduction to Chinese Linguistics

This course is intended to provide students with fundamental knowledge of Chinese linguistics. In addition to the introduction to general linguistic concepts, course content focuses on Chinese phonetics, phonology, morphology, syntax, Chinese writing system and etymology. Prerequisite: 220 or equivalent. One semester, 3 credits.

### 325 Culture and Civilization

This is a course of Chinese cultural history from the Neolithic period to the present that examines both the evolutions and continuities of China's ancient culture. Students explore the cultural implications of geomancy, Buddhist and Daoist practices in every day rituals, qi, acupuncture, martial arts, herbal medicines and more presented through reading assignments, videos, and films. No

background in China or Chinese is required. One semester, 3 credits.

## French Language Courses (FREN)

### 76\* Performance in French Workshop

Learn about French theatrical tradition while helping write and perform a production in French. Prerequisite 120. One semester, 1 credit. May be repeated for credit.

### 120 Elementary French I

This course is designed for students who have never studied French, or who have placed into French 120 on the French Placement Test. It is taught in French with four hours of classroom instruction and one hour of lab per week. Immersion of students is facilitated through the use of authentic material as well as the usage of video and other technological tools (multimedia, Web). By the end of this course students should have developed basic oral and written communication skills as well as reading skills, and be acquainted with some aspects of Francophone culture. One semester, 4 credits.

### 121 Elementary French II

This course is a sequel of Elementary French I. It is taught in French with four hours of classroom instruction and one hour of lab per week. Immersion of students is facilitated through the use of authentic material as well as the usage of video and other technological tools (multimedia, Web). By the end of this course students should have further developed their communicative competence and reading skills, as well as be better acquainted with the Francophone world. Prerequisite: 120, or equivalent. One semester, 4 credits.

### 220 Intermediate French I

This course is a sequel of Elementary French II. It is taught in French with three hours of classroom instruction a week. It includes a brief review of the material studied in Elementary French I and II, presents more elaborate structures of the French language and culture, and introduces students to literary and contemporary readings. Three hours of class, one hour of lab. Prerequisite: 121, or equivalent. One semester, 3 credits.

### 221 Intermediate French II

Course is designed to strengthen students' competence to communicate in the French

language. It is taught in French with three hours of classroom instruction. It includes a thorough review of grammar and strongly emphasizes oral and written communication. Three hours of class, one hour of lab. Prerequisite: 220, or equivalent. One semester, 3 credits.

### 225 Conversation, Culture and Communication

This course is designed to extend students' aural comprehension and oral expression, and to further the acquisition of a more complex vocabulary associated with contemporary issues described in newspapers, television and the Web. Prerequisite: 221, or equivalent. One semester, 3 credits.

## Courses Taught in English

### 115\* Introduction to Contemporary French

This class is an introduction to contemporary France in which we look at the constant exchange of literary, cinematic, philosophical and even culinary ideas between France and the U.S. The goal is not to determine which culture is better, but to learn about another culture (and therefore our own as well) while acquiring the tools of cultural analysis. Taught in English. No prerequisite. One semester, 3 credits.

### 126\* Francophone Culture and Civilization

(Same as 326) Taught in English. No prerequisites. One semester, 3 credits.

### 173\* French Cinema

(Same as 473) Taught in English. No prerequisites. One semester, 3 credits.

### 174 Le Flâneur I

(Same as 374) Taught in English. Students should have at least 1 semester of college French. One semester, 3 credits.

### 175 Le Flâneur II

(Same as 375) Taught in English. Students should have at least 1 semester of college French. One semester, 3 credits.

### 177\* Franco-African Cinema and Literature

(Same as 477) Taught in English. No prerequisites. One semester, 3 credits.

### 178\* Pre and Post Revolutionary Child

(Same as 478) Taught in English. No prerequisites. One semester, 3 credits.

**179\* Women's Portraits/Portrait de femmes**  
(Same as 475) Taught in English. No prerequisites. One semester, 3 credits.

**180\* Love and Life until the Revolution**  
(Same as 480) Taught in English. No prerequisites. One semester, 3 credits.

**181\* Franco-Asian Literature**  
(Same as 481) Taught in English. No prerequisites. One semester, 3 credits.

## Composition, Culture and, French For Business

### 310 Composition and Stylistics

Course designed to develop and refine students' writing skills on topics that are increasingly more abstract. It introduces students to the critical elements of stylistic differences and the application thereof. Prerequisite: 221 (may be concurrent enrollment). One semester, 3 credits.

### 315\* French for Business

Course designed to introduce students to commercial French including correspondence, and acquisition of business related vocabulary, and an understanding of successful business interactions. Prerequisite: 221 or equivalent. One semester, 3 credits.

### 325\* French Culture and Civilization

Course designed to study the evolution of French culture and civilization by establishing the links between political, social, and intellectual developments and the associated artistic and literary achievements. Prerequisite: 221 or equivalent. One semester, 3 credits.

### 326\* Francophone Culture and Civilization

Course designed to introduce students to the historical formations and transformations that occurred outside France (Africa, Caribbean, Canada and Americas). Prerequisite: 221 or equivalent. One semester, 3 credits.

## Literature Courses

### 355\* Introduction to French Literature I

Survey course of French literature from the Middle Ages through the 18th century. Major literary works of writers of prose, poetry, and theater are read and discussed from both a historical and literary perspective. This course

is taught in French. Students are expected to participate actively in class discussions, to give brief oral presentations, and to write short papers. Prerequisite: 221 or equivalent. One semester, 3 credits.

### 356\* Introduction to French Literature II

Survey course of French literature from the 19th to the 20th century. This course includes major works of French and Francophone writers of prose, poetry and theater. Works are read and discussed in French from both a historical and literary perspective. Students are expected to participate actively in class discussions, to give brief oral presentations, and to write short papers. Prerequisite: 221 or equivalent. One semester, 3 credits.

### 432\* Heroes and Heroines

The 17th century in France is a period where heroines and heroes were redefined to fit a society in transition. Topics will include the transition from the Baroque to Classicism, and the evolution of dominant intellectual and political currents such as rationalism and absolutism and the redefinition of the role of masculine and feminine ideals. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 435\* History of Modern Novel

Course designed to provide students with a more thorough comprehension of the French and Francophone modern novel, from the 17th to the 20th-century. It is based upon detailed analysis of literary texts and considers the socio-historical background that contributed to the evolution of the genre. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 453\* Poetic Perspectives

Course designed to provide students with a better understanding of the 19th and 20th-century poetic movements, from Romanticism, Parnasse and Symbolism to more contemporary expressions of the poetic genre. It includes analysis of French and Francophone poetry and presents students with analytical tools that contribute to critical thinking. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 465\* 20th-Century Theater

Course designed for students who wish to broaden their cultural and literary understanding of 20th-century theater. Works studied are representative of major authors in the history of ideas of modern French and

Francophone literature. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 469\* Nouveau Roman/Nouveau Théâtre

Course designed to acquaint students with the literary production during the 1950's. Works studied are representative of major authors of this specific movement, such as Robbe-Grillet, Duras, Sarraute, Ionesco and Genet. Prerequisite: 310 or equivalent. One semester, 3 credits.

## Other Perspectives

### 374\* Le Flâneur I

This is the pre-departure course for the January class in Paris (Le Flâneur II). A "flâneur" is defined as "an aimless idler; a loafer...from flâner, to idle about, stroll." By walking about and observing Los Angeles, and by thinking about cities critically through diverse readings, students will be initiated to fields of knowledge ranging from urban studies to literature. Students will use what they learn in this class and in the field to construct a project to be completed in Paris during January. While the course is taught in English because of the co-enrollment of students at different language levels and from other departments, students at the 374 level will read and complete assignments in French. One semester. 3 credits.

### 375\* Le Flâneur II

This is the companion course to 374 and builds on the theoretical knowledge and experiences of Le Flâneur I. Le Flâneur II takes place in Paris and uses the city to build comparative knowledge of the historical, cultural, environmental, geographical and other forces that inform the modern city. The Paris experience is intended not only to give fuller knowledge of an alternate urban environment, but should serve as a comparative tool for better understanding of Los Angeles. In order to get Liberal Education Connections 2/Comparative Knowledge credit, students must successfully complete both Le Flâneur I and II. Like 374, French 375 is for French majors or those with strong French language skills. January term. 3 credits.

### 473\* French Cinema

This course presents the main movements and directors in French cinema. Students will be introduced to cinematographic vocabulary and they will be able to develop critical thinking through the analysis of films. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 476\* Performance in French

This course explores various aspects of performance in the French tradition—both as spectators studying varying types of French and Francophone theater texts and productions, and as actors in a workshop setting. Both theoretical and experiential, a major emphasis is put on creativity and collaboration to achieve the goals of the course. After working closely together to write and produce a creative work, the class's performance will be the final "exam." Prerequisite: 310 or equivalent. One semester, 3 credits.

### 477\* Franco-African Cinema and Literature

Course designed to introduce students to contemporary African literature and cinema. It is based upon detailed analysis of literary texts and of films, both addressing a variety of cultural aspects of African Francophone life. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 478\* Pre and Post Revolutionary Child

This class examines developments leading to modern concepts of the child in France all the while tracing parallel ideas of identity such as selfhood, nationality, public education, welfare and gender using literature and film. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 479\* Women's Portraits/Portraits de femmes

Course designed to expose students to various portrayals of women, by women and by their male counterparts. Works studied are representative of different genres and centuries in French and Francophone literature. Prerequisite: 310 or equivalent. One semester, 3 credits.

### 480\* Love and Life until the Revolution

Students study works from the middle-ages to the Revolution and discuss the transformation of "senses and sensibilities" over time. To



better understand the works of fiction, we will discuss the history and the society of the period. Prerequisite: 310 or equivalent. One semester, 3 credits.

#### 481\* Franco-Asian Literature

This course explores the Asian influence in Francophone literatures and cultures. It exposes students to non-traditional aspects of the Francophone culture deriving from a history of complex and diverse interactions between Asia and French-speaking societies. Students will gain insight about the subject through the study of literature and films. Prerequisite: 310 or equivalent. One semester, 3 credits.

#### 490\* Special Topics

An in-depth study of a specific period, genre, or topic (such as Francophone Writers, French Renaissance, 17th-century Moralists, Classical Theater, Enlightenment, etc.). Topics vary by semester. Prerequisite: 310 or equivalent. One semester, 3 credits.

#### 499\* Senior Thesis

A paper and oral defense in the major that will indicate the student's acquisition of the literary, the cultural and the language skills needed to pursue studies in French or Francophone literature.

#### 190, 290, 390\* Selected Topics in French

Variable credits. Permission. May be repeated for credit.

#### 295, 395, 495 Independent Studies

Credit and time arranged. Permission. May be repeated for credit.

### Japanese Language Courses (JAPN)

#### 10 Japanese for Business

Designed for students who anticipate using the language in business-related fields. Also introduces Japanese business manners and customs. No prerequisites. One semester, 2 credits.

#### 120 Elementary Japanese I

An introductory course in simple conversation, basic grammar, reading, culture, and written Japanese (Hiragana, Katakana and simple Kanji). Four hours of class, one hour of lab. One semester, 4 credits.

#### 121 Elementary Japanese II

Continuation of 120. Basic grammar, conversation, composition and readings. Four hours of class, one hour of lab. Prerequisite: 120 or equivalent on placement exam. One semester, 4 credits.

#### 220\* Intermediate Japanese I

A course designed to fulfill the personal interest and future professional goals of students who have had one year of Elementary Japanese or its equivalent. Students will learn new vocabulary, sentence structures, grammar and expressions as well insights into Japanese society, culture and customs. Prerequisite: 121 or equivalent on placement exam or permission. One semester, 3 credits.

#### 221\* Intermediate Japanese II

Continuation of Japanese 220. This course focuses on the ability to express oneself and develop skills toward intermediate-high level proficiency in both spoken and written Japanese. Classes emphasize reading and writing skills, including the practice of kanji, and speaking skills. Prerequisite: 220 or equivalent on placement exam or permission. One semester, 3 credits.

#### 190, 290, 390, 490\* Selected Topics in Japanese

An in-depth study of a specified topic, such as more complex syntax structures, various cultural aspects, including cinema, literature, art, religion, and the role of Zen philosophy in manners and ethics. Variable credits. Permission. May be repeated for credit.

#### 295, 395, 495 Independent Studies

Credit and time arranged. Permission. May be repeated for credit.

### Spanish Language Courses (SPAN)

#### 100\* Introduction to U.S. Latino Studies

Comparison of linguistic, historical and cultural backgrounds of various Latino communities in the U.S. through fiction, non-fiction, music, and other forms of popular culture. One semester, 3 credits.

#### 120 Elementary Spanish I

Students are introduced to the basic principles necessary to carry out written and oral communication. Emphasis will be placed on

developing the ability to use the language creatively to talk about oneself and to deal with daily situations within the Hispanic cultural context. Four hours of class, one hour of lab. Presupposes no previous study of Spanish. Not open to students who have completed more than two years of high school Spanish nor to Native Speakers. Not open to students who have successfully completed a higher level Spanish language class. One semester, 4 credits.

#### 121 Elementary Spanish II

Continuation of 120. Basic grammar, conversation, composition and readings. Four hours of class, one hour of lab. Prerequisite: 120 or equivalent on placement exam. Not open to students who have completed more than three years of high school Spanish, nor Native Speakers. Not open to students who have successfully completed a higher level Spanish language class. One semester, 4 credits.

#### 122 Spanish for High Beginners

A course designed for students who have studied Spanish before but who want a comprehensive review course. As a fast-moving, intensive course focus is on learning strategies for reading, writing, and communicating in Spanish. Prerequisite: Previous knowledge of Spanish or placement exam recommendation. Not open to students who have successfully completed a higher level Spanish language class. One semester, 3 credits.

#### 220 Intermediate Spanish I

A continuation of 120, 121, this class further develops the students' ability to communicate in Spanish, both orally and in writing. Students will speak, read, and write about such topics as advice, opinions, and hypothetical situations, while at the same time gaining insights into the culture of the Hispanic world. While grammar is reviewed, this course does require a good foundation in the basic principles. Three hours of class, one hour of lab. Prerequisite: 121 or equivalent. Not open to Native Speakers without permission. Not open to students who have successfully completed a higher level Spanish language class. One semester, 3 credits.

#### 221 Intermediate Spanish II

Continuation of 220. Review of grammar and extensive practice in conversation, writing and

reading of selected texts as well as viewing of videos on Hispanic life and culture. Three hours of class, one hour of lab. Prerequisite: 220 or equivalent or placement exam recommendation. Not open to Native Speakers without permission. Not open to students who have successfully completed a higher level Spanish language class. One semester, 3 credits.

#### 222 Spanish for Heritage Speakers

A course designed for Spanish speakers who demonstrate an ability to understand and produce Spanish but who lack significant previous formal instruction in the language. This course hones in on students' existing language skills and aims to expand the knowledge base and develop reading and formal/academic writing skills. Prerequisite: Placement exam recommendation or permission. One semester, 3 credits.

#### 230 Spanish Conversation

This course is conducted in Spanish and engages students in conversation in a variety of formats toward further developing oral proficiency and vocabulary. Readings, Internet surfing, TV or other viewings on topics of current interest done outside of class serve as the basis for general class discussions through practice in different types of discourse, including narration, description, critical commentary, debate, and dramatic dialogue. Some of the time will be devoted to developing conversational strategies, and much importance will be given to interaction in the classroom. Small group work, emphasis on natural language, and the use of authentic materials (including readings and films) will be among the instructional techniques used. Prerequisite: 221 or higher, equivalent, placement exam recommendation or permission. Not open to Native Speakers without permission. One semester, 3 credits.

#### 360 Latin American Performance Experience

An experiential class in which students explore their bodies and minds in order to explore the difficulties involved in staging a text (poem, play, short story). While students practice Spanish during rehearsals, they also explore Latin American perspectives and techniques production (from acting to performance). Prerequisite: 221 or higher, equivalent, or permission. One semester, 3 credits.

## Culture, Composition, and Introduction to Literature

### 225\* Latino Literature and Cultural Production

This course surveys the works of U.S. Latino authors and analyzes how artists across genres, such as literature, film, performance art, non-fiction, and music represent their cultures and respond creatively to the socio-historical development of their communities. While this course is taught in English, some previous knowledge of Spanish is helpful. One semester, 3 credits.

### 310 Advanced Spanish Grammar and Composition

This course focuses on a theoretical and practical approach to Spanish grammar (phonology, morphology, syntax and semantics). Of equal importance is the development and improvement of formal writing skills required by academic standards, specifically those at the ACTFL Advanced level (description, narration, exposition, and argumentation). Prerequisite: 221 or higher, equivalent, placement exam recommendation or permission. One semester, 3 credits.

### 320\* Creative Writing in Spanish

This course emphasizes the development of creative writing skills, vocabulary expansion, and review of grammatical structures. Focus is on creative written expression on themes related to the cultures of the Spanish-speaking world. Students develop strategies and skills needed to write on topics through practice of different types of discourse, including narration, poetry, drama, critical commentary and theoretical essays. Prerequisite: 310, equivalent, or permission. One semester, 3 credits.

### 325 Conversation on Hispanic Cultures

A study of Hispanic culture from its origins to the present. A study of the diversity of Hispanic civilization, this course will examine Hispanic societies through significant areas of cultural expression, including literature, visual arts, music, and film. Conducted entirely in Spanish. Prerequisite: 310, equivalent, or permission. One semester, 3 credits.

### 355 Introduction to Peninsular/Latin American Literature I

A survey of the most representative texts of writers of prose, poetry, and theater within

the contexts of literary and sociohistorical interpretations. This course surveys the major authors and includes close readings of representative selections from 1100 to 1700, with attention to the development of literary genres in the context of the changing cultures of Spain and Latin America. Conducted entirely in Spanish with class discussions and extensive practice writing commentaries on texts. Designed for Spanish majors and minors. May be taken out of sequence. Prerequisite: 310, equivalent, or permission. One semester, 3 credits.

### 356 Introduction to Latin American/ Peninsular Literature II

This course studies trends and developments in major literary works from 1700 to the present day in both the Peninsula and Latin America. Conducted entirely in Spanish with class discussions and extensive practice writing commentaries on texts. Designed for Spanish majors and minors. May be taken out of sequence. Prerequisite: 310, equivalent, or permission. One semester, 3 credits.

## Literature Courses

### 410\* Masterpieces from the Middle Ages to the Baroque

Representative literary works of the Medieval, Renaissance and Baroque in both Spain and Latin America. Poetic and narrative texts, in their entirety, are read for their literary, cultural and historical value. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 420\* New World and Spanish Colonial Literatures

Selections from major genres of the precolonial and colonial periods (1100-1810) produced by authors in Spain and Latin America: indigenous codices, the chronicle of the Encounter and Conquest, lyric and epic poetry, colonial theater, pre-independence writing, etc... Among the themes examined are: utopian images of the New World, the Hispanic "rewriting" of indigenous cultures, and the emergence of the mestizo identity in literature and political essays. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 430\* Spanish Peninsular Theater

This course introduces the students to the historical, sociological and dramatic developments of Spanish Peninsular Theater from the Middle Ages to most recent productions, focusing specifically on how genre and sub-genres are linked directly to social changes and political transformations in each period. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 440\* Latin American Theater

This course traces the development of Latin American theater from the pre colonial period to the New Popular Theater. It will focus on several problematic subjects, such as geographic parameters, themes and major trends in dramatic theory, and economic and political structures in the process of production. Detailed consideration is given to contact between languages, Native American, European and African traditions, as well as influences of experimental theater and popular culture. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 450\* Latin American Literature from Independence to Modernism

This course focuses on major authors in the period, emphasizing those genres developed in the postcolonial cultural context. Literary and sociopolitical trends and cultural images and characters from early 19th century to early 20th century are critically examined. The course also includes the impact of Latin American writing on the literature in Spain, especially on Peninsular Modernism. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 460\* Spanish Voices: The Twentieth Century

From the turn of the century to our present time, Spanish literature has enjoyed an artistic explosion, the likes of which has not been seen since the Golden Age. A profusion of literary movements—including the Generation of '98, modernism and avant-garde—reflected the creative vibrancy of the nation even as it slipped into political and social chaos. Major works of prose, poetry and theater are analyzed for their literary innovativeness and relationship to ideological trends and social reality in contemporary Spanish letters. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 470\* Latin American Voices: The Twentieth Century

Critical study of selected contemporary Spanish-American texts in light of current modes of writing and interpretation. This course will delineate the major patterns of formal and thematic development within the history of Latin American letters as well as emphasize the analysis of structural and linguistic problems posed by the texts. This course will also explore such tendencies as realism, surrealism and "magic realism," as well as works of social conscience, revolution and the national situation. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 480\* Major Hispanic Authors

Intensive study of the works of the most distinguished authors in the Spanish language. Authors will vary according to instructor's expertise. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

## Other Perspectives on Literature

### 481\* Revisiting the Canon in Peninsular and Latin American Literature

This course is designed to give students the tools necessary to read the major canonical works of Spanish and Latin American literature in order to rebuild the process through which they represent nationality, class, sexual dissidence, and ethnic issues. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

### 482\* Literary Criticism and the Essay Tradition

Major approaches to the history of Spanish literary "ensayos" in Spain and Latin America. This course explores the imagery of Nation and Identities, the cultural and political debates in sciences and cultures. The course also focus on the construction of literary criticism in Spanish and translations of main trends on contemporary criticism. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.



**483\* Cinema in Spain and/or Latin America**

This course examines Peninsular and Latin American cinematic production and introduces new critical approaches in film studies.

The course may organize materials from a historical perspective, or focus on a selected period, theme, or director. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

**484\* Women's Voices in the Hispanic World**

This course explores Peninsular, Latin American, and Latino women voices, whether writers, political activists or in popular culture. Depending on Professor's expertise, the course will be developed as a survey by examining literary or non-literary texts from historical periods, or organized as a seminar focusing on selected texts produced by a particular group of authors or in specific nations or communities. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

**485\* Subaltern Voices, Diversity and Marginalization**

This course explores literature and cultural production in Spain, Latin America and Hispanic American works from diverse theoretical approaches: feminism, cultural theory, subaltern status, and gay and lesbian studies. Students will examine how texts redefine literary forms when writing confronts the process of empowerment of minorities through racial, ethnic, and textual terms. Prerequisite: 355 or higher, equivalent, or permission. One semester, 3 credits.

**499 Senior Presentation**

Capstone presentation required of all majors upon completion of a 400 level seminar course. May be taken as 0-1 credit.

**190, 290, 390, 490\* Selected Topics**

Close readings and seminar discussions aim to explore the reception of both classic and contemporary themes of literary expression. Examples: The Novel of the Mexican

Revolution; Hispanic Popular Culture; Afro-Latino Voices; Asian Influences in Latin America. Topics vary by semester. May be repeated for credit. One semester, 3 credits. 295, 395, 495 Independent Studies.

Credit and time arranged. Permission. May be repeated for credit.

\*Not offered every year.



**Stephen Cook**, *Chair*

**Teresa LeVelle**

**Danilo Lozano**

**David J. Muller**

**ARTISTS-IN-RESIDENCE:**

**Victor Barrientos** (*Drums*)

**Stephen Billington** (*Trumpet*)

**David Black** (*Bass*)

**Stephen Cook** (*Piano*)

**Theresa Dimond** (*Percussion*)

**Angel Hart** (*Voice*)

**Leslie Ho** (*Violin and Viola*)

**Teresa LeVelle** (*Composition*)

**Yumi Livesay** (*Piano*)

**Danilo Lozano** (*Flute*)

**Melissa McIntosh Landis** (*Voice*)

**David Muller** (*Bassoon*)

**Stephanie Stetson** (*Horn*)

**Neil Stipp** (*Organ*)

**Joseph Stone** (*Oboe and Saxophone*)

**Edmund Velasco** (*Jazz Saxophone*)

**Wendy Velasco** (*Cello*)

**Bob Wirtz** (*Bass and Bass Guitar*)

**Scott Wolf** (*Guitar*)

All students will find in music a varied and enriching program in performance and study. Exceptional opportunities for both solo and ensemble performance are available, and all students are eligible to audition for membership in the College Choir and Chamber Music ensembles. Through audition, Whittier students may also participate for credit in the Rio Hondo Symphony and the Chorale Bel Canto, strong community ensembles under professional leadership. Individual instruction in voice, instruments and composition is offered at all levels of proficiency by an outstanding artist faculty. Class instruction is also available in piano, guitar and voice.

The Whittier College Music Department offers preparation for a wide range of career opportunities, and students with serious aspirations in music are encouraged to consider a major. In addition to applied music, class instruction is offered in conducting, music literature and materials, theory, music business and music technology. A digital piano and music technology lab is available for student use and is integrated in several course offerings. Students may also develop areas of specialization or individual projects under faculty supervision in related fields such as church music, management, musicology, ethnomusicology, music theory, music industries, and music theater.

Students interested in pursuing a music major or minor will need to take a music placement exam that is normally offered during Orientation Week. Students who are unable to pass this exam will need to enroll in MUS 70 Introduction to Music Theory and Musicianship before taking other music core courses. Please contact the music department for more information.

## GUIDELINES FOR A MAJOR IN MUSIC

## CORE COURSES (30 CREDITS):

**Harmony I, II, III**, MUS 100H, 200H, 201H, 9 credits

**Musicianship, I, II, III**, MUS 100M, 200M, 201M, 3 credits

**Instrumentation**, MUS 300, 2 credits

**Class Piano for Majors**, MUS 110 (must be taken concurrently with MUS 100H, and 100M. A student may be exempt from Class Piano for Majors through testing.), 1 credit

**Introduction to Music Technology**, MUS 111, 2 credits

**Music History I, II**, MUS 203 and MUS 204, 6 credits

**Introduction to Ethnomusicology**, MUS 303, 2 credits

**Conducting**, MUS 305, 3 credits

**Private Instruction**, MUS 198, (minimum four semesters), 0 credits

**Ensembles** (chamber or choral; minimum five semesters), 0 credits

**Capstone Experience**, MUS 400, 2 credits

## Additional Elective Requirements (At Least 9 Credits):

**Music of Latin America**, MUS 074, 3 credits

**Music of Africa**, MUS 075, 3 credits

**A World of Music**, MUS 076, 3 credits

**Approachable Opera**, MUS 077, 3 credits

**History of Jazz**, MUS 102, 3 credits

**American Popular Music**, MUS 103, 3 credits

**Music Business**, MUS 104, 2 credits

**World Percussion Methods**, MUS 105, 2 credits

**History of Film Music**, MUS 206, January 4 credits; Fall/Spring 3 credits

**Music Technology II**, MUS 211, 2 credits

**Recording Techniques**, MUS 310, 2 credits

**Current Topics in Music**, MUS 390/490, variable credits

**Private Instruction**, MUS 198, up to 2 credits

**Ensembles**, MUS 018, 051, up to 2 credits

**Proficiencies.** All music majors must pass a piano proficiency examination before graduation. Music majors are expected to demonstrate basic keyboard skills by the end of the first academic year in the department. Students expecting to major in music will be examined for keyboard skills upon entry into the music major. If the audition is not passed, the student is expected to enroll in Class Piano for Majors (MUS 110) or in private piano instruction until the proficiency examination is completed.

*Proficiency Requirements:*

Play all major and minor scales and arpeggios, two octaves, hands together.

Prepare a memorized composition of the intermediate level using the damper pedal.

Accompany an instrumentalist or vocalist; appropriate assignments based on level and technique will be distributed in class.

Prepare a harmonization of a simple folk tune.

Read a piece of the late elementary level at sight

## GUIDELINES FOR A MINOR IN MUSIC

## Minimum Requirements (15 credits):

**Harmony I**, MUS 100H, 3 credits

**Musicianship I**, MUS 100M, 1 credits

**Music History I, II**, MUS 203 and 204, 6 credits

**Introduction to Music Technology**, MUS 111, 2 credits

**Ensembles (Chamber or Choral)**, 2 credits

**Private Instruction, MUS 198**, 1 credit.

Music minors are expected to participate in departmental activities and to attend music department performances. A minor must be declared upon enrolling in Music History.

## COURSE DESCRIPTIONS (MUS)

**70 Introduction to Music Theory and Musicianship**

Introduction to the language of music: notation, rhythm, scales, intervals, melody and chords. Development of musical skills through rhythmic execution, sight singing and basic keyboard facility. Required of majors and minors who do not pass the music placement exam. Encouraged for students in College ensembles, but open to all students as an elective. One semester 3 credits.

**Courses Fulfilling Liberal Arts Requirements****14 Voice Class for Beginners**

Singing, the mechanism and the technique; vocal exercises and song literature to develop and control the voice. One semester, 1 credit.

**16 Beginning Guitar Class**

Study of basic playing technique in a classroom situation. Skills covered are basic accompanimental technique, tablature, staff notation, and simple melody playing. No previous guitar experience necessary. Open to all students. One semester, 1 credit.

**18 College Choir**

A large choral ensemble open by audition to all students. It sings a variety of choral literature, and performs on campus throughout the academic year. Its two principal activities are the Holiday Dinner in December and the annual concert tour in the Spring. Recent tours include the Southeastern States, Northern California, Mexico, and Hawaii. May be repeated. 0-1 credits.

**51 Chamber Music Ensemble**

Provides students with the preparation and performance of small group/chamber music. Emphasis is placed upon high degree of musicianship and fine ensemble playing. Areas of concentration include the study of musical styles, phrasing, balance and blending techniques, intonation, rehearsal techniques, and performance. Groups ranging in size from 2 to 10 members are formed for this purpose. Performances take place on regularly scheduled Music Department activities. 0-1 credits. May be repeated.

VOCE is a select group of 12 to 16 voices chosen from the College Choir. Its repertoire includes madrigals, chamber choir literature, and popular and show music. It performs in community programs, before service clubs, and in most appearances of the Choir.

**71 Music in History**

This course is designed to help the musically inexperienced gain a better understanding of the elements of music from a listener's perspective, its evolution throughout history, and its current place in a changing society. Emphasis is placed on identification of genres, as well as social and political trends affecting musical development. Class members will attend a live music performance (extra fee required). One semester, 3 credits.

**74 Music of Latin America**

Provides an historical and philosophical survey of music in Latin America, in addition to a basic analysis of generic aspects of origins, influences, style, and development within that geographical area. Discussion of regional folkstyles, of the indigenous factor and popular trends (both traditional and progressive)

and of the state of music among the Latin populations of the United States. This class will provide an overall understanding of Latin American music aesthetic and culture. One semester, 3 credits.

#### 75 Music of Africa

Survey of sub-Saharan traditional and contemporary music cultures of Africa. This course examines the musical and extramusical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusical approach to the organization of sound and its meanings will be emphasized. One semester, 3 credits.

#### 76 A World of Music

Introduction to the musics of non-Western cultures. Course discussions will focus on the music-cultures by geographical regions and socio-cultural performance context. Basic theories and methodologies of ethnomusicology, functions of music in society, and general musical characteristics and concepts are examined. One semester, 3 credits.

#### 77\* Approachable Opera

After establishing a musical vocabulary, useful in describing and analyzing music from a listener's perspective, the class will embark on a survey of Western opera. The diverse operas will be studied in their entirety and viewed in their historical context. Class members will attend a live operatic performance (extra fee required). One semester, 3 credits.

#### 102 History of Jazz

This course examines the development of jazz from its African and African-American folk origins through the blues, early jazz, swing era, bebop, "cool" jazz, fusion and contemporary styles of Jazz. Discussion on the works of jazz musicians, such as Louis Armstrong, Duke Ellington, Miles Davis, John Coltrane, will emphasize their significance in United States' historical and social contexts. One semester, 3 credits.

#### 103 American Popular Music

This course examines the social and parallel musical development of postwar United States. American popular music will not be viewed as a trend in contemporary society, but as an expression: of commodification, of the incorporation of experience,

authenticity, and subjectivity (ideology), of textual schizophrenia, of the postmodern disappearance of reality, and of new forms of cultural resistance. One semester, 3 credits.

#### 206 History of Film Music

An introduction to the history of film music, from early dramatic film scores of Max Steiner and Alfred Newman to synthesized scores of Hans Zimmer, Danny Elfman, and other contemporary composers. Extensive viewing and commentary of films; brief technical explanation of film scoring techniques; may include guest lectures. One semester, January, 4 credits; Fall/Spring 3 credits.

### Courses Fulfilling Major Requirements

#### 100H Harmony I

The purpose of this course is to develop a deeper understanding of common-practice melody, harmony, and voice leading, and to demonstrate their analytical and compositional uses. Music majors and minors in MUS 100H must enroll concurrently in MUS 100M. Prerequisite: MUS 70 or permission. One semester, 3 credits.

#### 100M Musicianship I

The purpose of this course is to develop sight singing and dictation skills necessary in the performance and teaching of tonal music. Music majors and minors must enroll concurrently in MUS 100H. Prerequisite: MUS 70 or permission. One semester, 1 credit.

#### 104 Music Business

Introduction to non-performance careers within the music business; performing-right payments, music for stage and screen, marketing, etc. Techniques designed to assist in the transfer from academic to work environment will be presented in addition to discussion of current events within the music industry.

#### 105 World Percussion

This course provides students with the opportunity to learn and execute the principles of world percussion. Emphasis is placed on the teaching methods for world percussion through rehearsal techniques and performing experiences. Prerequisite: MUS 70. One semester, 2 credits.

#### 110 Class Piano for Majors

Introduction to the concepts of musicianship and technique at the keyboard while preparing the student for successful completion of the required piano proficiency examination administered by the music department; content includes scales, arpeggios, accompanying skills, repertory. May be repeated for zero credit until proficiency requirement is met. One semester, 1 credit.

#### 111 Introduction to Music Technology

This course is designed to introduce the student to the practical applications of music software on the Macintosh platform, including Finale, Logic Express and Garage Band. Techniques and exercises are used to discover the capabilities of each program, culminating in a semester project specifically coordinated to individual student interest. Technology fee required. Prerequisite: MUS 70. One semester, 2 credits.

#### 200H Harmony II

The purpose of this course is to develop a deeper understanding of common-practice melody, harmony, voice leading, and musical form, and to demonstrate their analytical and compositional uses. Music majors and minors in MUS 200H must enroll concurrently in MUS 200M. Prerequisite: MUS 100H. One semester, 3 credits.

#### 200M Musicianship II

The purpose of this course is to develop sight singing and dictation skills necessary in the performance and teaching of tonal music. Music majors and minors must enroll concurrently in MUS 200H. Prerequisite: MUS 100M or permission. One semester, 1 credit.

#### 201H Harmony III

The purpose of this course is to develop a deeper understanding of common-practice melody, harmony, voice leading, and musical form, to demonstrate their analytical and compositional uses, and to introduce nontonal musical practices. Music majors and minors in MUS 201H must enroll concurrently in MUS 201M. Prerequisite: MUS 200H. One semester, 3 credits.

#### 201M Musicianship III

The purpose of this course is to develop sight singing and dictation skills necessary to perform and teach tonal and nontonal music. Music majors and minors must enroll concurrently in

MUS 201H. Prerequisite: MUS MUS 200M or permission. One semester, 1 credit.

#### 203\* Music History I

Understanding music through score study and guided listening; principal forms, structures and compositional techniques in instrumental and vocal music from Medieval through Baroque periods. Prerequisite: MUS 100H. One semester, 3 credits.

#### 204\* Music History II

Music and its development in Western civilization from 1750 to the present; acquaintance with formal and stylistic problems through representative works; understanding musical concepts in their historical and cultural contexts. Prerequisite: MUS 203. One semester, 3 credits.

#### 211\* Music Technology II

Continuation of techniques and applications obtained in Introduction to Music Technology with emphasis on integration of software programs for optimal project success. Technology fee required. Prerequisite: MUS 111. One semester, 2 credits.

#### 300\* Instrumentation

The purpose of this course is to understand the properties of string, woodwind, brass, and percussion instruments. To understand scoring procedures for small and large ensembles using the above instruments, and to gain a basic understanding of the computer notation software used in this scoring process. Prerequisite: MUS 201H. One semester, 2 credits.

#### 305\* Conducting

Score reading and baton technique; study and execution of basic patterns using standard orchestral and choral literature, score reading, performance, and stylistic analysis. Prerequisite: MUS 300, MUS 201H or by Permission. One semester, 3 credits.

#### 310\* Recording Techniques

Introduction to the basic principles and properties of sound: frequency, intensity, timbre, resonance, reverberation; study of multi-track recording techniques, signal processing devices, and MIDI techniques including sequencing, analog to digital transfer, and editing. Prerequisite: MUS 211. One semester, 2 credits.

**330\* Introduction to Ethnomusicology**

This course introduces the student to the theory and methodology in the field of Ethnomusicology. Emphasis is placed on the systematic study of non-Western music cultures. Topics for discussion include fieldwork, musical transcription, description of musical compositions, organology, historical and geographical approaches, context and communication, and bibliographic resources. Prerequisite: MUS 204. One semester, 2 credits.

**400 A&B Capstone Experience**

Arranged as a directed study, this course is the capstone experience for all music majors. It is also designed to satisfy the College "Paper in the Major" requirement and the Communication IV (Senior Presentation) component of the Liberal Education Program. By the end of the junior year all music majors will have submitted to the music department chair a proposed topic and the name of the primary music department faculty sponsor. This yearlong endeavor will be accomplished while the student is in residence at the College during the senior year. Upon approval, students will enroll in MUS 400 during the fall semester of their senior year. Students will be given wide latitude while selecting a topic so their topic can be carefully tailored to meet their needs and goals. All approved topics will have both a written and public presentation component. The written portion will include the integration of appropriate musical considerations (theoretical, historical, etc.) along with personal reflection. The public presentation (which will normally take place during the spring semester of the senior year) will involve an appropriate performance component and/or oral presentation. Examples of approved topics for the recent past include: "Astor Piazzolla and the New Tango," "Avian Melody – Birdsong as Transcribed and Used in Olivier Messiaen's Catalogue d'Oiseaux," and engineering/recording/producing original student compositions. Instructor permission required. Two semesters, 2 credits.

**390, 490\* Current Topics in Music**

Variable credits. Permission. May be repeated for credit.

**295, 395, 495 Independent Study**

Variable credits. Permission. May be repeated for credit.

**198 Private Instruction**

Private lessons are offered by an outstanding artist faculty in all instruments, voice and composition. One half-hour lesson with a minimum of five hours practice weekly yields one credit per semester; two half-hour lessons with corresponding practice carry two credits. Lessons may be arranged without credit. Fees for lessons are listed in the fees and charges sections.

**Student Recitals**

Each month Whittier College students studying privately with an Artist-in-Residence have the opportunity to perform in the Poet Musicale. Majors are strongly encouraged to participate in partial or complete recitals as part of their upper-division work. These recital opportunities exist for all students studying privately, whether or not they are music majors.

**Community Ensembles**

In addition to the ensembles listed above, students may participate in either of two community ensembles: RIO HONDO SYMPHONY: A regional, semi-professional community orchestra for the advanced student. Audition required.

CHORALE BEL CANTO: A community masterworks chorale of 80 voices which performs large choral works with orchestra. The chorale is open to faculty, staff and students by audition.

\*Not offered every year.



# PHILOSOPHY

**David P. Hunt**

**Paul Kjellberg, Chair**

**Michelle Switzer**

Philosophy is the study of thinking clearly about ideas. It does not normally lead to any one career in particular, but prepares you for any job where ideas are important. Philosophy deals with everyday problems: Should I go into teaching, law, or business? Should I be a Democrat, a Republican, something else, or nothing? These practical questions prompt major philosophical concerns: Who am I? What is important? What is real?

The study of philosophy brings many benefits. It stimulates self-examination ("The unexamined life," Socrates said, "is not worth living."); it provides insights into various cultures, including your own; it explores the inter-connectedness of different kinds of knowledge; it encourages clear thinking; and it offers a view of the big picture that is helpful in all aspects of life.

The department offers two programs in philosophy. The traditional major and minor introduce students to classical philosophical issues while fostering critical skills. The program in applied philosophy offers a solid grounding in philosophy together with a concentration in another discipline, allowing students to use their philosophical training to develop a deeper appreciation of the foundations, controversies, and larger significance of an area of interest outside philosophy.

**GUIDELINES FOR A MAJOR IN PHILOSOPHY**

A minimum of 30 credits, of which 21 must be at the 300 level or above, including the three "core courses," Senior Thesis and Colloquium (PHIL 498), and Seminar in Philosophy (PHIL 425). The core courses, which are required for both major programs as well as the minor program, are the following History survey courses, plus one of the survey Value courses:

**History**

**Classical Philosophy**, PHIL 310, 3 credits

**Modern Philosophy**, PHIL 315, 3 credits

**Value Theory, one of either:**

**Ethical Theories**, PHIL 330, 3 credits,

**Contemporary Social Philosophy**, Phil 340, 3 credits, or,

**Feminist Philosophy**, Phil 385, 3 credits

**GUIDELINES FOR A MAJOR IN APPLIED PHILOSOPHY**

A minimum of 42 credits, including 18 from a field of concentration outside philosophy (the particular courses to be chosen in consultation with the faculty advisor), and 24 from within philosophy, of which 18 must be at the 300 level or above, including the three core courses, Senior Thesis and Colloquium (PHIL 498), and one 3-credit course, numbered 300 or above and approved by the advisor, on the philosophy of the field from which the 18 non-philosophy credits are taken. (This requirement may be met by a directed study if no regular course is appropriate.)



## GUIDELINES FOR A MINOR IN PHILOSOPHY

A minimum of 18 credits, of which 12 must be at the 300 level or above, including the three core courses.

*NOTE: Students may petition the Philosophy Department to accept one appropriate course from another discipline as an elective in the major or the minor.*

## COURSE DESCRIPTIONS (PHIL)

### 50\* Meet and Talk

Informal philosophical discussion in the home of one of the faculty members. One semester, 1 credit.

### 105 Introduction to Ethics

This course presents various traditional and critical approaches to moral and ethical issues and uses them to understand practical problems in daily life. Preference given to freshmen. One semester, 3 credits

### 220\* Philosophical Issues in Imaginative Literature

Develops an understanding of the philosophical enterprise through discussion of works of fiction that raise issues of a philosophical nature. One semester, 3 credits.

### 230\* Philosophical Issues on Film

Addresses philosophical questions posed by some of the masterpieces of world cinema; students view feature-length films, read relevant philosophical texts, and explore connections between the films and texts. January session, 4 credits.

### 250\* Philosophy of Love and Human Sexuality

An examination of the constructions of female and male sexuality and some of their ethical and political implications; contemporary issues including promiscuity, child abuse, prostitution, pornography, and marriage. One semester, 3 credits.

### 260 Environmental Ethics

The evolution of theoretical responses to unprecedented environmental crises such as Global Warming and mass extinctions—from application of traditional ethical theories to the development of comprehensive alternative environmental philosophies. One semester, 3 credits.

### 270\* History of Social Thought

Historical approaches to the foundations of the state, and feminist and anti-racist critiques of that social contract tradition. One semester, 3 credits.

### 280\* Simplicity

This course explores the theory and practice of simplifying one's life. Readings come from eastern and western traditions, ancient and modern, with a particular focus on the Quaker practice of simplicity as a way to live in accordance with one's conscience. There will also be a one-week retreat at Hsi Lai Temple to experience the Buddhist approach to simplicity. The course is offered in Jan term. 4 credits.

### 300 Early Chinese Philosophy

The early period of Chinese philosophy: Confucianism and Daoism, as well as other thinkers and schools of thought, all of which were influential in the development of cultures across East Asia. One semester, 3 credits.

### 302\* The Development of Buddhist Philosophical Thought

The development of Buddhist philosophical thinking as it began in India and flourished in China and Japan. Previous course in philosophy recommended. There will also be a one-week retreat at Hsi Lai Temple, as the course is offered during Jan term. One semester, 4 credits.

### 310 Classical Philosophy

Greek and Roman thought as the foundation for Western philosophy with an emphasis on Plato and Aristotle. Previous course in philosophy recommended. One semester, 3 credits.

### 312\* Medieval Philosophy

Examines the period from the beginning of Christian philosophy through the High Middle Ages to the breakdown of the Medieval synthesis; focuses on Augustine and Aquinas. Not open to freshmen; previous course in philosophy recommended. One semester, 3 credits.

### 315 Modern Philosophy

Major Continental and British philosophers of the 17th and 18th centuries, beginning with Descartes and ending with Kant. Not open to freshmen; previous course in philosophy recommended. One semester, 3 credits.

### 317\* Nineteenth Century Philosophy

This course explores the thought of Hegel, Marx, Nietzsche, and Kierkegaard, all very difficult thinkers who were influential in forming the modern “continental” tradition in philosophy. One previous course in philosophy and instructor's permission. One semester, 3 credits.

### 326\* Symbolic Logic

An introduction to formal structures of reasoning through analysis of the logical forms of language and thought; readings and problems in logic and logical theory. Not recommended for freshmen. Recommended for students considering Law School. One semester, 3 credits.

### 330\* Ethical Theories

The traditional Western theories of ethics are put to the challenge of adequacy to the global world of the 21st century. Readings from both historical and contemporary philosophers. Prerequisite: One previous course in philosophy recommended. One semester, 3 credits.

### 340\* Contemporary Social Philosophy

Concepts in social philosophy such as justice, welfare, the individual, community, and society; contemporary problems such as the just allocation of resources, the individual in relation to society, and the relationship between law and morality. Open to juniors, or sophomores with one previous course in philosophy. Recommended: Phil 270. One semester, 3 credits.

### 345\* Philosophy of Art

Philosophical reflection on the nature of the arts: the plastic arts (painting, sculpture, etc.), literature, music, and performance; topics include the definition of art, critical appraisal, artistic creativity, aesthetic experience, and the role of audience and institutions. Open to juniors, or to sophomores with one previous course in philosophy. One semester, 3 credits.

### 350\* God and Religion

The idea of God; proofs for the existence of God; the nature of religious language; the problem of evil; arguments for and against the supernatural. Open to juniors, or sophomores with one previous course in philosophy. One semester, 3 credits.

### 360\* Philosophy of Mind

Critical examination of the major theories about the nature of mind; an exploration of selected topics, including the mind-body relationship, personal identity, artificial intelligence, intentionality, and free will. Open to juniors and seniors with one previous course in philosophy and sophomores with two previous courses in philosophy. One semester, 3 credits.

### 370\* Metaphysics

Theories about what sorts of things are fundamental in the universe; readings from classical and contemporary sources. Open to juniors and seniors with one previous course in philosophy, or sophomores with two previous courses in philosophy. One semester, 3 credits.

### 375\* Rights of Migration

The world is increasingly global, both economically and culturally, yet politically it is still structured by nation-states. How can we recognize and respect the human rights of migrants, refugees, and asylum seekers “beyond the nation-state”? One semester, 3 credits. Recommended: Phil 270.

### 380\* Truth and Knowledge

Various problems of knowledge, such as belief and opinion, the origin of ideas, the certainty of knowledge and truth, and the limits of knowledge. Open to juniors and seniors with one previous course in philosophy, or sophomores with two previous courses in philosophy. One semester, 3 credits.

### 385\* Feminist Philosophy

An examination of the primary feminist responses to the omission of gender as fundamental category of analysis in social and political theory—liberal, socialist, Marxist, radical, anti-racist, and ecofeminist. Prerequisite: one previous course in philosophy or gender and women's studies. One semester, 3 credits.

### 425 Seminar in Philosophy

A focused study of some aspect of philosophy; contact instructor for details. Open to juniors and seniors with two previous courses in philosophy. May be repeated for credit. One semester, 3 credits.



**190, 290, 390, 490\* Selected Topics in Philosophy**

Variable credits. May be repeated for credit.

**295, 395, 495 Independent Studies in Philosophy**

Credit and time arranged. Permission. May be repeated for credit.

**498 Senior Thesis and Colloquium**

This advanced seminar supports and directs senior majors in the research and writing of their Senior Thesis. The Senior Thesis, usually a year-long project of the student's choosing, is the required paper-in-the-major. Prerequisites: Senior standing and permission. Two semesters, 1 or 2 credits each, for a total of 3 credits.

\*Not offered every year.



## PHYSICS AND ASTRONOMY

**Seamus Lagan, Chair**

**Glenn Piner**

**Serkan Zorba**

Physicists seek to understand nature at its most profound level. From the behavior of quarks that are the constituents of protons and neutrons, to superclusters of galaxies, physicists seek to learn the inner workings of nature. As physicists explore new parts of nature, practical applications emerge. In fact, many spectacular technologies are byproducts of physicists' investigation of nature.

At Whittier, Physics and Astronomy is a small department, attracting some of the college's best students to a friendly atmosphere, small classes, opportunities to participate in research, and close interactions between students and faculty. Courses are often taught in a non-traditional Workshop format that emphasizes learning by investigation and extensive use of the department's excellent computing facilities. Physics majors enjoy 24 hour per day access to the Physics Lounge and Physics Library where students work together on homework, or simply relax.

The Whittier College Chapter of the Society of Physics Students (SPS) is at the core of the intellectual and social life of the department. SPS sponsors several lectures per semester by physicists from other colleges, universities, national labs, and industrial labs who discuss their research. SPS also sponsors astronomy parties in the desert, trips to research facilities off-campus, a pizza and movie night, an annual picnic, and other activities.

The Whittier College Department of Physics and Astronomy offers all of its majors the opportunity to participate in research. Faculty and students engage in research together and have authored papers together. In addition, our students' research experiences have helped them gain admission to top graduate programs and secure positions of responsibility in industry. Moreover, participation in research is just plain fun.

The Physics program at Whittier is rigorous and is designed to prepare students for entry into Ph.D. programs in Physics. But the major is also flexible and offers students options which help prepare them for careers in teaching and employment in industry after graduation. Many of our Physics Majors also complete a major or minor in Mathematics.

The Department's web page, accessible through the Whittier College web page and at [www.whittier.edu/Academics/PhysicsAndAstronomy](http://www.whittier.edu/Academics/PhysicsAndAstronomy), provides up-to-date information and announcements important to students interested in physics.

### GUIDELINES FOR A MAJOR IN PHYSICS

To receive a B.A. in Physics from Whittier College, students must complete 31 credits of required physics courses, 15 credits of required math courses, and either option I or option II on the following page.

**Required Physics Courses:**

Intro Kinematics and Mechanics, PHYS 150, 4 credits  
 Intro Electricity, Magnetism and Thermodynamics, PHYS 180, 5 credits  
 Computational Oscillations and Waves, PHYS 250, 3 credits  
 Optics and Modern Physics, PHYS 275, 4 credits  
 Classical Mechanics, PHYS 310, 3 credits  
 Electromagnetic Theory, PHYS 330, 3 credits  
 Quantum Mechanics, PHYS 350, 3 credits  
 Experimental Physics, PHYS 380, 3 credits  
 Senior Seminar, PHYS 499A,B, 3 credits

**Required Math Courses:**

Calculus I and II, MATH 141 A,B, 8 credits (Note: MATH 139 A,B may substitute for MATH 141A)  
 Calculus III, MATH 241, 4 credits  
 Elementary Applied Linear Algebra and Differential Equations, MATH 242, 3 credits

**Option I**

Completion of 9 credits from the following list (at least six must be in Physics)

Electronics and Computer Interfacing, PHYS 205, 3 credits  
 Optics, PHYS 320, 3 credits  
 Statistical Physics, PHYS 315, 3 credits  
 Astrophysics, PHYS 360, 3 credits  
 Solid State Physics, PHYS 375, 3 credits  
 Selected Topics, PHYS 390, 490, 3 credits  
 Undergraduate Research, PHYS 396, 496, 1-3 credits  
 Probability and Statistics, MATH 315, 3 credits  
 Complex Variables, MATH 344, 3 credits  
 Differential Equations I, MATH 345A, 3 credits  
 Numerical Analysis, MATH 350, 3 credits  
 Mathematical Modeling, MATH 354, 3 credits  
 Linear Algebra, MATH 380, 3 credits  
 Programming I, COSC 120, 3 credits

**Option II**

Completion of 6 credits from the list above (at least 3 in physics) plus two semesters in another science approved by the department (e.g., Chemistry: CHEM 110 A, B or Biology: BIOL 151,152 or Environmental Science: ENVS100,105 or Astronomy: PHYS 100, 101).

**GUIDELINES FOR THE MAJOR IN PHYSICS WITH AN EMPHASIS IN ASTRONOMY**

To receive a B.A. in Physics with an emphasis in Astronomy from Whittier College, students must complete 44 credits of required physics courses, and 15 credits of required math courses.

**Required Physics Courses:**

Astronomy of the Solar System, PHYS 100, 3 credits  
 Astronomy of Stars, Galaxies, and the Universe, PHYS 101, 3 credits  
 Intro Kinematics and Mechanics, PHYS 150, 4 credits  
 Intro Electricity, Magnetism and Thermodynamics, PHYS 180, 5 credits  
 Computational Oscillations and Waves, PHYS 250, 3 credits  
 Search for Extraterrestrial Life, PHYS 260, 4 credits  
 Optics and Modern Physics, PHYS 275, 4 credits  
 Classical Mechanics, PHYS 310, 3 credits  
 Optics, PHYS 320, 3 credits  
 Electromagnetic Theory, PHYS 330, 3 credits  
 Astrophysics, PHYS 360, 3 credits  
 Experimental Physics, PHYS 380, 3 credits  
 Senior Seminar, PHYS 499A,B, 3 credits

**Required Math Courses:**

Calculus I and II, MATH 141 A,B, 8 credits (Note: MATH 139 A,B may substitute for MATH 141A)  
 Calculus III, MATH 241, 4 credits  
 Elementary Applied Linear Algebra and Differential Equations, MATH 242, 3 credits

**Maximum Credits in Physics Courses**

Physics majors should be aware that a maximum of 48 credits of physics courses can be counted toward the 120 units required for graduation. Physics majors are welcome to take more than 48 credits of physics courses, but doing so will necessitate completion of more than 120 credits in order to receive a B.A. from Whittier College.

**Preparation for Graduate Programs**

Students planning to enter Ph.D. programs in Physics should plan to take more than the minimum number of Physics and Math courses.

**GUIDELINES FOR A MINOR IN PHYSICS**

To receive a minor in Physics from Whittier College, students must complete at least 22 credits in physics and 12 credits in math.

**Required Physics Courses:**

Intro Kinematics and Mechanics, PHYS 150, 4 credits  
 Intro Electricity, Magnetism and Thermodynamics, PHYS 180, 5 credits  
 Computational Oscillations and Waves, PHYS 250, 3 credits  
 Optics and Modern Physics, PHYS 275, 4 credits  
 Two upper division physics courses approved by the Physics Department, 6 credits

**Required Math Courses:**

Calculus I and II, MATH 141 A,B, 8 credits (Note: MATH 139 A,B may substitute for MATH 141A)  
 Calculus III, MATH 241, 4 credits

## GUIDELINES FOR CHOOSING A BEGINNING-LEVEL PHYSICS OR ASTRONOMY COURSE

**Students not majoring in science:** **PHYS 100, PHYS 101 and PHYS 103** are suitable for students who have a limited mathematics background. Each of these courses satisfies the COM1 requirement of the Liberal Education program.

**Pre- Health students:** **PHYS 135A and PHYS 135B** together constitute a year of algebra-based physics suitable for many pre-health and pre-professional students who will be taking the MCAT and related exams.

### Physics majors and 3-2 Engineering Students:

**PHYS 150 and PHYS 180** together constitute a year of calculus-based physics and are required of all physics majors and 3-2 engineering students.

Students with credits in AP physics, A-level physics, or other college-level physics courses should seek advice from the physics faculty, preferably before registering for physics courses at Whittier College.

## COURSE DESCRIPTIONS PHYSICS AND ASTRONOMY (PHYS)

*All Physics laboratory courses require a lab fee. Lab courses include Phys 100, 101, 103, 135A, 135B, 150, 180, 205, 320, and 380. Contact the Department of Physics and Astronomy for details or see the Whittier College course schedule.*

### 100 Astronomy of the Solar System

This is a general astronomy course suitable for non-science students. Topics covered include historical astronomy, orbits and gravity, light and telescopes, and the planets and other minor bodies in the Solar System. Short labs/activities will be part of the class. Some nighttime observing will be involved. This course satisfies the COM1 requirement, so quantitative skills will be developed and applied to astronomical problems. Prerequisite: Sufficient score on the Math Placement Exam or Math 74 or Math 76. One semester, 3 credits.

### 101 Astronomy of Stars, Galaxies, and the Universe

This is a general astronomy course suitable for non-science students. PHYS 100 is not a prerequisite for this course, and students may take either or both of PHYS 100 and PHYS 101, in any order. Topics covered include the structure and physics of the sun and stars (including star formation, stellar energy sources, stellar death, and black holes), galaxies, and the universe as a whole (including the big bang theory, and the structure, history, and future of the universe). Short labs/activities will be part of the class. This course satisfies the COM1 requirement, so quantitative skills will be developed and applied to astronomical problems. Prerequisite: Sufficient score on the Math Placement Exam or Math 74 or Math 76. One semester, 3 credits.

### 103 The Nature of Light\*

This is a one-semester algebra-based course. Topics covered include both geometrical optics (reflection, refractions, lenses, mirrors, telescopes) and physical optics (interference, polarization). This course is taught in an activity-based workshop format. Prerequisite: Sufficient score on the Math Placement Exam or Math 74 or Math 76. One semester, 3 credits.

### 135A,B College Physics I,II

This is a two-semester sequence of algebra-based physics. Topics covered are kinematics, mechanics, waves, optics, electricity, magnetism and modern physics. This course is taught in an activity-based workshop format. One semester each, 4 credits.

### 150 Introductory Kinematics and Mechanics

This is a one-semester, calculus based introductory physics course that can serve as an entry to the major, or that can be taken to satisfy the science division breadth requirement. Topics covered include vectors, projectile motion, Newton's laws, gravitation, momentum, and energy. This course is taught in an activity-based workshop format. Prerequisite: Math 141A or Math 139A (may be concurrent). One semester, 4 credits.

### 180 Introductory Electricity, Magnetism, and Thermodynamics

This is a one-semester, calculus-based introductory physics course that is normally taken after PHYS 150. Topics covered include electrostatics, circuits, magnetostatics, electromagnetic induction, heat and temperature, thermodynamic engines, and ideal gases. This course is taught in an activity based workshop format. Prerequisites: 150 (or 135A) and Math 141B (may be concurrent). One semester, 5 credits.

### 205 Electronics and Computer Interfacing\*

An introduction to electronics and computer interfacing of small-scale laboratory experiments. Topics include: An overview of basic electrical circuit theory; the design and use of digital circuits using logic gates, flip-flops, etc; the design and implementation of computer interfacing schemes for small scale experiments in physics, biology, and chemistry using commercial interfacing hardware and software. Combined lecture and lab meets for three hours twice per week. Students will complete a final project involving interfacing of an experiment relevant to their majors and interests. One semester, 3 credits.

### 250 Computational Oscillations and Waves

Analysis of damped and driven oscillators and resonance phenomena in various physical contexts; coupled oscillators and modes. Solutions of the wave equation, superposition, traveling waves, standing waves. Introduction to non-linearity. Heavy use of computers and computational techniques are stressed throughout the course. Prerequisites: 150 (or AP Physics) and Math 141B. One semester, 3 credits.

### 260 Search for Extraterrestrial Life

Cross-listing of INTD 217, intended for physics majors completing the astronomy emphasis. Content will be the same as INTD 217, with the addition of an appropriate technical assignment for those completing the course under the physics cross-listing. Prerequisite: 250. One semester, 4 credits.

### 275 Optics and Modern Physics

Geometrical and physical optics, wave-particle duality, quanta, atomic and nuclear physics, elementary particles. Prerequisite: 180 and Math 241 (may be concurrent). One semester, 4 credits.

### 310 Mechanics\*

Systematic exposition of Newtonian mechanics; conservation laws, systems of particles, rigid body motion, central forces and orbital mechanics, non-inertial reference frames. Lagrange's and Hamilton's equations of motion. Special relativity. Prerequisites: 250, 275. One semester, 3 credits.

### 315 Statistical Physics\*

Physics of large-scale systems consisting of many particles. Statistical mechanics, kinetic theory, thermodynamics, and heat. Introduction to quantum statistics. This course has an emphasis on computation. Prerequisites: 250, 275. One semester, 3 credits.

### 320 Optics\*

The nature of light. Geometrical, physical, and quantum optics. Light rays, lenses, and optical instruments. Light waves, superposition, interference, and diffraction. Photons, spectra, lasers, interferometry, fiber optics, and nonlinear optics. Prerequisites: 250, 275. One semester, 3 credits.

### 330 Electromagnetic Theory\*

Electro- and magneto- statics in vacuum and in matter, scalar and vector potentials, and electrodynamics. Maxwell's equations and electromagnetic waves. Prerequisites: 250, 275. One semester, 3 credits.

### 350 Quantum Mechanics\*

General formalism; operators, eigenfunctions and eigenvalues. The Schrodinger equation. One dimensional quantum systems. Angular momentum. Prerequisites: 250, 275. One semester, 3 credits.

### 360 Astrophysics\*

Stellar structure, stellar spectra, nuclear energy generation, and stellar evolution. The interstellar medium, galaxy structure and dynamics, and cosmology. Prerequisites: 250, 275. One semester, 3 credits.

### 375 Solid State Physics\*

Crystals and electrons in crystals. Crystal structures and binding. The reciprocal lattice and phonons. Free electron gas, energy bands, and Fermi surfaces. Metals, semiconductors, insulators, and superconductors. Electronic and magnetic properties of solids. Prerequisites: 250, 275. One semester, 3 credits.

**380 Experimental Physics\***

Laboratory experiments taken from a wide variety of topics in physics including experiments of historical importance, atomic and nuclear physics, x-ray physics, condensed matter physics, and signal processing. Error analysis and statistical treatment of data. Prerequisites: 250, 275. One semester, 3 credits.

**190, 290, 390, 490\* Selected Topics in Physics**

Variable credits. May be repeated for credit.

**295, 395, 495 Independent Study**

Variable credits. Permission. May be repeated for credit.

**196, 296 396, 496 Research**

Independent research under the direction of a faculty member. One semester or January, 1-4 credits. Permission. May be repeated for credit.

**499A, B Senior Seminar I, II**

Readings will be assigned from both text books and major journals, and students will be expected to engage in independent library research. Each student will give several presentations based on these readings. Students will complete a significant independent study project, leading to a major term paper that satisfies Whittier College's Paper in the Major requirement, and a presentation open to the entire college community. Prerequisite: Permission of the instructor. Two semesters. 499A, 1 credit, in the Fall and 499B, 2 credits, in the Spring.

\*Not offered every year.



## POLITICAL SCIENCE

**Frederic A. Bergerson**

**Eric Lindgren**

**Joyce P. Kaufman**

**Michael J. McBride**

**John H. Neu**

**Deborah L. Norden, Chair**

Plato once suggested that the wise who refuse to participate in the affairs of government are punished by having to live under the rule of fools. The Political Science Department hopes to develop wisdom in its own majors and all students so that they may be effective participants in the political world, whether as practitioners of politics or as citizens in their community. To this end, the Department acquaints students with the nature of political behavior and the substance of politics through the systematic analysis of political phenomena. The Department offers special programs such as Model United Nations, the International Negotiations Project, internships, field research experience, and participation in Pi Sigma Alpha, the National Political Science Honor Society. The Department also provides background and career guidance for such areas as law, public and international administration, planning and policy-making, politics, teaching, journalism, pure and applied research, and related fields.

### GUIDELINES FOR A MAJOR IN POLITICAL SCIENCE

A minimum of 36 credits, including:

**American Government and Politics, PLSC 110, 3 credits**

**Comparative Politics, PLSC 140, 3 credits**

**International Relations, PLSC 220, 3 credits**

**Political Methodology, PLSC 280, 3 credits**

**Normative Political Theory, PLSC 380, 3 credits**

**One course in Public Administration** (PLSC 260 or 362, 364 or 365), and/or Public Law (PLSC 370, 372 or 376)

**One January Session course or approved equivalent**

**One Capstone seminar**

**Two additional courses, one from the subfields of American/Public Administration/Public Law and one from International Relations/Comparative Politics.**

Students wishing to pursue an International Relations track should complete the basic requirements for the Political Science major and the following courses in International Relations and Comparative Politics:

**PLSC 228; 332; 333, 9 credits**

**PLSC 330, 339, or 340, 3 credits**

**Two courses in Comparative Politics from at least two regions, 6 credits**

In addition, students pursuing this track should take at least 2 years of a foreign language and



other appropriate courses as recommended by the Department.

Students are also encouraged to participate in an overseas or off-campus program that is either language-based or has a political science or international relations component.

## GUIDELINES FOR A MINOR IN POLITICAL SCIENCE

A minimum of 18 credits, including PLSC 100 or 110, selected in consultation with the department minor advisor to fulfill one of the following emphases:

General Emphasis: At least one course in four of the following subfields: American Politics; Public Administration and Law; International Relations; Comparative Politics; and Political Theory.

Subfield Emphasis: 12 credits taken in one or two related subfields.

## COURSE DESCRIPTIONS (PLSC)

### Introductory Courses

#### 100 Introduction to Political Science

Political Science as the study of political behavior from various perspectives—individual, group, national, and international; exploring the role of science, values, and theories in the study of politics and providing examples of American, comparative, and international politics. Students participate in a simulation exercise to experience major aspects of political behavior. Each department member participates in some aspect of this course. One semester, 3 credits.

### American Politics

#### 110 American Government and Politics

A historical and institutional examination of the founding debate. US political branches, political behavior, and the policy process in the United States, focusing on the definition and realization of democracy, as well as civil liberties and civil rights. Satisfies the state teaching credential requirement in American Constitution. One semester, 3 credits.

#### 205\* Women in American Politics

Examines the changing role of women in American politics and society, including the suffrage movement, the ERA, work and career patterns. One semester, 3 credits.

#### 207\* Elections and Participation

This course will examine the electoral process in the United States at all levels of government, focusing on apportionment and gerrymandering, campaign financing, and television advertising. We will also examine social movements and other means of political participation. One semester, 3 credits.

#### 208 California Politics and Government

The political process in California—nominations and elections; structure and operation of state and local institutions; leading policy problems. One semester, 3 credits.

#### 202 The President and Congress

Development of the presidency and Congress, their functions, relationships, and problems; comparative consideration of other political, executive and legislative bodies. PLSC 110 Recommended. One semester, 3 credits.

#### 203\* Race and Ethnicity in American Politics

This course looks at the struggle for civil rights and civil liberties among racial minorities since the nation's founding. Special attention will be paid to different theories of race and racism in this course. PLSC 110 Recommended. One semester, 3 credits.

#### 206 The Media and the Political Process

We will examine the US media landscape, looking at the role of media in a democracy. Additional topics include: media consolidation, media bias, war coverage, the rise of the internet as an alternative media source, and media coverage of elections. One semester, 3 credits or January, 4 credits.

#### 212 Urban Politics

This course examines the historical development of US cities, and their configuration in the federal system. We will discuss the rise of the sunbelt, the flight to suburbs, and land use and zoning issues, as well as looking at the lingering effects of racial segregation and discrimination in the US cities. PLSC 110 recommended. One semester, 3 credits.

#### 304 Political Parties

An examination of the development and evolution of American political parties, focusing on the role of parties in government, in the electorate, and as institutions. We will also examine the founding debate on factions, the US two-party system, a comparative analysis of parties in the world, and third parties. Prerequisite: 110 or permission. One semester, 3 credits.

#### 305\* Washington Winterim

Field work, on-the-scene learning experience in Washington, D.C. Lectures, discussions, briefings, site visits, and individual research projects on aspects of national politics, government, and public policy. Permission. January, 4 credits.

#### 315\* Politics Beyond the Classroom

Direct observation and analysis of practical politics through field trips, personal investigation, and small group discussion; TV, the press, public relations, parties, and lobbying as they relate to campaigns, elections, the political process, and public policy. Involves interviews with political leaders and visits to government institutions. Course culminates with field trip to the state capitol in Sacramento. Additional charge involved, personal transportation may be necessary. Permission. January, 4 credits.

#### 400\* Seminar in American Politics

Seminar dealing with such subjects as American political parties, nominations, campaign, elections, voting behavior, interest groups, and the political novel. Permission. One semester, 3 credits.

## International Relations

#### 28 Model UN Conference

Participation in annual conference of Model United Nations of the Far West. Permission. May be repeated for credit. One semester, 1 credit. Prerequisite: 228

#### 220 International Relations

Development of international politics since World War I; basic concepts and theories regarding political interaction among nation-states, emphasizing national interest and security, the exercise of power and its limits, and international conflict and cooperation. One semester, 3 credits.

#### 225\* Problems and Policies in Contemporary Politics

Focuses on a major problem in contemporary politics; opportunity for in depth analysis of the problem's background, current status, and prospects for resolution. January, 4 credits.

#### 228\* International Organization

An examination of the nature of international organization and globalist theory; special emphasis on the United Nations: its role in peace and security, economic and social affairs, sustainable development, humanitarian affairs, and human rights; the role of member states and non-governmental organizations; preparation for the Model United Nations of the Far West conference. One semester, 3 credits.

#### 330 Human Rights and Humanitarian Assistance

The nature of human rights and humanitarian assistance and their role in the global community; how human rights are established, defined, monitored, and enforced and the actors, issues and obstacles involved in the delivery of humanitarian assistance, with special emphasis on the role of the United Nations in this process. Open to Sophomore standing and above. One semester, 3 credits.

#### 332 American Foreign Policy

Historical evolution of American foreign policy from independence to the present; the decision-making process; problems and prospects in contemporary foreign policy. One semester, 3 credits.

#### 333\* International Political Economy

Surveys an influential area of international relations that analyzes the interplay of politics and economics in the international milieu. While the course focuses on contemporary debates over the importance of economic variables in political systems, these issues are analyzed within the context of formative debates such as realism vs. idealism; neomercantilism vs. laissez faire; and dependency vs. neoinstitutionalism in a variety of regional settings. Prerequisite: 220 or permission. One semester, 3 credits.

#### 335\* International Relations of Latin America

Examines relations between and among Latin American countries, looking at competition, conflicts and efforts at cooperation. Includes attention to cross-border challenges such as

migration, narcotics trafficking and political insurgency, as well as dealing with Latin American efforts to enhance regional trade and democratization. Prerequisite: 140 or 220 or permission. One semester, 3 credits

### 339\* **Military Strategy and Arms Control**

An examination of the development and application of military strategy, focusing on concepts such as deterrence, preemption, weapons of mass destruction and counter-terrorism, with emphasis on the current and future roles of arms control in national security policy. One semester, 3 credits.

### 420\* **Seminar in International Relations**

Survey of international relations theories and methodological problems in research; completion of independent research project. Permission. One semester, 3 credits.

## Comparative Politics

### 140 **Comparative Politics**

Compares different ways of organizing politics in more and less developed countries in various regions of the world. Primary themes include political legitimacy and authority, representation, and patterns of political change. One semester, 3 credits.

### 245\* **From Russia With Feeling**

Russia—the interaction of history, culture, literature, and politics; life under the Tsars, the Bolshevik revolution, the Stalinist purges, Russia at war; and modern Russian politics through lectures, serious games, films, and literature. January, 4 credits.

### 246 **Russian Politics**

An examination of Russian and Soviet politics since the 1917 revolutions with special emphasis on the Stalinist era, Cold-War relations, and modern-day Russia's attempt at a transition to democracy. One semester, 3 credits.

### 252 **Latin American Politics**

Comparison of political systems of Latin American nations; emphasizes dynamics of political change and problems of democracy. PLSC 140 Recommended. One semester, 3 credits.

### 253 **Politics of Diversity in Latin America: Race, Religion and Gender**

Using film, explores the origins, organization

and political implications of ethnic, religious and gender diversity in Latin America, from colonialism through the present. January, 4 credits.

### 340 **Political Violence**

Explores the motivations and causes of political violence, including guerrilla warfare, terrorism, military coups d'état and genocide, looking at various regions of the world. Prerequisite: 140 or 220 or Permission. One semester, 3 credits.

### 341\* **Western European Political Systems**

Comparison of political processes in the major nations of Western Europe; the interaction of historical, cultural, economic, and political patterns. PLSC 140 Recommended. One semester, 3 credits.

### 346\* **Russian and East European Politics**

Eastern Europe in transition: an analysis of the political, cultural, economic, and historical factors that led to changes in the former Soviet Union and Eastern Europe and consideration of future alternatives for the region. PLSC 140 Recommended. One semester, 3 credits.

### 348\* **East Asian Political Systems**

Comparative analysis of political development and change in China and Japan; problems of ideology, national integration, economic development and post-industrial growth, political participation, and political stability. PLSC 140 Recommended. One semester, 3 credits.

### 349\* **Southeast Asian Politics**

Analysis of the politics of Southeast Asia with a focus on the post-World War II period; emphasis on Vietnam and Cambodia, and the impact of the Vietnam War on the region and on those countries' relations with other nations. PLSC 140 Recommended. One semester, 3 credits.

### 356\* **Middle Eastern Political Systems**

Comparative approach to the heritage and institutions of Islam and Israel; stresses problems of political development and Arab-Israeli relations. PLSC 140 Recommended. One semester, 3 credits.

### 358\* **African Political Systems**

Comparative study of political change in Africa south of the Sahara; traditional political systems, colonialism, nationalism, and problems of nation-building and development. PLSC 140 Recommended. One semester, 3 credits.

### 359\* **North American States and Identities: Historical Transformations**

Interprets historical transformations which began in Africa, the Middle East, and Europe and continue in North American society, including the rise of the modern state, the multifarious formations of identities and the continuously changing mechanics of maintaining identities as new ideas challenge the family, everyday life practices, networks of loyalty, and motivational patterns. One semester, 3 credits.

### 440\* **Seminar in Comparative Politics**

Substantive and methodological problems in comparative politics research; completion of independent research project. Permission. One semester, 3 credits.

## Public Administration and Law

### 260\* **Public Administration and Policy**

Policy-making, management, personnel, and budgeting in the context of political administrative responsibility, tensions between the classic democratic model and bureaucratic planning; methods used to study public policy; policy formulation, implementation and impacts; contemporary issues and compliance problems. One semester, 3 credits.

### 270\* **Introduction to Judicial Process and Behavior**

Judicial decision-making processes; recruitment, socialization, and behavior of judges and lawyers; other participants in the judicial process; relationships with other policy-making institutions. PLSC 110 Recommended. One semester, 3 credits.

### 362\* **Federalism and Urban Life**

Team research considers the impact of federal, state, and local programs on local political and social life; may include housing, poverty, the environment, crime and punishment, and mass transportation issues. Permission. May be repeated for credit. One semester, 3 credits.

### 364\* **Complex Organizations**

An analysis of the phenomena and theories of large, complex, formal organizations. Studies the organization as an economic, social, decision-making, bureaucratic, and political system. One semester, 3 credits.

### 365 **Warfare: In Pursuit of Military Security**

Examines war as a human activity, raising issues of civil-military relations, organizing for war, notions of a military-industrial complex, and philosophical, psychological and political aspects of war. Includes guest speakers, films, and field trips. Designed to capture the reality of combat and its costs; to familiarize students with key political, philosophical, and psychological issues of war and peace. Helps students to understand combat. January, 4 credits.

### 372 **American Constitutional Law**

The Supreme Court's role in the governing process; constitutional questions on separation of powers, federalism, and government property relationships; civil rights and liberties. Satisfies the state teaching credential requirement for American Constitution. One semester, 3 credits.

### 376\* **Law and the Courts**

The U.S. judicial process in selected areas of public law and criminal justice; emphasis on reforming and perfecting the system. January, 4 credits.

### 460\* **Seminar in Public Policy**

Seminar will focus on a vital topic of public policy, emphasizing administrative aspects of policy making and implementation. Permission. One semester, 3 credits.

### 470\* **Seminar in Public Law**

Seminar dealing with such subjects as jurisprudence, constitutional law, civil rights, and judicial process. Permission. One semester, 2 or 3 credits.

## Political Theory

### 280 Political Methodology

An examination of the major and issues of empirical political science and the use of simulation in the development of theories or models. One semester, 3 credits. Prerequisite 110 or 140 or 220 or Permission.

### 380 Normative Political Theory

Western political philosophy from Plato to Marx: the development of normative theory and its relevance to modern political analysis and contemporary politics; emphasis on Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx. Prerequisite sophomore standing. One semester, 3 credits.

### 480\* Seminar in Political Theory

Seminar dealing with such subjects as normative political thought, empirical political theory, and political literature. Permission. One semester, 2 or 3 credits.

## Additional Offerings

### 190, 290, 390, 490\* Selected Topics in Political Science

Variable credits. Permission. May be repeated for credit.

### 295, 395, 495 Independent Studies

Credit and time arranged. Permission. May be repeated for credit.

### 496 Internship

Supervised field experience in local, state or national government, law, and practical politics. International organizations, interest groups, and non-governmental organizations with political missions may be considered. Permission. One semester, variable credits. May be repeated for credit.

\*Not offered every year.

Lorinda B. Camparo

Charles T. Hill

Karen E. Redwine

Christina L. Scott

Ayesha Shaikh, *Chair*

Why do people act the way they do? Psychology is an academic and applied science that examines behavior using various research methods. Psychology courses at Whittier College provide background in the social, cultural, developmental, emotional, cognitive, mental, and biological bases of behavior. The primary goal of Whittier's psychology curriculum is to enable students to think like psychologists. Achieving this goal requires development of critical thinking and communication skills as well as thorough knowledge of psychological theories and research methods. Coordinated programs across the psychology curriculum emphasize writing, research, and diversity. In addition, the psychology department promotes personal development, including clarification of one's values, self-awareness, understanding others of diverse backgrounds, and career planning through course work and participation in Psychology Club and Psi Chi Honor Society activities. Psychology majors may also engage in collaborative research with faculty, attend and present research at professional conferences, and participate in field work to gain practical experience in applying psychology. Majors are broadly prepared for graduate studies and for fields of employment that apply methods and principles of psychology. Previous majors have pursued a wide range of careers in specific branches of psychology as well as social services, medicine, business, education, the arts, international relations, and law.

## GUIDELINES FOR A MAJOR IN PSYCHOLOGY

Those planning to major in Psychology must consult with a Psychology advisor to ensure timely completion of requirements.

A minimum of 36 credits, including:

**Introductory Psychology, PSYC 100**, 3 credits

**Biological Bases of Behavior, PSYC 222**, 3 credits

**Research Methods PSYC 212**, 4 credits & **Research Methods lab, PSYC 212L**, 0 credits

**Statistics, PSYC 214**, 4 credits & **SPSS lab, PSYC 214L**, 0 credits

**Literature Review Seminar, PSYC 415**, 3 credits

**Senior Presentation, PSYC 499**, 1 credit

One 300-level laboratory course, selected from:

**Behavioral Neuroendocrinology, PSYC 326**, 4 credits

**Sensation and Perception, PSYC 332**, 4 credits

Psychology of Learning, PSYC 334, 4 credits  
 Developmental Research, PSYC 345, 4 credits  
 Clinical Communication, PSYC 376, 4 credits

At least 14 credits of electives in psychology at the 100 level or above.

One science course outside the field of psychology, excluding MATH and INTD, 3 credits

Due to prerequisites, the following course sequence is strongly recommended:

Freshman year – 100, 222;  
 Sophomore year – 212/212L, 214/214L (preferably concurrently);  
 Junior year – one 300-level laboratory course;  
 Senior year – 415 & 499

## GUIDELINES FOR A MINOR IN PSYCHOLOGY

Those planning to minor in Psychology must consult with a Psychology faculty member to ensure timely completion of requirements.

Required for a minor are 19 to 20 credits including:

PSYC 100;  
 One laboratory course chosen from: PSYC 212, 326, 332, 334, 345, 376;  
 Nine credits chosen from: PSYC 222, 242, 336, 352, 362, 372, 382; and  
 One additional 3-credit or 4-credit course at the 200 level or above.

## COURSE DESCRIPTIONS (PSYC)

### 85 Forensic Psychology

Forensic Psychology is the application of psychological insights, concepts, and skills to the understanding and functioning of the legal and criminal justice system. This course will address current theoretical and empirical issues in the study of psychology and law. Topics may include eyewitness testimony, credibility assessment, jury decision making, child abuse and memory for traumatic events, juvenile delinquency and criminology, prediction of violence, and insanity defense. January, 3 credits.

### 100 Introductory Psychology

An introduction to major areas of psychology, emphasizing theories, research methods, critical thinking, and communication skills, to enable students to think like psychologists. Topics include the brain and nervous system, child development, sensory processes, perception, consciousness, learning, memory, language development, motivation, emotion, intelligence, personality, stress, abnormal behavior, social influence, and close relationships. Class exercise forms are discussed in groups of four to provide

interactive learning even in a large lecture class. One semester, 3 credits.

### 148 Field Work

Participation in psychologically relevant experiences in a supervised setting, plus weekly seminar. Placements arranged to meet interests and goals of individual students, such as working with children or adults in a community agency, etc. Prerequisites: 100, other relevant coursework, and instructor permission. One semester, 3 credits.

### 212/212L Research Methods and Research Methods Lab

A qualitative and quantitative overview of psychological research including non-experimental and experimental methodology. Lecture and laboratory. Prerequisite: 100. One semester, 4 credits.

### 214/214L Statistics and SPSS Lab

Data analysis in the social sciences; analysis of distributions, central tendency, variability, correlation, and parametric and non-parametric statistical tests; use of SPSS program for statistical analysis. Prerequisites: Score of 2 or higher on the Math Placement test or Math 76, and sophomore standing. One semester, 4 credits.

### 222 Biological Bases of Behavior

Introduces the neural, genetic, biochemical, and structural mechanisms that underlie normal and abnormal human behavior. Lecture, films, and visual aids. Prerequisite: 100. One semester, 3 credits.

### 229\* Drugs, Behavior, and Modern Society

This course will examine the impact of drug-using behavior on society and our daily lives. The use and abuse of a wide range of licit and illicit drugs are discussed from historical, biological, psychological, and sociological perspectives. Prerequisite: 222. One semester, 4 credits.

### 242 Child Psychology

Introduces the major theories and issues relevant to physical, emotional, social, and cognitive development from conception through preadolescence. Includes consideration of ethical issues relevant to the study of children, live observations of typically developing infants, preschool-, and school-age children in natural settings, and a presentation on autism. Prerequisite: 100 and instructor permission. (Not open to those who have taken CHDV 105.) One semester, 3 credits.

### 248\* Psychology of Aging

Current theories, issues, and research on adulthood, with emphasis on cognitive and personality changes occurring during middle and old age. Prerequisite: 100. One semester, 3 credits.

### 256\* Industrial-Organizational Psychology

Fundamental concepts of industrial-organizational theory as it applies to understanding, predicting, and managing human behavior within organizations; and how human cognition, attitudes, and behavior are affected by the context of leaders, group norms, and organizational communication. Prerequisite: 100. One semester, 3 credits.

### 266 Psychology of Human Sexuality

A review of human sexuality with a focus on personal decision making and communication, as well as physiological, psychological, and sociological influences on sexual behavior and sexual identity. Prerequisite: 100. One semester, 3 credits.

### 284\* History of Psychology

History of psychological thought and systems from classical times to the present. Major psychological theories and theorists are studied in relation to the broader context of intellectual and social history. Prerequisite: 100. One semester, 3 credits.

### 324\* Cognitive Neuroscience

The neurological basis of cognition. Examines how the functions of the physical brain can yield the perceptions, thoughts, and ideas of an intangible mind. Material is drawn from research in psychology, clinical neurology, and the neurosciences with brain injured and healthy humans, as well as non-human subjects. Topics covered include perception, object recognition, hemispheric specialization, attention and consciousness, social cognition, and the control of motor action. Prerequisite: 222. One semester, 3 credits.

### 326\* Behavioral Neuroendocrinology

The study of interactions among behavior, genes, and neuroendocrine systems, focusing on a variety of behaviors, such as reproduction, eating and drinking, responses to stress, learning and memory, aggression and parental behaviors. Lecture and laboratory. Prerequisite: 222. One semester, 4 credits.

### 328\* Neuropsychopharmacology

This course covers topics in behavioral pharmacology, with a focus on how drugs affect the brain and behavior. Although the primary emphasis of this course will be on neurobiological and behavioral effects of psychiatric drugs and drugs of abuse, social, cultural, and political aspects of drug use will be touched upon when appropriate. Prerequisite: 222. One semester, 3 credits.

### 332\* Sensation and Perception

Considers human and animal sensory abilities and limitations, and how they are reflected in their perceptions of the world; the nature and development of these perceptions, and the circumstances that distort them. Seminar, discussion, and laboratory. Prerequisites: 222. One semester, 4 credits.



**334\* Psychology of Learning**

Human cognition and learning covering basic phenomena in classical and instrumental conditioning, memory, language learning, concept formation, problem solving, and thinking. Lecture and laboratory. Prerequisite: 100. One semester, 4 credits.

**336\* Cognitive Psychology**

The study of human thought processes and mental representations including topics such as attention, perception, memory representation and improvement, mental imagery, thinking, and artificial intelligence. Prerequisite: 100. One semester, 3 credits.

**344 Psychology of Adolescence**

Introduces the major theories and issues relevant to the physical, emotional, social, and cognitive development of adolescents in the family, peer, school, and work contexts. Includes field trips to local middle and high schools, face-to-face interviews with adolescents, and guest speakers on sexuality and emotional/behavioral disorders. Prerequisite: 100. One semester, 3 credits.

**345\* Developmental Research**

Introduces research designs and methods for studying development from infancy through emerging adulthood. Considers special challenges and ethical issues relevant to research with children and youth. Lecture and laboratory. Prerequisite: 100. One semester, 4 credits.

**346\* Connecting Developmental Science to Policy**

This course explores the interconnections between developmental science and policy related to children's well being. Students will focus on an issue affecting children/youth at the local level and present their findings to local policy makers with the goal of providing them with the research base needed to successfully improve children's and youths' lives. Prerequisite: 100. One semester, 3 credits.

**352 Social Psychology**

Issues, theories, and research in social psychology; non-verbal communication, person perception, attitudes, social influence, aggression and helping, social exchange, interpersonal relationships. Prerequisite: 100 or SOC 100. One semester, 3 credits.

**354 Diverse Identities**

Theory and research on processes of identity formation and change. Topics include ethnic, racial, national, religious, gender, sexual, occupational, familial, and other identities. Analyzes stigma, prejudice, discrimination, and conflict from a global perspective. Prerequisite: 100 or SOC 100 or junior standing. One semester, 3 credits.

**362\* Psychology of Personality**

A review of the traditional and modern theories of personality, including the psychoanalytic, neoanalytic, trait, learning, and humanistic perspectives, with a focus on personality development, assessment techniques, and application of theory to everyday life. Prerequisite: 100. One semester, 3 credits.

**364\* Psychology of Women**

Theoretical and empirical approaches to the study of the psychology of women; the effects of social context and the interplay of gender, race, class, and culture on psychological development, with special attention to where and how women fit into the world including the ways in which they have been and continue to be marginalized in various cultures. Prerequisite: 100. One semester, 3 credits.

**368\* Psychological Assessment**

Provides an introduction to psychological assessment and measurement theory by examining the measurement of cognitive abilities, personality, and preferences. Includes development, administration, and interpretation of psychological assessment instruments. Prerequisite: 314. One semester, 3 credits.

**372 Abnormal Psychology**

Study of the description, causes, and treatments of dysfunctional behaviors; includes both clinical and empirical research perspectives. Prerequisite: 100. One semester, 3 credits.

**376\* Clinical Communication**

Emphasis on examining the change agents in psychotherapy and learning how to develop help-intended communication skills through the use of miniature mutual support groups. Analysis of communication using a verbal response mode classification system. Lecture, discussion, and laboratory. Prerequisite: 100. One semester, 4 credits.

**382\* Health Psychology**

A study of the relationships among mental processes, behavior, and physical health, with an emphasis on the role of psychology in prevention and treatment of illness as well as promoting optimum health. Prerequisite: 100. One semester, 3 credits.

**396\* Research Practicum**

Opportunity to learn and apply research skills by assisting faculty on research. May include research design, literature search, subject recruitment, data collection, data analysis, and disseminating findings through presentation or publication. Prerequisite: 100 and instructor permission. One semester. Variable credits. May be repeated for credit.

**415 Literature Review Seminar**

Seminar designed to guide the student in choosing a viable literature review topic, conducting an exhaustive literature search, and writing a scholarly literature review paper (using APA 6th edition format) on a topic of the student's choosing. Prerequisites: 212/212L, 214/214L, and senior standing. Co-requisite: PSYC 499. One semester, 3 credits.

**496 Independent Research**

Opportunity to conduct independent individual research. Prerequisites: 212 and 214 and instructor permission. Credit and time arranged.

**499 Senior Presentation**

Fulfills the Senior Presentation requirement of the college Liberal Education program. Students will prepare and make a presentation based on their Literature Review paper from 415. Prerequisites: 212/212L, 214/214L, and senior standing. Co-requisite: 415. One semester, 1 credit.

**190, 290, 390, 490\* Selected Topics in Psychology**

Variable topics and credits. Prerequisite: 100. May be repeated for credit.

**295, 395, 495\* Independent Study**

Credit and time arranged. Prerequisites: 100, instructor permission, and extensive background in psychology or other social sciences. May be repeated for credit.

Jason A. Carbine

Rosemary P. Carbine

Marilyn Gottschall

Joseph L. Price, *Chair*

The Religious Studies curriculum at Whittier College equips students with skills to understand and interpret the complex role of religion in society, past, and present, local and global. Focusing on religion as a social institution and as a significant component of cultural diversity, the program induces students to investigate how religious traditions are embedded in local environments. Because of its diverse character, the greater Los Angeles region provides an ideal opportunity for field trips and other activities that encourage students to apply and enhance what they learn in the classroom setting. The program sees the inquiry into religious practices and beliefs as an occasion for becoming self-conscious about both theoretical issues in the study of religion and the search for meaning and values.

## GUIDELINES FOR A MAJOR IN RELIGIOUS STUDIES

A minimum of 36 credits, of which 18 must be at the 300 level or above:

Introductory Course: REL 101 OR REL 200, 3 credits

REL 361, Ways of Understanding Religion

REL 495, Directed Study, 3 credits

REL 499, Senior Intellectual Memoir and Portfolio, 1 credit

At least six credits in each of the three categories:

Global Religions

Religions: Comparisons and Contrasts

Religions: Cultural Critique

Students who major in Religious Studies must have one of the Religious Studies faculty as their advisor.

## GUIDELINES FOR A MINOR IN RELIGIOUS STUDIES

A minimum of 18 credits, including REL 101 or 200 and 12 additional credits chosen from Religious Studies courses taught by faculty whose primary appointment is in the Religious Studies Department.

## COURSE DESCRIPTIONS (REL)

### Introductory Courses

#### 101 Religious Diversity in America

An introduction to religious studies focusing on field work in the greater Los Angeles, which some experts claim is the most religiously diverse environment in the world. Attention to traditional Catholic, Protestant, and Jewish religions; recent immigrant traditions; religious innovation and change; and the implications of religious pluralism. One semester, 3 credits.

#### 200 Exploring Religion

An introduction to religious perspectives on human issues, practices, and institutions such as journey, conversion, community, and death. Various interpretive theories are applied to monographs, novels, memoirs, and films.

### Global Religions

#### 201 Monotheisms

An introductory survey of major texts, beliefs, and practices of Judaism, Christianity, and Islam. One semester, 3 credits.

#### 202 Religions of Asia

An introductory survey of major texts, beliefs, and practices of religions across Asia, from India to Japan. Religions covered include Hinduism, Buddhism, Islam, Sikhism, Jainism, Confucianism, Taoism, and Shinto. One semester, 3 credits.

#### 210\* Introduction to the Bible

An introduction to biblical literature and the social contexts in which the Hebrew Bible and New Testament arose. Emphasis on contemporary critical methods used to understand the Bible. One semester, 3 credits.

#### 216\* Literature of the Bible

(Same as ENGL 222) One semester, 3 credits.

#### 221\* History of Christianity

This course explores aspects of the intellectual, cultural, and institutional history of Christianity, by examining its central beliefs and practices; its societal and ecological concerns; its changing attitudes to church-state relations and to religious diversity; and, its inculturation in global contexts beyond Europe and the Americas. One semester, 3 credits.

#### 222\* Judaism

A survey of the major issues, themes, and practices of the Jewish religion and civilization. The Jewish tradition's place in the development of western civilization as seen in historical overview, from biblical times to rabbinic and medieval times to the modern era. One semester, 3 credits.

#### 235, 236 Arabs and Muslims I & II

(Same as INTD 225, 226) Two semesters, 3 credits each, summer only.

#### 311 Life and Teachings of Jesus

This course explores the life and teachings of Jesus of Nazareth in early Christian canonical and non-canonical gospels. Examines significant religious, socio-cultural, and political issues that shaped early Christian communities, beliefs, and texts. Topics include gospel as a literary and religious genre; theories and methods of textual interpretation; the canonization of sacred texts; men's and women's religious leadership; and competing understandings of the divine, salvation, and religious life and practice. One semester, 3 credits.

#### 313\* Heroes, Gods and Gurus: Literatures of India

An exploration of the complex and amazing world of classic Hindu literature, with a focus on either the Mahabharata or Ramayana (the focus alternates each semester the course is taught). We examine either the Mahabharata's or Ramayana's basic story and characters and seek to learn about their cultural context and impact, across centuries of interpretation and practice. One semester, 3 credits.

#### 330 The Buddha and Buddhism

A study of major aspects of the history and practice of Buddhist traditions throughout Asia as well as the West. Students learn, for example, about Buddhism in Sri Lanka, India, Burma, and the United States. Field trips, videos. One semester, 3 credits.

#### 331\* Islam

An introductory thematic survey of Islam with some attention to the historical development of the tradition. Principal themes include: the Qur'an, ritual practice, Islamic society, mysticism, the diversity of the Islamic world, Islam and modern politics. Readings from a variety of perspectives. Field trip. One semester, 3 credits.

**333\* Hindu Religion and Culture**

India's principal religious tradition viewed primarily in terms of its variegated expression in contemporary south India. Topics include Hindu gods, temples, and their festivals, asceticism and monasticism, the caste system, Hindu women and domestic ritual, and the philosophical underpinnings of the tradition. Films and slides. One semester, 3 credits.

**334\* Religions of China and Japan**

Investigates religious traditions as they have developed in China and Japan. Topics include popular religion; classical and contemporary teachings and practices of Confucianism, Taoism, and Buddhism (especially Zen); the challenge of Communism to religion in China; the rise new religious movements in contemporary Japan; Christianity in East Asia (especially Japan); and Buddhism in the West (with specific attention to the United States). One semester, 3 credits.

**Religions: Comparisons and Contrasts****241\* Sport, Play and Ritual**

(Same as INTD 241) January, 4 credits.

**251\* Monks, Nuns and Ascetics**

This course examines theological, practical, and literary traditions of asceticism in Christianity, Hinduism, and Buddhism. Topics include men's and women's disciplinary and visionary practices, the roles of ascetics in politics, and engendering religious life. One semester, 3 credits.

**253\* Women and Religion**

An introductory examination of religious definitions of women, of women's religious experiences, and of feminist theologies and transformation of religious traditions. Attention to course topics in cross-cultural perspective. One semester, 3 credits.

**254\* Women and U.S. Liberation Theologies**

This course examines how feminist analyses of gender, race, class, sexuality, culture, nationality, and ecology can inspire the criticism and reconstruction of U.S. Christianities. This course engages students in a comparative, multicultural study of Euro-American feminist, African-American

womanist, Latina feminist/mujerista, and Asian American feminist theologies around the topics of the divine, salvation, personhood, ecology, and ritual. One semester, 3 credits.

**307\* Religion and the Body**

An exploration of the ways in which the body, and interpretations of it, mediate social and religious meaning. Includes such topics as food and fasting; medicine, healing, and illness; pleasure and pain; representations of the body; sex and reproduction. One semester, 3 credits.

**321\* Religion in America**

Distinct religious movements, themes, and personalities in American history before 1870. Topics include native American religions, Puritanism, California missions, revivalism, frontier religion, and transcendentalism. One semester, 3 credits.

**341\* New Religious Movements**

An examination of how California's cultures spawn and embrace emergent religious groups. Representative NRMs include both innovated and transnational religious groups. One semester, 3 credits

**342\* Sound and the Religious Experience**

Focuses on the cultural uses of sound and the physiological processes that lead to religious experience. Emphasis on the role of chant and trance in inducing religious states. One semester, 3 credits

**348\* Ritual Studies**

An integration of theoretical and interdisciplinary perspectives on ritual as sacred performance. It examines the connection between practice and belief in a series of cross-cultural case studies and is organized thematically around such issues as sacrifice, death and dying, food, the body, and lifestage events. One semester, 3 credits.

**352\* Pilgrimage**

A study of pilgrimage as a cross-cultural phenomenon. Attention to the history, literature, ritual, and social processes of religious journeys of several religious traditions, such as Christianity, Islam, Buddhism, and Hinduism. One semester, 3 credits.

**353\* Person, Cosmos, Community**

An examination of selected ways in which humans have conceptualized the universe and how these various conceptions influence different understandings of humankind's place within the cosmos, prescriptions for human social order, and attitudes toward the non-human world. Readings concern narratives of creation from various religious traditions, accounts of religious rituals closely tied to myths about cosmic origins, and a range of materials dealing with ethics and understanding others, drawn especially from the lives and work of contemporary Buddhists, Christians, Jews, Hindus, Muslims, and Feminists. One semester, 3 credits.

**Religions: Cultural Critique****240\* Cinema and Religion**

Contemporary secular cinema as a medium for shaping questions and offering perspectives on religious themes, such as transcendence, the human condition, evil, justice and truth, salvation and redemption, and grace. One semester, 3 credits.

**340\* Global Ethics**

An examination of contemporary ethical issues from theological and secular perspectives. Topics include environmental issues, world hunger, poverty and inequality, nuclear arms. One semester, 3 credits.

**345\* Jesus on Film**

An examination of various films about the life of Jesus, ranging from traditional portrayals to provocative ones. Emphasis on how aesthetic, political, social, and theological dispositions affect the portrayals. Selected films include foreign, epic, and musical presentations. One semester, 3 credits.

**350\* Latin American Liberation Theologies**

An introduction to the understanding of justice as the central theological concern for the oppressed peoples of Latin America. Distinctive features of the cultures and theologies in different countries are examined. One semester, 3 credits.

**351\* Public and Popular Religion**

This course examines religious communities and themes in recent U.S. history, society, and politics since 1870. Topics include civil religion, Mormonism, African American as well as Latino/a traditions, religious approaches to prosperity and poverty, the rise of religious fundamentalisms, the roles of women in public religion, and intersections between religion and politics, especially the U.S. presidency. One semester, 3 credits.

**361 Ways of Understanding Religion**

Provides students with insight into how modern scholars have explained religion. Perspectives entertained include the history of religions, psychology, philosophy, theology, sociology, and anthropology. One semester, 3 credits.

**Additional Offerings****190, 290, 390, 490\* Selected Topics in Religion**

One semester, Variable credits. May be repeated for credit.

**295, 395, 495 Independent Studies**

Credit and time arranged. Permission. May be repeated for credit.

**499 Senior Intellectual Memoir and Portfolio, 1 credit.**

\*Not offered every year.

**Co-Directors:** Jeff Lutgen, (*Mathematics*)  
 Seamus Lagan, (*Physics and Astronomy*)

**Participating Faculty:** Mark Kozek, (*Mathematics*)  
 Glenn Piner, (*Physics and Astronomy*)  
 Fritz Smith, (*Mathematics*)

Computers are now employed throughout our society to perform a very wide variety of tasks. All branches of science and engineering use computing technology extensively. Sophisticated laboratory apparatus is nearly always computer-controlled. Computers are used to collect, store, and analyze large amounts of data quickly, to simulate natural systems, and to control industrial processes, among other tasks.

The Scientific Computing minor at Whittier College is designed to help prepare students majoring in one of the sciences for advanced computing work in their own fields and for work in the computer industry. The minor begins with computer programming and interfacing of computers to apparatus at the introductory level, and then continues with a range of advanced courses that allow students to focus on particular topics in scientific computing and/or broaden their computing skills. Most students will complete a research project with a significant computing component as part of the minor.

## GUIDELINES FOR A MINOR IN SCIENTIFIC COMPUTING

To be awarded a minor in Scientific Computing, students must complete six credits of required core courses and twelve credits from the list of optional courses for a total of at least eighteen credits. At least six credits of the eighteen must be at the 300 level or higher.

### Core Courses

**Programming I, COSC 120**, 3 Credits  
**Intro Electronics & Computer Interfacing\***, PHYS 205, 3 Credits

### Optional Courses

**Programming II\***, COSC 220, 3 Credits  
**Discrete Mathematics, MATH 220**, 3 Credits  
**Computational Oscillations and Waves, PHYS 250**, 3 Credits  
**Numerical Analysis\***, MATH 350, 3 Credits  
**Mathematical Modeling\***, MATH 354, 3 Credits  
**Research\*\***, 1 – 3 Credits

Other courses with significant computing components can be considered for credit toward the Scientific Computing minor. See either of the co-directors for additional information.

\*Not offered every year.

\*\* Projects in Biology, Chemistry, Earth Sciences, Mathematics, and Physics that involve significant scientific computing. The research advisor must certify that the project involves significant computing in order for the project to count toward the minor.

Julie Collins-Dogrul, *Sociology*  
 Claudia Dorrington, *Social Work*  
 Susan Gotsch, *Sociology*  
 Leslie L. Howard, *Sociology, Emeritus*  
 David Iyam, *Anthropology*  
 sal johnston, *Sociology*  
 Ann M. Kakaliouras, *Anthropology*  
 Rebecca Overmyer-Velazquez, *Chair, Sociology*  
 Paula M. Sheridan, *Social Work*

Sociology is the study of social relations, associations, and institutions in human societies. It seeks to develop reliable understanding about the nature of social organization. In his work, *The Sociological Imagination* (1959), C. Wright Mills wrote, “Neither the life of an individual nor the history of a society can be understood without understanding both.” In other words, Mills claimed that the discipline of sociology is the study of the connection between individuals and society, between personal troubles and public issues. Understanding both the life of an individual, and the history and structure of a society, requires the sociological imagination. Sociologists, according to Mills, were in the unique position among social scientists of cultivating a sociological imagination that could grasp that individuals’ actions, behaviors, histories, and seemingly “personal” troubles could only be understood as effects of social organization: as public issues. Mills’ hope was that through understanding the actual dynamics that shape our lives—individually and collectively—we would also develop the tools and strategies to effect positive social change.

Sociology at Whittier embraces this Millsian tradition and we believe that sociology, at its best, is not merely an academic pursuit, but rather a daily practice, a “thing lived”: a hopeful act of discovery and transformation. With greater Los Angeles as our muse, we invite you to re-envision your social world, and to act in and upon it.

A major in sociology provides graduates with a solid liberal arts background for a broad variety of careers. Our graduates are employed in fields such as professional sociology, urban planning, union organizing, community development, non-profit organizations, health services, education and teaching, juvenile and criminal justice systems, social work, social research and data analysis, public administration, law, politics, racial and minority relations, business, and local, state and federal government.



## GUIDELINES FOR A MAJOR IN SOCIOLOGY

A minimum of 32 credits, including:

- Introduction to Sociology, SOC 100**, 3 credits
- The Sociological Imagination, SOC 200**, 3 credits
- Social Theory in Social Context, SOC 302**, 3 credits
- Approaches to Social Research, SOC 310, or Field Research, SOC 311**, 3 to 4 credits
- Statistics, SOC 314**, 3 credits
- One course from SOC 340-359, Policy, Politics and Power**, 3 credits
- One course from SOC 360-389, Social Structures and Institutions**, 3 credits
- Senior Project Workshop, SOC 407**, 0-1 credit
- Senior Integrative Seminar, SOC 408**, 3 credits.

**Breadth Outside Major:** this requirement can be met by any one of the following: a minor in any discipline, a second major in any discipline, or an additional 12 credits above 300 in any discipline other than sociology.

**Highly recommended:** At least one internship or practicum experience within the Sociology, Anthropology, or Social Work offerings; proficiency in a second language; and some study outside the United States.

## GUIDELINES FOR A MINOR IN SOCIOLOGY

A minor in Sociology requires 18 credits, including SOC 100 (or approved 200 level alternative); one course numbered SOC 302 or SOC 310 or 311; and a total of at least 12 credits above the 300 level.

### COURSE DESCRIPTIONS (SOC)

#### 14 Internship in Urban and Organizational Studies

Supervised placement in urban planning agencies and settings or in other specialized organizations. Cross-listed with SOWK 10. One semester, 2 credits.

#### 100 Introduction to Sociology

A general introduction to the topics, methods, and theories of the discipline. The course will address basic social processes and institutions, including social solidarity, inequality, conflict, interaction, ideology, culture, and social structure. Open to freshmen or sophomores. One semester, 3 credits.

#### 200 The Sociological Imagination

The primary goal of this course is to ensure that students develop a sociological imagination—that is, the ability to pose sociological questions and to find ways to investigate those questions. The course will be organized around three important sociological monographs—book length studies—which will examine race & class and/or gender. We will spend the semester meticulously

breaking apart these studies so that students begin to understand the process of conducting sociological research. Prerequisite: SOC 100 or permission. One semester, 3 credits.

#### 205 Women and U.S. Politics

(Same as PLSC 205). One semester, 3 credits.

#### 215 Geographic Information Systems

One semester, 4 credits.

#### 215L Geographic Information Systems Lab

#### 240 Social Problems: Comparative and Global Perspectives

A comparative study of the social construction of social problems and their solutions in the U.S. and internationally. We will examine how particular conditions/arrangements and behaviors become recognized as problems in the contemporary U.S. and in other countries. One semester, 3 credits.

#### 260 Social Movements

An historical and comparative study of popular movements in the U.S. and internationally. We will examine how and why popular movements emerge; what sustains them; what constitutes a successful social movement; and

why social movements fail. We will also pay close attention to the relationship between social movement goals and their actual effects on the larger society. One semester, 3 credits.

#### 270 Death, Dying, and Bereavement

(Same as SOWK 270) January, 4 credits.

#### 287 Workshop in Urban Studies

The workshop uses Los Angeles and Tijuana as settings for studying urban spatial and social organization, with special attention to the design and use of public space. It examines the economic, demographic, and cultural linkages between these two areas and locates each city in terms of current global economic, social, and cultural transformations. Permission. January, 4 credits.

#### 302 Social Theory in Social Context

An examination of major figures and debates in the history of sociological theory. Original works of Marx, Durkheim, Weber, will be read in conjunction with materials on the historical settings in which they wrote. Prerequisite: 100 and 200 or instructor permission. One semester, 3 credits.

#### 310 Approaches to Social Research

Techniques for basic and applied social research. Research skills will be developed with the complementary use of informant interviews, observations, surveys, and documents in addressing theoretical issues in the social sciences and practical applications in fields such as social work, healthcare delivery, law, and business. Prerequisite: 100 or permission, and 200. One semester, 4 credits.

#### 310L Approaches to Social Research Lab

#### 311 Field Research: Crossing Cultural Boundaries

(Same as ANTH 311) One semester or January, 3-4 credits.

#### 314 Statistics in the Social World

Quantitative data analysis in sociology. We will examine analysis of distributions, central tendency, variability, correlation, and parametric and non-parametric statistical tests. We will use SPSS and Excel programs for analysis. Prerequisites: score of 2 or higher on the Math Placement test or Math 76, and sophomore standing. One semester, 3 credits.

#### 320 Social Psychology

(Same as PSYC 352) One semester, 3 credits.

#### 326 Diverse Identities

(Same as PSY 354) Prerequisite: PSYC 100 or SOC 100 or junior standing. One semester. 3 credits.

#### 328 Human Behavior in the Social Environment

(Same as SOWK 373), 3 credits.

#### 343 Sociology of Health and Medicine

Theory and research on the organization, politics, and inequities of health and medicine in the United States and around the world; lived experiences of patients and professionals; and health disparities. Prerequisite: 100 or instructor permission. One semester, 3 credits.

#### 345 Social Planning and Evaluation

Planning of urban physical and social organization; designing organizations and social programs; and evaluating organizational and program effectiveness. Special attention will be given to the relation between the technical and political aspects of planning decisions. Pre-requisite: 100 or instructor permission. One semester, 3 credits.

#### 346 Social Power and Social Control

This course explores how social theorists understand the forms and exercise of power. It will draw on Marxian, Weberian, and Foucauldian analyses of power, as well as theories of race, gender, and sexuality in order to offer both complementary and competing understandings of power. Prerequisite: 100 or instructor permission. Recommended: 302. One semester, 3 credits.

#### 348 Food and Food Systems

This course approaches food—something Americans often take for granted—as a complex social system. We will investigate the social relationships and modes of organization that constitute the economic, political, environmental and social contexts for the development, production, distribution, promotion and consumption of food in contemporary society. Thus the course engages topics such as genetically modified food, the politics of food regulation, industrial agriculture, alternative agriculture and /or sustainable development. One semester, 3 credits.

**354 Political Sociology**

This course is a study of power in the institutions of society, focusing on the state, groups that compete for control of the state, ideologies of state legitimacy, and the relationship of the state and capital. We will also look at how and why states and policies change over time. We will necessarily examine the ways in which race and ethnicity shape and are shaped by their interaction with the state. Prerequisite: 100 or instructor permission. One semester, 3 credits.

**355 Migration and Immigrant Communities**

Social, economic, and political analyses of migrants and immigrant communities. Will study motives and experiences of migrants, effects on migrant sending and migrant receiving countries, assimilation, transnationalism, and muticulturalism. Prerequisite: 100 or instructor permission. One semester, 3 credits.

**357 Sociology of Development**

Considers development issues related to economics, politics, inequality, human rights, gender, and environment from the 1950s to the present. Pre-requisite: 100 or instructor permission. Cross-listed with INTD 221. One semester, 4 credits.

**Soc 370 Environmental Sociology**

This course focuses on sociological investigations of contemporary environmental/ecological issues. From a sociological standpoint it is axiomatic that most of the ecological/environmental problems and crisis that we currently face are at their root social problems. This is not to minimize or erase the very real biogeochemical processes that have been disrupted, corrupted and eradicated by human actions; rather this perspective highlights those human actions and their outcomes. This course will be project-based and organized around one or more case studies to introduce students to the relevant academic literature and to emphasize data analysis and concrete problem solving. Pre-requisite: 100 or instructor permission. One semester, 3 credits.

**377 Comparative Urban Development**

A comparative examination of urbanization in varying historical and geographical settings and in the light of major theories of urban growth, organization, and community. Prerequisite: 100 or instructor permission. 3 credits.

**378 Professions, Work and Careers**

The organization of work settings, occupations, professions, and careers in the contemporary United States, examined in historical and comparative context. Particular attention is paid to the dynamics of gender and race and to interplay of organizational form, productivity, and the lives of individuals. Pre-requisite: 100 or instructor permission. One semester, 3 credits.

**381 Social Class and Inequality**

Students will apply contrasting theories concerning who gets what and why, in order to compare social class formations in the contemporary United States with those in other settings. Prerequisite: 100 or instructor permission. One semester, 3 credits.

**385 Sociology of Gender**

This course explores the social construction of gender. It examines the production of gender as identity, as social structure, and as complex relations of power. Prerequisite: 100 or instructor permission. One semester, 3 credits.

**386 Racial and Ethnic Relations**

An examination of central theories and concepts in the field. Specific attention will be paid to topics such as the historical emergence of minorities, ethnic solidarity, and racism. Contemporary trends in the dynamics of intergroup relations in southern California, the United States and abroad will be considered. Prerequisite: 100 or instructor permission. One semester, 3 credits.

**406 Feminist Social Theory**

Examines the perspective and contribution of feminist theory: particularly the intellectual and social circumstances of their production, their analytic strengths and weaknesses and the political ramifications of their analyses. Introduces a variety of intellectual traditions within feminism, including liberal, Marxist, radical, socialist, psychoanalytic, post colonial, and post-structuralist. Permission. One semester, 3 credits.

**407 Senior Project Workshop**

This course is offered in the fall for senior sociology majors only. The course supports students working on their senior projects by providing a designated time and place each week to discuss their research proposals with peers and professors in the department. This course is required and is a prerequisite for SOC

408, Senior Seminar. One semester, 0-1 credits.

**408 Senior Integrative Seminar**

A capstone writing intensive course exploring application of sociological knowledge and skills to the production of public scholarship. Prerequisite: Senior status Sociology major or permission. One semester, 3 credits.

**412 Preceptorship**

A one semester course designed to engage students in the theory and practice of teaching sociology. This course is appropriate for students intending to teach secondary school or enter a graduate program in sociology. Students participating in the preceptorship will work closely with the faculty teaching introductory courses. By permission only, variable credit.

Anthropology asks the question, “What does it mean to be human?” Anthropologists seek the answers to that question by integrating varied sources of knowledge: How is being human affected by the dynamics between culture, the environment, and biology? What can we learn about the total repertoire of being human by looking at societies very different from middle-class American society? How are we to understand the evolution of our uniquely biocultural species? What do archaeological sites reveal about past human societies? How can the reflexive nature of anthropology and anthropological practice better prepare us for living in today’s diverse and globalized world? The study of anthropology prepares students to 1) better understand themselves in their own sociocultural context, 2) better understand and communicate across cultural boundaries, 3) prepare for careers involving social interaction and policy; for example, academic and applied anthropology, business, education, environmental protection, government, health, law, religion, social work, etc., and 4) prepare for graduate work in anthropology, business, foreign area studies, law, other social sciences and related fields.

### GUIDELINES FOR A MAJOR THAT INCLUDES COURSES IN ANTHROPOLOGY

---

Two alternatives are available in Anthropology: (1) an intra-departmental Anthropology/Sociology major, and (2) interdisciplinary majors in cross-cultural studies such as in Global and Cultural Studies (see Catalog description of the Global and Cultural Studies Major).

### GUIDELINES FOR THE INTRA-DEPARTMENTAL ANTHROPOLOGY/SOCIOLOGY MAJOR

---

A minimum of 33 credits, including:

**Introduction to Sociology, SOC 100, 3 credits**

**The Sociological Imagination, SOC 200, 3 credits**

**Biological Anthropology, ANTH 200 OR Cultural Anthropology, ANTH 210, 3 credits**

**Understanding Cultures, ANTH 250, 3 credits**

**Sociological Theory, SOC 302**, 3 credits

**Religion, Magic and Witchcraft, ANTH 350 OR Theory in Anthropology, ANTH 310**, 3 credits

**Field Research: Crossing Cultural Boundaries, ANTH 311**, 3 or 4 credits

**Senior Project Workshop, SOC 407**, 0-1 credit

**Senior Integrative Seminar, SOC 408**, 3 credits

One regionally-focused course on Peoples and Cultures or Archaeology, from among:

**ANTH 205, ANTH 211, ANTH 212, ANTH 213, or ANTH 214**, 3 credits

Two of the following upper division Anthropology topics courses (6 credits), from among:

**ANTH 310, ANTH 321, ANTH 323, ANTH 327, ANTH 342, ANTH 350, or ANTH 374**, 3 credits

### GUIDELINES FOR AN INTRA-DEPARTMENTAL MINOR IN ANTHROPOLOGY

A minimum of 18 credits, including:

**Biological Anthropology, ANTH 200 OR Cultural Anthropology, ANTH 210**, 3 credits

**Understanding Cultures, ANTH 250**, 3 credits

**Religion, Magic and Witchcraft, ANTH 350 OR Theory in Anthropology, ANTH 310**, 3 credits

One regionally-focused course on Peoples and Cultures or Archaeology, from among:

**ANTH 205, ANTH 211, ANTH 212, ANTH 213, or ANTH 214**, 3 credits

Two of the following upper division Anthropology topics courses (6 credits), from among:

**ANTH 310, ANTH 321, ANTH 323, ANTH 327, ANTH 342, ANTH 350, or ANTH 374**, 3 credits

### COURSE DESCRIPTIONS (ANTH)

#### 17 Internship in Anthropology

Supervised field experience in a variety of work and organizational settings. May be repeated for credit. Permission. One semester, 1-2 credits

#### 200 Biological Anthropology

This course studies the physical aspects of human populations and the evolutionary history of our species. This history is studied through an overview of genetics and evolutionary theory, the fossil record, our close primate relatives and variation among contemporary humans, which underlies observable changes as our species continues to evolve. One semester, 3 credits.

#### 205\* Archaeological Anthropology

This course offers a general introduction to the methods, theories and achievements of

archaeology, the study of the human material past. The course is designed for freshmen and sophomores who are interested in learning how archaeology is practiced and how it contributes to our understanding of past and present human life, using case studies from various regions. One semester, 3 credits.

#### 210 Cultural Anthropology

Detailed studies of several societies that are geographically and culturally distant from mainstream American society. The course focuses on issues of ecology, political economy, and social and cultural change as they influence the diverse behaviors and traditions of selected peoples. Several regions are studied in the context of their global and internal similarities and differences, as well as their cross-cultural and internal dynamics. One semester, 3 credits.

#### 211\* Peoples and Cultures of Asia

This course offers students a comparative study of the diverse cultures of Asia. The course implements anthropological concepts to examine the internal and cross-cultural mechanisms shaping and reshaping the region. The impact of social and cultural change resulting from shifting local, national, and global dynamics will be examined through detailed ethnographic studies of specific cultures and societies within East, South, and Southeast Asia. One semester, 3 credits.

#### 212 Peoples and Cultures of Africa

This course is designed to give students an understanding of the diverse cultures of sub-Saharan Africa. An examination of the fundamental patterns of traditional African cultures will be used to understand current events in Africa. Illustrates how the daily lives of the majority of African people are influenced by tenacious indigenous institutions. One semester, 3 credits.

#### 213 Peoples and Cultures of Native America

Who are the people native to North America? What has been the role of Native Americans in the formation of "America"? What is unique to their circumstances within a complex state structure and global system? Where do various Native American groups share cultural patterns and where are their differences among them, for example, in origin, environmental setting, world view, family structure, and political system? How do these patterns influence their responses to contemporary issues? This course will explore the issues raised by such questions through detailed historical and ethnographic studies of selected societies. One semester, 3 credits.

#### 214 Peoples and Cultures of Latin America

The term "Latin America" covers a wide range of cultures and peoples: from the Caribbean Islands to Mexico, from Central America to South America, from the Amazon to the Andes. Latin America, therefore, is a world of great contrasts—contrasts between megacities and rural hinterlands, between the wealthy and the impoverished, between industrialized zones and areas of rudimentary subsistence production, and between images of a peaceful paradise and those of extreme violence and terror. This course will examine the construction of various cultural identities in this diverse region and introduce students

to the key issues confronting Latin Americans today as they are revealed in selected ethnographic studies. One semester, 3 credits.

#### 250 Understanding Cultures

For over a century, the "ethnography" has been the often unique, staple product of Anthropology. In the early 20th century, the West began to understand the workings and structures of different cultures in large part through the fieldwork and subsequent books published by anthropologists. Even in the 21st century, Anthropology distinguishes itself as a field through our reliance on both the ethnographic method, and the writing of ethnographies. Noted anthropologists like Boas, Mead, Evans-Pritchard, Malinowski and Lévi-Strauss developed diverse ethnographic styles still essential to the field today. In this course, students will gain skills in reading and analyzing ethnographies. Classic and new ethnographic texts will be closely read for their contributions to theory and method in Anthropology. One semester, 3 credits.

Prerequisite: ANTH 200 or ANTH 210

#### 310 Theory in Anthropology

This course will familiarize students with the range of historical and current theoretical frameworks, orientations, and research philosophies in anthropology. A thorough and critical examination of the relevant literature will serve to introduce students to major anthropological concepts, traditions and debates, from the development of anthropology as a distinct discipline in the nineteenth century, to the pressing problems and issues facing specific anthropological subfields today. Prerequisite: Anthropology 200 or Anthropology 210. One semester. 3 credits.

#### 311 Field Research: Crossing Cultural Boundaries

Introduction to ethnographic field research as a general tool for understanding and communicating with people, especially those whose culture is different from one's own. Teaches the perspectives, aims, and skills of field research through the use of (1) films and written materials that describe field research experiences and which record the results of such research, and (2) a series of fieldwork exercises. Focus is on the nature and meaning of cultural diversity and its implications for cross-cultural communication. One semester or January, 3 or 4 credits.

**321 Expressive Arts of Africa**

Explores the symbolic and aesthetic representations, implicitly understood and explicitly expressed by selected African peoples in cultural communication. The concepts discussed will center around the relationship between art, ritual and symbols in cultural expression. The focus is the expressive cultures of sub-Saharan Africa as communicated mainly in the sculpture of the region. The aim is to read culture through art and to understand how Africa's visual arts constitute the cultural encyclopedia of specific African groups. One semester. 3 credits.

**323\* Environmental Anthropology**

The changes that humans make in the natural environment are related to their worldviews and to their ideas about what the relationship between humans and nature should be. This course will explore these relationships cross-culturally through the readings of ethnographies and the viewing of films. Sophomore standing or above or instructor's permission. One semester, 3 credits.

**327 Sex & Gender in Anthropology**

This course will familiarize students with the cultural and analytical categories of sex and gender and the way anthropologists have approached research on sex and gender in a number of ethnographic contexts. Students will explore how sex, gender and sexuality, rather than being natural or biological inevitabilities, are culturally and historically contingent identities. Sophomore standing and above. One semester. 3 credits.

**342 Sound and the Religious Experience**

(same as REL 342) One semester, 3 credits.

**350 Religion, Magic, and Witchcraft**

Focuses on understanding how the religious, magical, and witchcraft practices found in diverse cultures relate to an overall attempt to explain the world beyond ordinary human understanding and to the pattern of social, psychological, or ecological needs of a society. We are not concerned with the competing notions of God and gods that are part of various traditional religions, rather we aim to understand the cultural circumstances that foster certain religious beliefs and practices, the use of magical rituals in confronting social problems, and the role of witchcraft in shaping the behaviors and responses of people within cultural groups. One semester. 3 credits.

**374 The Cultural Contexts of Childhood**

Childhood in a variety of cultures, primarily focusing on societies in Africa, Asia, Latin America, and Oceania. How does the child become a full member of a particular society and what are the sociocultural contexts that influence that process? Examines methods of studying childhood cross-culturally. Sophomore standing or above. One semester, 3 credits.

**417 Internship in Anthropology**

Supervised field experience in a variety of work and organizational settings. May be repeated for credit. One semester, 1 or 2 credits. Permission

**190, 290, 390, 490\* Selected Topics in Anthropology****295, 395, 495 Independent Studies in Anthropology**

Permission. Variable credits. May be repeated for credit.

\*Not offered every year.

Social Work is a profession committed to the enhancement of social and human well-being, the alleviation of poverty and oppression, and the promotion of social and economic justice for all. The profession practices in a wide variety of local, national, and global settings including family services, child welfare, corrections, probation, behavioral health and medical centers, drug and alcohol treatment, community organizations, and social policy arenas. With awareness of the major social and technological changes taking place in our world, the Whittier College Social Work program prepares students for entry-level positions in generalist social work practice where they can effectively address the variety of human welfare needs prevalent in a global society.

The undergraduate program in Social Work is accredited by the Council on Social Work Education (CSWE). It provides a professional foundation curriculum that contains the common body of knowledge, values, and skills of the profession. The Program specifies a common base of liberal arts courses to be taken prior to enrollment in the core foundation courses. The foundation courses are sequenced over three years; the program culminates in the senior year with an intensive, professionally supervised field practicum, and an integrative seminar that seeks to assess a student's learning outcomes in the liberal arts and social work curriculum.

Selected courses are also of interest to students in psychology, sociology, anthropology, history, economics, child development, pre-medicine, pre-physical therapy, business administration, and education. Students are urged to consult Social Work Program advisors in the Department of Sociology, Anthropology and Social Work for information and guidance.

**GUIDELINES FOR A MAJOR IN SOCIAL WORK**

Students can begin taking the professional foundation courses required for the major in their sophomore years. Before starting foundation courses, students are required to take PSYC 100: Introduction to Psychology and SOC 100: Introduction to Sociology, a total of 6 credits. Students are also advised to take ANTH 210 or another related Anthropology course (ANTH 211-214.), an additional 3 credits.

A total of 43 credits of Social Work and related course work is required, including:

SOWK 240: Introduction to Social Work, 3 credits

SOWK 340: Social Work Practice I: Working with Individuals, 3 credits

SOWK 343: Social Work Practice II: Working with Families and Groups, 3 units

SOWK 363: Social Work Practice III: Working with Communities and Organizations, 3 credits

SOWK 310: Approaches to Social Research, 4 credits

SOWK 364: Social Welfare Policy, 3 credits

SOWK 373: Human Behavior in the Social Environment, 3 credits

SOWK 408: Integrative Seminar, 3 credits

SOWK 412: Social Work Practicum and Seminar I, 4 credits

SOWK 413: Social Work Practicum and Seminar II, 3 credits

SOWK 414: Social Work Practicum and Seminar III, 4 credits



Also required:

**SOC 314: Statistics**, 4 credits

**PSY 222: Biological Bases of Behavior**, 3 credits

Recommended for Social Work majors:

**SOWK 100: Issues in Human Services**

**SOWK 190 Immigrants and Refugees**

**SOWK 270: Death, Dying and Bereavement**

**SOWK 290 Legal Issues in Social Work**

**SOWK 386: Welfare of Children**

**ANTH 210: Cultural Anthropology**

**ANTH 211: Peoples and Cultures of Asia**

**ANTH 212: Peoples and Cultures of Africa**

**ANTH 213: Peoples and Cultures of Native America**

**ANTH 214: Peoples and Cultures of Latin America**

**PSYC 372: Abnormal Psychology**

**SOC 389: Sociology of Gender**

**SOC 358: Population Problems and Policy**

**SOC 260: Social Movements**

**HIST 207: United States since 1865**

## GUIDELINES FOR A MINOR IN SOCIAL WORK

The minor in Social Work is designed to prepare students for active and informed participation in our society, where social welfare plays a major role. A minimum of 15 credits is required, including SOWK 100, 240, and 364; and 6 credits selected from SOWK 340, 343, and 363.

### COURSE DESCRIPTIONS (SOWK)

#### 100 Issues in the Human Services

An introduction to selected issues in social work issues and generalist practice, including practice with children and families. Values, belief systems, legal and ethical issues inherent in working with diverse client populations are examined and critically analyzed. January Term, 4 credits.

#### 190 Immigrants and Refugees

Introduces students to immigration and refugee policies, theories of migration, the humanitarian response to refugees, the refugee and immigrant experience, and social work practice with immigrants and refugees using a case study approach and documentary films to illustrate core content. One semester. 3 credits.

#### 240 Introduction to Social Work

Presents an overview of 1) the profession of social work and its history in the United States; 2) social work values, ethics, and principles;

3) the generalist social work practice model across a variety of settings and with a diversity of clients; and 4) the process of empowerment and power analysis in working for a socially and economically just society. Includes self-assessment of aptitude for social work. Two semesters, 3 credits.

#### 270 Death, Dying and Bereavement

Explores historical and cultural variations in attitudes and practices surrounding death, dying and bereavement. We examine major causes of death across age and other social groups, social inequality related to death and dying, individual and social practices of grieving, and the ethics of dying in an age of technology. We study death-related issues both at the level of social organization and in terms of how they affect people at varying stages of the life course. (Cross-listed with SOC 270) Permission. January session, 4 credits.

#### 310 Approaches to Social Research

Techniques for basic and applied social research. Research skills will be developed in the complementary use of informant interviews, observations, surveys, and documents in addressing theoretical issues in the social sciences and practical applications in fields such as social work, healthcare delivery, law, and business. Prerequisites: SOWK 240 and SOC 100 or permission. (Cross-listed as SOC 310) One semester, 4 credits.

#### 340 Social Work Practice I: Working with Individuals and Families

This course is designed to provide a foundation in social work practice theory. Because generalist social work practitioners need to respond to a wide variety of problem situations, students will learn to apply the generalist practice model within an eco-systems framework. Emphasis is given to learning micro-level relationship and evidence-based interviewing skills necessary for culturally competent practice with individuals and families. Social work ethics, values, practice evaluation, and working with populations at risk are major dimensions of the course. Prerequisite: 240. One semester, 3 credits.

#### 343 Social Work Practice II: Working Groups

This course examines generalist practice with families and groups, while acknowledging personal and client strengths, capacities and resources. Students learn to apply the generalist practice model to families and groups, including task groups and intervention groups, examine empirically based interventions, and evaluate the effectiveness of their own ethical and culturally competent interventions. Prerequisite: 240. One semester, 3 credits.

#### 363 Social Work Practice III: Working with Communities and Organizations

This course explores generalist social work practice with communities and organizations and introduces practical approaches to taking action. The course examines issues of influence and power in the urban community and the role of political, economic, social, and religious organizations in limiting and/or enhancing individual and group well-being and freedom. Students are introduced to the theoretical and practical knowledge, skills, and

values required for macro social work practice (community organizing, planning, policy, and administration). Prerequisite: 240. One semester, 3 credits.

#### 364 Social Welfare Policy and Services

Students examine the history of social work, the history and current structure of social services, and the role that social policy plays in service delivery. Students learn to analyze social policies that effect local, national, and global social welfare issues and research that relates to competent social service delivery. The course also focuses on strategies that advocate for policy consistent with social work values and skills and that prepare students to work within economic, political, and organizational systems. Prerequisite: ECON 200. One semester, 3 credits.

#### 373 Human Behavior and the Social Environment

This course examines the reciprocal relationships between human behavior and social environments. Students analyze theories and other sources of knowledge that address the interactions between and among individuals, groups, organizations, communities, and economic systems that enhance or deter human well-being. This includes theories of biological, cultural, psychological, and spiritual development throughout the human life span. Co-Requisite: PSYC222. One semester. 3 credits.

#### 385\* Child Abuse and Domestic Violence

Examines multi-dimensional explanations and laws pertaining to sexual and physical child maltreatment and familial violence. Students will explore selected issues related to these psychosocial problems, examine related social policies, explore empirically based culturally-competent interventions. January or Summer, 4 credits.

#### 386 The Welfare of Children

Students enrolled in this course will explore the diverse needs and issues related to child welfare systems of care. The course provides an overview of relevant knowledge, theories, values, skills, and social policies related to competently working with children and their families. One semester, 3 credits.

**408 Integrative Seminar**

Students will assess their attainment of the Social Work Program Objectives, which are derived from the CSWE Educational Policy and Accreditation Standards. Students will also examine and define the contributions that the liberal education curriculum, co-curricular activities and other life experiences have enhanced their development as a social work major. This analysis is presented in the format of an Integrative Portfolio, and includes a paper in the major to be presented to social work colleagues and professionals. Senior standing. Only for social work majors. Satisfies COM 4 requirement, Senior Presentation. Permission. One semester, 3 credits.

**The Social Work Practicum and Seminar**

The sequence (412, 413, and 414) provide students in the major with a year-long internship (a minimum of 400 hours during the academic year), approximately two full days, 16 hours a week) in a social service organizational setting under joint College and agency planning and supervision.

**412 Social Work Practicum and Seminar I**

The practicum and required seminar (2 or 2.5 hours per week) is designed to help students apply and integrate the knowledge, values and skills necessary for beginning professional practice and evaluate their own practice and professional development. Senior Standing. Only for social work majors. Permission. Prerequisite: 240. Fall semester, 4 credits.

**413 Social Work Practicum and Seminar II**

Advanced level internships in community agencies (usually a continuation at the same placement agency as 412). Structured learning opportunities that enable students to compare and evaluate practice experiences, integrate classroom knowledge, and engage in self-assessment of their own professional development. Two full days (16 hours per week) and required seminar, 2 hours per week. Senior Standing. Only for social work majors. Permission. Prerequisite: 412. January, 3 credits.

**414 Social Work Practicum and Seminar III**

Continuation of 412 and 413. Practicum, two full days (16 hours per week) and required seminar, 2 or 2.5 hours per week. Senior Standing. Only for social work majors. Permission. Prerequisite: 413. Spring, 4 credits.

**190, 290, 390, 490\* Selected Topics in Social Work**

Variable credits. Permission. May be repeated for credit.

**295, 395, 495 Independent Studies in Social Work**

Variable credits. Permission. May be repeated for credit.

\*Not offered every year.



## THEATRE AND COMMUNICATIONS ARTS

**John Bak**

**Rich Cheatham**

**Gil Gonzalez**

**Jennifer Holmes, Chair**

**Katie Liddicoat**

**Brian Reed**

The Theatre and Communication Arts Department offers courses serving students in the areas of performance, directing, theatre history and dramatic literature, and stage design and technology. The department also offers courses in speech communication, film history and criticism, and video production (see Film Studies minor). Students who are interested in Theatre and Communication Arts should consult an appropriate faculty member for advice.

The Theatre Arts program at Whittier College is firmly based in the liberal arts tradition. Students majoring within the department follow a program of study designed to stimulate awareness of our cultural traditions and to explore the creative abilities of each individual. This program provides pre-professional training for those who plan to seek a career in the performing arts, to prepare for graduate school, or to pursue careers in other allied fields including teaching. Recent graduates have found that their education in the department has helped to prepare them for careers in personnel, education, sales and advertising, business, law, and publishing, as well as acting, directing, design and technical direction, writing, film, television, and the themed entertainment industry.

GUIDELINES FOR A MAJOR IN THEATRE AND COMMUNICATION ARTS

Total Requirements: 31-34 credits

Department Core Requirements for all majors (25-28 credits):

- Theatre Practicum, THEA 50**, 1 credit per year of residence.
- Introduction to Acting, THEA 110**, 3 credits
- Introduction to Design and Technology, THEA 240**, 3 credits
- Play Analysis & Criticism, THEA 272**, 3 credits
- Shakespeare, THEA 328**, 3 credits
- Scenic Design, THEA 340**, or
- Stage Lighting, THEA 345**, or
- Costume Design, THEA 347**, 3 credits
- World Theatre, THEA 372 (A and B)**, 6 credits
- Senior Project, THEA 485**, 3 credits

Additional Requirements:

Theatre Arts—Performance Emphasis, 6 credits:

- Fundamentals of Stage Directing, THEA 315**, 3 credits.

Voice and Movement I, THEA 220, or  
 Voice and Movement II, THEA 225, or  
**Scene & Monologue Study, THEA 210, or**  
**Performing Non-Fiction, THEA 392, 3 credits.**

or

Theatre Arts—Design/Technology Emphasis, 6 credits:

Two additional courses from:

**Drawing and Drafting for the Theatre, THEA 245;**  
**Painting for the Theatre, THEA 246;**  
**Scenic Design, THEA 340;**  
**Stage Lighting, THEA 345;**  
**Costume Design, THEA 347**

### GUIDELINES FOR A MINOR IN THEATRE AND COMMUNICATION ARTS

A minor requires 20 credits, including THEA 50, 2 credits; THEA 110, 3 credits; THEA

240, 3 credits; THEA 272, 3 credits; and  
 nine credits in courses numbered 300 and  
 above.

### COURSE DESCRIPTIONS (THEA)

#### 004\* Pilates

Based on the work of Joseph Pilates, this course focuses on body awareness through a series of specific exercises that simultaneously strengthen and stretch the body. The Pilates Method encourages a mind and body partnership, establishing inner balance, physical economy and grace. Previous exposure to Pilates is not necessary. May be repeated for credit. One semester, 1 credit. (Same as KLS 004)

#### 005\* Yoga

Drawing from various Yoga practices this beginning to intermediate yoga course focusing on harmonizing mind, body, and spirit while strengthening, and lengthening muscles and muscle groups. Various breathing techniques and physical postures will be practiced, as well as relaxation and meditation exercises. Previous exposure to Yoga is not necessary. May be repeated for credit. One semester, 1 credit. (Same as KLS 005)

#### 50 Theatre Practicum

Participation in two major productions, either as an actor or as a member of the stage crew. Actors must audition and are cast by the director of each production. Possible stage crew assignments include scenery construction and painting, properties preparation, stage lighting preparation, costume construction, sound recording, and serving on backstage crews during rehearsals and performances. Enrolled students should contact the instructor at the very beginning of the semester to arrange their production assignments. May be repeated up to 5 credits. One semester, 1 credit.

#### 70\* Actor's Lab

An actor and director workshop. Student actors rehearse and perform scenes in conjunction with THEA 315 & THEA 415 student directors. Prerequisite: none. One semester, 0-2 credits. May be repeated for additional credit.

#### 101 Essentials of Public Speaking

Theory and practice of the fundamental principles of public speaking. Empowers speakers with positive preparation techniques. Focuses on speaker confidence, body language, breathing, clarity of message and connection with audience during delivery. One semester, 3 credits.

#### 110 Introduction to Acting

Impulse to action—introduces the student to ideas on/about performance. This introductory course focuses on fundamental stage techniques for the actor: stage geography, body positions, motivated action, timing, stage business, analysis of the script/role, and conditioning. Principles from the teachings of Spolin, Stanislavski, Laban, Bogart, Benedetti, and more will be used for both scene and monologue study. Prerequisite: none. One semester, 3 credits.

#### 210\* Scene & Monologue Study

Advanced scene and monologue study exploring movement, improvisation, and techniques of building a character. Includes Shakespeare and contemporary play analyses, laboratory performances, and physical exercises geared to connect the actor to the text. Prerequisite: THEA 110 and permission of instructor. One semester, 3 credits.

#### 220\* Voice and Movement I

Drawing on various developmental techniques, including Linklater, Berry, Spolin, and Feldenkrais, this course utilizes the classroom as a laboratory exploring voice and movement for the stage. One semester, 3 credits.

#### 225\* Advanced Voice and Movement II

Building on foundational work explored in Voice and Movement, this course incorporates improvisation and characterization, culminating in a final performance. One semester, 3 credits.

#### 240 Introduction to Design and Technology

An introduction to design and technology for the theatre arts. Most of the course focuses on three design specialties: scenery, lighting, and costumes for theatre, with some additional attention given to design for film and television. Concurrent enrollment is required in Theatre 240L, the laboratory component of this course, which will be arranged by the instructor on an individual student basis (usually 2 hours per week). Through the laboratory component, students will participate in the construction of scenery and properties for two productions during the semester. One semester, 3 credits.

#### 245\* Drawing and Drafting for the Theatre

A thorough introduction to drawing and drafting techniques for design and technical production in the theatre, including some use of computer-aided design (CAD). May include a laboratory component for major productions. One semester, 3 credits.

#### 246\* Painting for the Theatre

An introduction to the study and practice of both scene painting for the theatre and the use of water-based painting media in creating scenic and costume design renderings and scene painter's elevations. The course may include a laboratory component for major productions. Laboratory fee. One semester, 3 credits.

#### 260\* Chicano/Latino Theatre

Traces the contextual, thematic, and historical influences of Chicano/Latino theatre. Analysis of plays, performances, movements, and theatre troupes that express the experiences of the Chicano/Latino people. One semester, 3 credits.

#### 272\* Play Analysis & Criticism

This course focuses on analysis and evaluation of plays in terms of their content, structure, and style. Emphasis on dramatic theory and the critical terms that are used to analyze particular plays and on the relationship between literary analysis and theatrical performance. One semester, 3 credits.

#### 300\* Paradigm Shifts in the Arts

What is the function of art in societies? How have the arts reflected, created, or predicted paradigmatic shifts in societies? This interdisciplinary course focuses on the interconnectedness of the arts and society in the past 100 years. Studying works of art that have had violent and negative reactions when first presented to the public, we will examine the deeply embedded beliefs these works of arts challenged. One semester, 3 credits.

#### 310\* Styles of Acting and Performance

Focuses on a specific style or genre of acting and/or performance such as commedia dell'arte, Comedy of Manners, Farce, Epic Theatre, Realism, Greek, Pinter, Mamet, Shakespeare, Chekhov, Artaud, Grotowski, and more. Prerequisite: THEA 110 and permission of instructor. One semester, 3 credits (may be repeated for additional credit each time a new topic is illuminated).

**315\* Fundamentals of Stage Direction**

Introduces students to principles, procedures, and practice of stage direction; script selection, analysis, casting, assembly of a director's prompt book, research, and rehearsal problems and strategies. Prerequisites: THEA 110 and THEA 240, junior or senior status; instructor permission. One semester, 3 credits.

**328 Shakespeare**

(Same as ENGL 328) One semester, 3 credits.

**330\* Playwriting**

General analysis of dramatic structure and of student-written scenes culminates in completion of a one-act play. One semester, 3 credits.

**340\* Scenic Design**

Study and practice of scenic design techniques, including the development of visual research sources, freehand drawing and mechanical drawing exercises, and scale model construction as applied to design projects for specific plays. Some attention will be given to the basic visual elements of design, to the history of stage design, to the use of computer-aided design software, and to scenic design for film and television. One semester, 3 credits.

**345\* Stage Lighting**

Study of stage lighting technology and stage lighting design theory and practice. Students will develop several lighting design projects. They also will assist in the preparation of the stage lighting for one or two theatre productions during the semester. One semester, 3 credits.

**347\* Costume Design**

Study and practice of costume design techniques, including the development of visual research sources, practicing freehand drawing and watercolor painting techniques, and drawing and painting of costume sketches for several plays. Some attention will be given to the basic visual elements of design, to choosing appropriate costume fabrics, and to costume history and period styles. One semester, 3 credits.

**372A\* World Theatre**

Part one of a two-semester survey, integrating a multi-cultural history of world theatre, studying performance traditions and dramatic

literature. The course encompasses the foundations of theatre via oral traditions and rituals, Aristotle and Greek theatre, and the early and late Renaissance periods. Emphasis on the importance of historical and literary research is key in formulating critical analysis of period and production and incorporating these insights into research papers. (Does not have to be taken in sequence.) Prerequisite: 272 or permission. One semester, 3 credits.

**372B\* World Theatre**

Part two of a two-semester survey, integrating a multi-cultural history of world theatre for the past 350 years. The class traces the development of theatre from the comedy of Molière through modern plays of Ibsen and Pirandello, to the post-modern works of contemporary avant-garde theatre. Emphasis on the importance of historical and literary research is key in understanding the production of theatre, its impact on audience, and its production of meaning throughout the centuries. (Does not have to be taken in sequence.) Prerequisite: 272 or permission. One semester, 3 credits.

**378\* Musical Theatre Workshop**

A workshop exploring the unique combination of skills necessary to work in the musical theatre. Acting, singing and movement/dance techniques will be emphasized. Workshop will culminate in a studio full-scale musical theatre production. One semester, 3 or 4 credits.

**392\* Performing Non-Fiction**

This course utilizes performance as a research medium, using solo performance as a means to understand and critique historical and contemporary figures. Students study the figure of their choice, conducting research and creating an original script, which culminates in a one-person performance. Additionally, the elements of performance are examined via the creation of four short solo performance pieces, focusing on light, sound, color, and language. Solo-performances that are well researched and rehearsed will be invited to present at an open performance in the Studio Theatre at the end of the semester. Prerequisites: THEA 272 AND 110 (or 210) or 220 (or 225) OR permission of instructor. One semester, 3 credits.

**415\* Advanced Stage Direction**

Continuation of THEA 315. Emphasizes working with text (plays, poetry, short stories, etc.), visual images (paintings, lithographs, sculptures, etc.), and music as a means of creating staged theatrical pieces. Culminates in the staging of a new work. Prerequisites: THEA 315 and permission of instructor. Once semester, 3 credits.

**485 Senior Project**

Arranged as a directed study, this course is the capstone experience for all Theatre and Communication Arts majors. Each student will complete a major project either in directing, acting, design, technical production, stage management, or critical research. The project will entail both analytical and creative endeavor and will result in some kind of public presentation or performance. The students will also document their work on the projects justifying the choices and/or conclusions they made. This project is designed to satisfy the college "Paper in the Major" requirement. Prerequisite: Senior status as a Theatre and Communication Arts major. One semester, 3 credits.

**190, 290, 390, 490\* Selected Topics in Theatre**

Topic and number of credits to be determined by the instructor. May be repeated for credit.

**295, 395, 495 Independent Studies**

Topic, number of credits, and times by arrangement. Permission of instructor is required. May be repeated for credit.

\*Not offered every year.

**FILM STUDIES MINOR**

Film Studies at Whittier College is an interdisciplinary minor administered through the Department of Theatre and Communication Arts. This minor emphasizes the analysis of film as an artistic form and a key media component in the multiple expressions of contemporary life. The minor encourages students to explore film through the lenses of form, content, and construct, emphasizing the history of narrative

structures, films role as a medium of cultural expression, and the theories, methodologies and criticisms within film studies.

**GUIDELINES FOR A MINOR IN FILM STUDIES**

A Film Studies minor requires a minimum of 18 credits, including the required two core courses: FILM 170 and FILM 480, three courses exploring the historical contexts of film from cultural and historic perspectives, and one course engaging film from a practical application, such as Screenwriting, Acting for the Camera, or Video Production.

**FILM 170\* Fundamentals of Cinema**

This course provides an introduction to the aesthetics and language of film. It also understands film as an artistic expression, an economic product, and a social text. Lectures and discussions are supplemented by class screenings. One semester, 3 credits.

**FILM 270\* Film Genre**

This course surveys the major films, filmmakers, themes, and issues of a major film genre. The genres will vary from semester to semester and during any given term, the genre might be the musical, gangster, western, film noir, or horror films. Lectures and discussions are supplemented by class screenings. May be repeated for credit. January, 3 or 4 credits.

**FILM 275\* Film Movements**

This course explores the major films, filmmakers, themes, and issues of a particular critical fashion or period in the history of cinema. During one term, the course may, for example, cover the Hollywood Renaissance, Italian Neo-Realism, or French New Wave. As in THEA 270, the subject matter will vary from term to term. Lectures and discussions are supplemented by class screenings. May be repeated for credit. January, 4 credits

**FILM 280\* Narrative Cinema**

A survey of the history, aesthetics, and theory of the narrative film. Lectures and discussions are supplemented by class screenings. One semester, 3 credits.



**FILM 285\* Documentary Cinema**

A survey of the history, aesthetics, and theory of the documentary film/video tradition. Lectures and discussions are supplemented by class screenings. One semester, 3 credits.

**FILM 320\* Introduction to Video Production**

Scripting, videography, audio, and editing are among the procedures and principles covered in the students' planning, producing, and evaluating video projects. One semester, 3 credits.

**FILM 325\* Documentary Video Production**

Video production of a documentary. Prerequisite: 320. One semester, 3 credits

**FILM 380\* Screenwriting Workshop**

This intensive course teaches students how to write a full-length screenplay and treats screenwriting as part of the longstanding storytelling tradition, extensively referencing contemporary screenwriting analysts. Students will formulate their individual story ideas and develop them through a complete story outline, treatment, and first draft of a full-length feature script (from 90 – 129 pages long). Permission of instructor required. One semester, 3 credits.

**FILM 420\* Advanced Video Production**

Advanced video production techniques with emphasis upon scripting, pre-production planning, and logistical coordination. Prerequisite: 320 and permission of instructor. One semester, 3 credits.

**FILM 421\* Directed Study in Video Production**

For advanced students wishing to produce independent productions. Prerequisite: 320 and permission of instructor. One semester, 3 credits.

**FILM 480\* Film Theory and Criticism**

Provides students with an overview of major film theories and critical writings that have shaped discussion of film for the past 100 years. Frameworks examined will include those provided by auteur, psychoanalytic, post-modern, feminist, Marxist, and queer theories. Critical analysis through writing and class discussion will be a central feature of the course. Prerequisite: FILM 170 or permission of instructor. One semester, 3 credits

**190, 290\* Selected Topics in Film Studies**

Topic and number of credits to be determined by the instructor. May be repeated for credit.

**295, 395, 495 Independent Studies**

Topic, number of credits, and times by arrangement. Permission of instructor is required. May be repeated for credit.

This is not a complete list of courses offered that will fulfill the Film Studies minor. Other courses, applicable for the Film Studies minor, will be cross-listed under various departments, and will vary from semester to semester.



## WHITTIER SCHOLARS PROGRAM

**Doreen O'Connor-Gómez**, Modern Languages and Literatures, Associate Academic Dean and Director of the Whittier Scholars Program

**Ria O'Foghludha**, Art and Art History, Associate Director

The Whittier Scholars Program (WSP) is governed by the Whittier Scholars Council, consisting of appointed faculty members from across the College and elected student members. For a description of the Whittier Scholars Program, see the "Curriculum" section of the catalog, or contact the Whittier Scholars Program Office, located in Wardman Hall.

**COURSE DESCRIPTIONS (WSP)****101 The Individual, Identity and Community**

The foundation course for the Scholars Program. Designed to enable students to explore issues such as: human beings in a social context; the relationship between the individual and the community; the role of education and the life of the mind; and the role of asking and understanding enduring questions and analyzing issues. Themes are addressed in terms of different historical periods, disciplines, cultures and identities. Director's permission required. 3 credits.

**201 Designing Your Education**

Educational philosophy, values clarification and goal setting, alternatives for courses of study, and preparation of an individual Educational Curriculum. Director's permission required. 1 credit.

**301 Nature, Theory and Bases of Knowledge**

Explores various methods of gathering and understanding knowledge from a number of disciplinary perspectives. Develops awareness of what knowledge is and an understanding of the approach most appropriate for framing and completion of the Senior Project. Acceptance into the Program and Director's permission required. 3 credits. A student will not be permitted to register for WSP 301 without an approved Educational Design. The ED meeting must be concluded before Spring Break of the Spring semester following successful completion of WSP 201.

**399 Internship**

Internship is an area directly related to the Educational Design. This is an off-campus experience under joint college/site planning and supervision. May be repeated for credit. Director's permission required. 1-4 credits.

**401 Senior Seminar**

Capstone seminar that enables students in the program to share their ideas and to peer review one another's work as they progress through the creation of a Senior Project. Design Board approval and Director's permission required. 3 credits

**499 Senior Project**

Design Board approval and Director's permission required. Variable credits.

**Katie Hunter Perkins, Director**

In keeping with Whittier College's commitment to a well-rounded liberal arts education, qualified students are encouraged to apply to study abroad for a semester in a country and academic environment that will enrich their overall college experience; contribute positively to the life of the College; and engender responsible participation in a global, multi-cultural society. Indeed, the purpose of study abroad is to immerse students in an international culture so that they may:

- become informed firsthand of the history, culture, and contemporary issues of the country
- understand the way people of the host country view the rest of the world
- gain insight into their own culture by comparing and contrasting American institutions and values with those of the host country.

Whittier offers opportunities for international study in over 25 countries at more than 70 locations in Africa, Asia, Australia, Europe, and Latin America through affiliations with a variety of programs and academic institutions.

These study abroad programs can help students:

- meet major or minor requirements
- complete liberal education courses
- achieve proficiency in a second language
- take courses not available at Whittier

Programs are available for the full semester, summer, and Jan term. Course work abroad can be taken in the language of the host country or in English. There are many different options for students to personalize their international educational experience.

Typically, students participate in semester-long programs during their junior year. Advance planning and advising is necessary since the application process takes place three to six months prior to the planned term abroad. General information sessions are scheduled each semester and information is available online and in the International Programs Office throughout the year.

Career preparation is an important part of a Whittier education. The fields of law, education, social work, and the health services have traditionally drawn upon liberal arts graduates for advanced study in graduate schools or professional programs. Liberal arts students select an increasingly wide variety of careers in science, management, business, social service, government, religious vocations, journalism, and the fine arts.

Certain courses in the natural sciences, social sciences, and the humanities are generally required by professional schools for admission. Whittier College also offers more advanced courses that fulfill certain professional requirements. The following programs are outlined here to help students who intend to seek professional training after graduation. Students interested in professional programs should contact their faculty advisors for additional information.

## Pre-Engineering (3-2 Program)

Whittier College has established cooperative programs with engineering schools at a number of universities, allowing students to benefit from the broad intellectual training offered by a liberal arts college and the technical training offered by an engineering school. Students in the 3-2 program normally spend three years at Whittier College and two years attending an engineering school. The five-year program leads to a Bachelor of Arts degree from Whittier College and a Bachelor of Science degree in engineering from a university.

To be recommended for admission to engineering school, students must ordinarily complete 90 credits of coursework at Whittier College including the prescribed sequence with at least a 3.0 overall GPA, a minimum grade of "C" in each of the 3-2 program core courses, and a 3.0 GPA in the core courses. Students recommended by their advisor and the 3-2 director will normally be admitted to at least one of the cooperating universities. The B.A. from Whittier College will be awarded only after a student has successfully completed all of the graduation requirements at both schools.

Guidelines for the program, a list of participating Engineering Schools, and other information can be obtained from the Coordinator of the 3-2 Program, Dr. Seamus Lagan, or from our web page at [www.whittier.edu/Academics/3-2EngineeringProgram/](http://www.whittier.edu/Academics/3-2EngineeringProgram/)

## Pre-Health Sciences other than Pre-Physical Therapy

Whittier provides excellent preparation in the basic fields required for admission to accredited professional schools. There is a Health Science Advisory Committee of faculty members which works closely with each student. Students should plan to complete a Bachelor's degree in a specific major before applying to the school. Although it is possible to enter some schools upon completion of 90 semester credits, most beginning health science students have completed four years of undergraduate work. It is important that each student determines the specific courses required for the schools to which application is made. Certain minimum requirements are common to most medical, dental, optometry, chiropractic and veterinary schools. These include one year of each of the following: biology, inorganic chemistry, organic chemistry, physics and English. Strongly recommended courses include: math (often through calculus), additional biology (i.e. Genetics, embryology), social and behavioral sciences, and biochemistry. Other recommended courses are: anatomy, physiology, microbiology, and

quantitative analysis.

Students intending to pursue a health science program should contact an advisor in the Biology or Chemistry Departments immediately after admission to Whittier College to plan their curricula and to determine the specific requirements of the schools they are considering. In addition, participation in the Whittier College Health Professions Shadowing program is encouraged.

### Pre-Legal

Courses in the following fields are recommended for those preparing to enter law school: business administration, economics, English, history, philosophy, political science, psychology, and sociology. Pre-legal students may take a major in any department or area of their choice. Such students are urged to consult the College's pre-law advisors for more detailed guidance.

### Pre-Therapy

Early consultation with appropriate faculty is important for a smooth progression through undergraduate requirements and application to appropriate graduate programs.

**Occupational Therapy:** A major in psychology, music or art is recommended.

**Physical Therapy:** A major in kinesiology or biology (see kinesiology with pre-physical therapy emphasis) is recommended. Common prerequisites for application to physical therapy programs include: general or cell & molecular biology, year sequence of anatomy/physiology, year sequence of general chemistry, year sequence of physics, introduction to psychology, a developmental course in psychology, one semester statistics, and at least one internship. Recommended courses: applied musculoskeletal anatomy, biomechanics, exercise physiology, motor learning, and either pre-calculus or calculus.

### Social Work

The Social Work Program has a unique role in the undergraduate curriculum of Whittier College. Its mission is consistent with the historical Quaker values of service, concern for the well being of individuals, and respect for diversity in a global society, and the attainment of social and economic justice for all. The Social Work Program is accredited by the Council on Social Work Education (CSWE).

The Program offers an excellent education for undergraduates with career interests in social services, especially social work practice. Students gain knowledge, values, and skills to work with numerous interacting systems: the individual, the family, small groups, the neighborhood and larger community, and a variety of social welfare organizations and social institutions.

The objective of the program is to prepare students for beginning generalist social work practice and for graduate social work education. Social work majors are required to take 9 units of specified liberal arts courses and 40 units of social work core courses. The core includes 400 hours of field work in a human service agency that provides supervised practice experience appropriate to the students' level of development. Student may also complete a minor in social work (18 credits).

Students are urged to consult the Social Work Program advisors in the Department of Sociology, Anthropology and Social Work for more information.

### Teacher Education

Whittier College has a long and proud tradition in the preparation of elementary and secondary teachers. Although a major in education is not allowed by the State of California, Whittier College is authorized by the State Board of Education and the Commission on Teacher Credentialing to offer courses of study leading to the Multiple Subject (elementary) credential, the Single Subject (secondary) teaching credential, and Education Specialist: Mild/Moderate credential.

Multiple Subject credential candidates may complete an elementary subject matter program that provides academic preparation in all the content areas generally taught in the elementary school. The subject matter competency program is closely aligned with Whittier College's Liberal Education Program, enabling students to work simultaneously toward a credential and completion of Liberal Education requirements. Currently, multiple subject teacher candidates are required to pass the CSET (California Subject Examinations for Teachers) to document subject matter expertise. A minor in Elementary Education is also available.

Single Subject credential candidates at Whittier may earn teaching authorization in such areas as English, history, mathematics, physical education, as well as others. Contact the Department of Education to obtain a current list of approved subject matter teaching authorizations, and appropriate CSET (California Subject Examinations for Teachers) to demonstrate subject matter expertise.

Education Specialist credential candidates earn a credential to serve children/youth with Mild/Moderate disabilities. Candidates for Education Specialists often come from a variety of undergraduate majors. Contact the Department of Education credential analyst to determine the appropriate CSET (California Subject Examinations for Teachers) for the desired level of teaching.

Teacher credentialing programs in California generally require five years of college study. With guidance from academic (major) and Department of Education and Child Development advisors, students complete preliminary credential programs in four-and-one half years.

### 3/3 Baccalaureate/Juris Doctorate Program at Whittier College

This accelerated program identifies prospective and current students who, based upon their performance as undergraduates at Whittier College, are eligible for early admission into the Whittier Law School. A bachelors degree will be awarded upon the satisfactory completion of thirty (30) transferable units of work at Whittier Law School.

Any student may enter into the program at any time during their matriculation. If at the end of three years at Whittier College the student has achieved at least a 3.0 G.P.A. and is in the upper 50% of those who take the L.S.A.T., that student will be eligible for admission to Whittier Law School. The student will be admitted if the student otherwise meets the criteria of admissions to Whittier Law School. The student must, by the end of three years at Whittier College, have completed all of the liberal education requirements and all of the required courses in their chosen major before they take their first year at the Whittier Law School. In addition, they must have completed 90 units.

**Fritz Smith**, *Associate Dean of Faculty, Coordinator of the Summer Program*

The Whittier College Summer Program consists of three sessions with the dates specified in the Summer Brochure. Session I is scheduled for four weeks, Session II is scheduled for six weeks and Session III is scheduled for three weeks. Some courses are scheduled according to specific session dates and other courses are offered on dates which overlap into a different session. During Session I, students may take a maximum of four credits. During Session II, students may take a maximum of six credits. During Session III, students may take a maximum of three credits. The maximum number of credits for which any student may register during the summer is 13.

Some Liberal Education Requirements may be offered through the Summer Program. The Summer Program is of particular interest to graduate students enrolled in credential programs or the Master of Arts in Education Program. The summer curriculum features an intensive professional preparation sequence for Preliminary Multiple Subject (elementary) and Single Subject (secondary) Teaching Credentials.

A Summer Program brochure, including the class schedule, admission requirements and registration procedure is available early in the spring semester. Offerings vary from year to year.

Summer Program courses are taught by members of Whittier College faculty and selected adjunct faculty. All courses satisfy requirements for Whittier College academic credit and may be applied toward credential and degree requirements. The Summer Intensive Program has separate admissions requirements. Additional information is available from the Office of the Registrar or from the Department of Education and Child Development.

**Donald W. Bremme**

**Heather Brace Duncan**

**Kathleen S. Ralph**, *Chair*

**Ivannia Soto-Hinman**

**Shannon M. Stanton**

**Lauren Honeycutt Swanson**

**Judith T. Wagner**

Whittier's Graduate Education Programs include both credential and Masters of Arts in Education degree programs that further the institution's tradition of excellence in the preparation of teachers. In-depth study of various pedagogical issues occurs within the context of Whittier's liberal arts perspective. The Graduate Program faculty includes outstanding teachers and administrators with advanced academic degrees and professional experience in their specialty areas. Among the themes that unify graduate study at Whittier College are appreciation of diversity, active construction of knowledge, value of critical thinking, and lifelong learning.

## OVERVIEW OF GRADUATE PROGRAMS

Graduate offerings include the following credential programs approved by the California Commission on Teacher Credentialing (CCTC): Preliminary Multiple Subject Teaching Credential Programs (elementary education); Preliminary Single Subject Teaching Credential Programs in several subject areas as described in the Teacher Education section of this catalog (secondary education); and Preliminary Education Specialist: Mild/Moderate Teaching Credential.

Whittier also offers the Master of Arts in Education Degree. Qualified students may work simultaneously on the M.A. degree and a credential. Graduate students have the opportunity to study at the Broadoaks Children's School, Whittier's nationally known campus demonstration school. Graduate courses are offered in the evening during the fall and spring semesters, and also during the summer sessions.

### Credential and Graduate Admission

Admission to either the credential or the Master of Arts program is selective; meeting the minimum requirements does not guarantee admission to either program.

### Credential Program

Graduate students must complete an application for admission to the Teacher Preparation Program according to specified deadlines. Only those students accepted to the program may enroll in the core courses.

Graduate candidates applying to the credential programs must complete and submit the following to the Department of Education and Child Development:



1. The application for admission includes such items as a statement of purpose, at least two professional references, and documentation of subject matter preparation.
2. Passage of CBEST (California Basic Educational Skills Test)
3. Transcripts documenting the following:
  - A Bachelor of Arts Degree or Bachelor of Science Degree from an accredited college or university
  - Minimum 2.8 GPA in the last 60 graded units.
4. Applicants who meet the above qualifications will be contacted for an interview.

### Master of Arts in Education

Whittier College offers the Master of Arts in Education. Candidates must complete 30 units beyond the Bachelor of Arts (excluding student teaching). All 30 units must be part of an approved Educational Design for the Master of Arts in Education. During the last two semesters of study, students take EDUC 600: Educational Inquiry (3 credits), and EDUC 601: Educational Inquiry Practicum (2 credits) as their capstone courses.

### Master's Degree Candidacy

Applicants seeking the Master of Arts in Education must be admitted to Master's Degree Candidacy. Students should apply as early as possible, and no later than one semester prior to the intended entry date. To apply for Master's Degree Candidacy, applicants must submit the following:

1. The application for graduate admission, which includes an essay on professional and educational goals and two professional references. Students who have previously been admitted to a credential program must complete the application for advancement to master's candidacy.
2. Transcripts of all college work documenting a Bachelor of Arts Degree or a Bachelor of Science Degree from an accredited college or university.
3. Evidence of completion of graduate semester units with a grade point average of 3.5 or higher.
4. An Educational Design proposal that has been developed by the candidate and the Department of Education and Child Development.
5. Candidates who meet these qualifications will be contacted for an interview.

### Admission of International Students to Credential and Graduate Program

International graduate students who wish to apply for the credential program and/or the Master of Arts Degree program must do the following:

1. Submit a completed application for graduate admission.
2. Submit transcripts verifying the completion of a baccalaureate degree. All students whose baccalaureate work was completed outside the United States or Canada at an institution where a language other than English

was the dominant language of instruction must submit transcripts that have been translated and analyzed by the International Education Research Foundation, Inc. or another authorized agency before they can be accepted to the teacher credential or master's degree program. (Students already in the U.S. may be permitted to enroll in a maximum of two courses while they await transcript analysis.)

All students whose baccalaureate work was completed at an institution where a language other than English was the dominant language of instruction must submit acceptable TOEFL scores.

### Degree Requirements For the Master of Arts in Education

Candidates attain the Master of Arts in Education Degree upon successful completion of the Educational Design described below. The Department of Education and Child Development, the student's graduate advisor, and other faculty members representing the area of specialization must approve the Educational Design prior to enrolling in EDUC 600 (Educational Inquiry).

The Educational Design consists of the following:

1. Minimum of total 30 units.
2. Completion of Educational Inquiry Practicum (EDUC 601).
3. A maximum of 9 units may be transferred from other institutions. All requirements for the M.A. must be completed with a 3.0 minimum GPA; no course work below a "B-" grade will be applied toward the degree. Students must complete the M.A. within five years of admission to Master's Degree Candidacy. A maximum two-year extension may be sought through petition. Courses completed prior to admission to the program may be accepted at the discretion of the Department of Education and Child Development. Guidelines and stipulations regarding admission to the program are available in the Department offices. Variation or amendment of the guidelines can only be obtained by petitioning the Department of Education and Child Development.

### General Information

Post-baccalaureate (graduate) students who meet all prerequisite and entrance requirements can complete all credential and Master's program requirements through evening and summer courses. Procedures and requirements for post-baccalaureate students differ from those for undergraduates. These procedures and requirements are described in separate documents available from the Department. Post-baccalaureate students should obtain program information and advisement from the Department as early as possible for admission to summer and fall cohorts.

For both undergraduate and graduate students, a grade of B- or above is required in each teacher preparation course in order to enroll in the next course(s) in the teacher-preparation program sequence. When a grade below B- is earned in a course, a student must do the following before enrolling in any other teacher preparation course:

1. Petition the department for permission to retake the course in which a grade below B- was earned, and if permission is granted
2. Retake the course and earn a grade of B- or above.

### Graduate Standing

Those who have been granted baccalaureate degrees (or equivalent) from accredited colleges and universities are admitted for fifth-year work as graduate students if they have met the requirements for degree candidacy as determined by the Whittier College faculty.

### Study Load

For Graduate Students, a minimum full-time study load is 9 credit hours per term.

### PREREQUISITES AND PROFESSIONAL PREPARATION REQUIREMENTS FOR TEACHING CREDENTIALS

---

The teacher education programs for students pursuing the Multiple Subject (elementary) and Single Subject (secondary) and Education Specialist Teaching Credentials include planned prerequisites and professional preparation courses. Students should plan their undergraduate programs so as to take the prerequisites during their freshman and sophomore years. Professional preparation requirements are not open to freshmen or sophomores. Students should take the sequence of required professional preparation courses in the junior year and after. The prerequisites and professional preparation courses for the Multiple Subject (elementary), Single Subject (secondary) and Education Specialist Teaching Credentials are listed on the next page.

### GRADUATE COURSES

The following courses are open to graduate students. Most require admission to the Teacher Credentialing Program. In general these courses are not open to undergraduates. Exceptions are made only through petition to the faculty of the Department.

### GUIDELINES FOR THE PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL:

---

Prerequisites:

- Introduction to Human Development, CHDV 105**, 3 credits
- American Government and Politics or approved equivalent, PLSC 110**, 3 credits, or approved equivalent
- Sociological and Historical Perspectives on Education, EDUC 300/500**, 3 credits
- Movement Education in the Elementary School, KLS 320**, 3 credits

Required professional preparation courses:

- Teaching Diverse Learners, EDUC 501**, 3 credits
- Learning and Learners, EDUC 506**, 3 credits
- Literacy Development in the Elementary School, EDUC 502**, 3 credits
- Second Language Acquisition and Methodology, EDUC 504**, 3 credits

**Multiple Subject Curriculum and Pedagogy: Integrating Language Arts, History-Social Science, and Visual-Performing Arts, EDUC 505**, 3 credits

**Multiple Subject Curriculum and Pedagogy: Math and Science, EDUC 507**, 3 credits

**Promoting Students' Health & Safety, KLS 509**, 1 credit

**Working with Special Populations, EDUC 510**, 2 credits

**Student Teaching/Internship, EDUC 520**, 12 credits (To qualify for student teaching or internship, students must have completed all prerequisites and subject matter requirements. Consult Department materials for a complete list.)

**Professional Development Seminar, EDUC 521**, 1-2 credits (Must be taken concurrently with Student Teaching/Internship.)

### FOR THE PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL:

---

Prerequisites:

- Introduction to Human Development, CHDV 105**, 3 credits or **Psychology of Adolescence, PSYC 244**, 3 credits
- American Government and Politics or approved equivalent, PLSC 110**, 3 credits, or approved equivalent
- Sociological and Anthropological Perspectives on Education, EDUC 300/500**, 3 credits

Required professional preparation courses:

- Teaching Diverse Learners, EDUC 501**, 3 credits
- Learning and Learners, EDUC 506**, 3 credits
- Teaching Content Area Literacy, EDUC 503**, 3 credits
- Second Language Acquisition and Methodology, EDUC 504**, 3 credits
- Single Subject Curriculum and Pedagogy I, EDUC 508**, 3 credits
- Single Subject Curriculum and Pedagogy II, EDUC 509**, 3 credits
- Promoting Students' Health & Safety, KLS 509**, 1 credit
- Working with Special Populations I & II, EDUC 510 & 511**, 2 credits each
- Student Teaching/Internship, EDUC 520**, 12 credits (To qualify for student teaching or internship, students must have completed all prerequisites and subject matter requirements. Consult Department materials for a complete list.)
- Professional Development Seminar, EDUC 521**, 1-2 credits (Must be taken concurrently with Student Teaching/Internship.)

### FOR THE PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL:

---

Prerequisites:

- Child Development, CHDV 105, PSYC 242**, or approved equivalent
- American Government and Politics or approved equivalent, PLSC 110**, 3 credits, or approved equivalent
- Sociological and Anthropological Perspectives on Education, EDUC 300/500**, 3 credits

Required professional preparation courses:

- Teaching Diverse Learners, EDUC 501**, 3 credits
- Literacy Development in Elementary School, EDUC 502**, 3 credits

**Second Language Acquisition and Methodology, EDUC 504**, 3 credits  
**Teaching Diverse Learners, EDUC 501**, 3 credits  
**Introduction to Exceptional Learners, EDUC 529**, 3 credits  
**Foundations of Special Education, EDUC 530**, 3 credits  
**Assessment of Exceptional Students, EDUC 531**, 3 credits  
**Case Management and Assistive Technology, EDUC 532**, 3 credits  
**Creating Positive Classroom Management and Behavior Systems, EDUC 533**, 3 credits  
**Promoting Students' Health & Safety, KLS 509**, 1 credit  
**Student Teaching/Internship, EDUC 520**, 12 credits (To qualify for student teaching or internship, students must have completed all prerequisites and subject matter requirements. Consult Department materials for a complete list.)  
**Professional Development Seminar, EDUC 521**, 1-2 credits (Must be taken concurrently with Student Teaching/Internship.)  
**Passage of RICA (Reading Instruction Competency Assessment Test)**

#### GUIDELINES FOR AUTISM AUTHORIZATION FOR CURRENT HOLDERS OF EDUCATION SPECIALIST: TEACHING CREDENTIAL:

##### 535A Educating Students with Autism Spectrum Disorders/Practicum in Autism Spectrum Disorders

This course intends to provide class participants with an overview of characteristics, etiology, and prevalence of autism spectrum disorders. An additional aim of this course is to supply participants with the knowledge and skills necessary to support the learning of children with autism spectrum disorders including instructional strategies, classroom organization, and teaming with families and professionals. Prerequisite/Co-requisite: EDUC 530, one semester, 5 units (3 course units, 2 field work units).

##### 535B Practicum in Autism Spectrum Disorders

Taking concurrently with 535A.

#### COURSE DESCRIPTIONS (EDUC)

##### 500 Sociological and Historical

(Same as EDUC 300.) Examines the socio-cultural and historical contexts in which learning and development occur. Topics include the social and cultural conditions of K-12 schools, the historical and cultural traditions of major cultural and ethnic groups in California society, and how the background experiences, languages, skills and abilities of members of these groups interact with schools' conditions and practices. Explores concepts, principles, and values necessary to create and

sustain an equitable classroom community and a just, democratic society. One semester, 3 credits.

##### 501 Teaching Diverse Learners

(Same as EDUC 401.) Provides theoretical and practical knowledge necessary for working with culturally diverse K-12 students, families, and communities. Includes analysis of alternative viewpoints on current educational goals, practices, and issues, as well as methods for building a just democratic classroom culture. Requires 20 hours of fieldwork. Prerequisites or Co-enrollment: EDUC 500, CHDV 105, and permission. One semester, 3 credits.

##### 502 Literacy Development in the Elementary School

(Same as EDUC 402.) Research and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. Topics include: basic word identification skills and comprehension strategies, literature-based instruction, on-going diagnostic strategies/interventions, content area literacy, and organizing for instruction. Requires 20 hours of fieldwork. Prerequisite or co-enrollment: 501 and permission. One semester, 3 credits.

##### 503 Content Area Literacy

(Same as EDUC 403.) Research and methodology for preparing secondary teachers to teach content-based reading and writing skills to all students. Topics include: reading comprehension skills, vocabulary, strategies for promoting oral and written language, phonological/structure of the English language, and writing across the curriculum. Requires 20 hours of fieldwork. Prerequisite or co-enrollment 501. One semester, 3 credits.

##### 504 Second Language Acquisition & Methodology

(Same as EDUC 404.) Examines native and second language development in theory and as applied to multicultural/multilingual educational contexts, helping prospective teachers develop a sound understanding of first (L1) and second language (L2) processes. Focuses on the socio-cultural, historical, political nature of language learning in the classroom and how the educational system addresses the needs of English Language (EL) Learners. Requires 20 hours of fieldwork. Prerequisite or co-enrollment: 501, 502, or 503. One semester, 3 credits.

##### 505 Multiple Subject Curriculum & Pedagogy

Integrating Language Arts with History-Social Science and the Visual & Performing Arts Research and methodology for integrating language arts with social studies and the visual and performing arts in linguistically and/or culturally diverse elementary classrooms. Topics include: writing in the content areas, literature-based instruction, use of simulations, case studies, cultural artifacts, cooperative projects, and student research activities, assessing learning, and organizing for instruction. Fieldwork required. Prerequisites or Co-enrollment: graduate standing, 401/501. One semester, 3 credits.

##### 506 Learning and Learners

(Same as EDUC 406.) Examines major concepts, principles, and research associated with theories of human thinking, learning, and achievement, with special attention to the social-cultural nature of learning, the role of students' prior understandings and experiences, and the importance of home-community funds of knowledge. Provides experience in using research-based concepts and principles in designing, planning, and

adapting instruction for K-12 students. Requires 20 hours of fieldwork. Prerequisite: 401/501. One semester, 3 credits.

##### 507 Multiple Subject Curriculum & Pedagogy: Mathematics and Science

Examine the components of a well-balanced program of mathematics and science instruction. Topics in math curriculum and pedagogy include computational and procedural skills, conceptual and logical understanding, and problem-solving skills.

Topics in science curriculum and pedagogy include the major concepts, principles, and investigations in science (physical, life, earth); investigation skills; how to connect science across other subject areas. Fieldwork required. Prerequisites: graduate standing, 401/501. (Concurrent enrollment in 502, 504, and/or 506 is possible with departmental permission.) One semester, 3 credits.

##### 508 Single Subject Curriculum & Pedagogy I

Introduction to secondary teaching in cultural and linguistically diverse secondary schools and classrooms for Single Subject candidates in core academic subjects. Topics include: knowing and understanding state-adopted academic content standards for students; standards-based unit and lesson planning strategies focused on learning outcomes; alternative methods and strategies for assessing students' entry-level knowledge and skills, progress monitoring and summative assessment; using technology in the classroom; developmentally appropriate instruction; laws, student and family rights, professional ethics and responsibilities. Fieldwork required. Prerequisites: graduate standing, 401/501. (Concurrent enrollment in 503, 504, and/or 506 is possible with departmental permission.) One semester, 3 credits.

##### 509 Single Subject Curriculum & Pedagogy II

Advanced instructional planning and teaching methods for Single Subject candidates in core academic subject areas, with separate course sections for candidates in the areas of (1) English or history-social sciences and (2) mathematics or science. Focuses on appropriate subject-matter-specific methods for planning and teaching a comprehensive program that enables students to achieve state-adopted academic content standards. Topics for candidates in all subject areas

include supporting English language learners, responding to student diversity, developing a wide repertoire of teaching methods, and effectively using instructional resources including technology. Fieldwork required. Prerequisites: graduate standing, 401/501, 403/503, 404/504, 406/506, and 508. One semester, 3 credits.

#### **510 Working with Special Populations I**

For elementary and secondary preliminary credential candidates, this course provides an introduction to working with special needs students in the general education classroom. Topics include State and Federal laws pertaining to exceptional populations; referral and Individualized Educational Program (IEP) processes; assessment of the learning and language abilities of special population students; issues of social integration of students with special needs; the major categories of disabilities; differentiated teaching strategies; and appropriate instructional materials and technologies for working with special-needs students in general education classrooms. Fieldwork required. Prerequisites: graduate standing and 501. One semester, 2 credits.

#### **520 Student Teaching/Internship**

Carefully planned and supervised teaching experiences in school programs and grade levels selected by the Department to meet requirements for either the California Preliminary Multiple Subject or California Preliminary Single Subject Teaching Credential. Hours arranged. Concurrent enrollment in EDUC 521 required. Prerequisites: Acceptance to Credential Candidate Status and others indicated in Department materials. Please consult the Department. One semester, 6 or 12 credits. May be repeated for credit.

#### **521 Professional Development Seminar**

A professional development seminar for traditional and intern student teachers, this course emphasizes (1) continued professional growth through reflection on one's teaching practices and (2) developing understanding of classroom and school procedures. Topics include: establishing a positive climate for learning; using developmentally appropriate teaching practices; using instructional time effectively; communicating effectively with families and promoting family involvement in

students' learning; working collegially with all staff; and exercising the professional, legal, and ethical responsibilities of teachers. Co-requisite: Concurrent enrollment in 520. One semester, 1 credit. May be repeated for credit.

#### **529 Introduction to Exceptional Learners**

This course consists of an examination of typical and atypical human development from the prenatal stage through adulthood. Developmental stages and their implications for learning are explored along with developmental abnormalities associated with various disabilities and risk factors. Instructional planning that is appropriate to individual student needs will be discussed and candidates will learn how to create an educational environment that is conducive to learning and development. Content will include cultural and environmental factors which impact development. Candidates will also learn how to communicate and collaborate with families regarding the implications of disability for developmental progression.

#### **530 Foundations of Special Education**

In this course, students are presented with theory, program concepts and teaching practices related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on the identification of disabilities, service delivery models and the legislative framework that mandates key special education practices is provided. Additional emphasis is placed on the communication, consultation and collaboration skills useful in forming productive partnerships with families, school personnel and community service providers. Factors impacting student well-being and the importance of universal precautions are also explored. Class readings and course assignments are integrated within this class to establish the connection from special education theory to practice culminating in the development of a personal philosophy of special education. Elements of this course require Internet use. Prerequisite: Admission to the Education Specialist Credential Program or by permission of the instructor

#### **531 Assessment of Exceptional Students**

Examines formal and informal assessments designed to effectively evaluate the needs and strengths of students with disabilities for the purpose of making informed instructional decisions. Emphasis is placed on cultural and linguistic considerations for appropriate assessment administration and the use of different approaches to assess developmental, academic, behavioral, social, communication, and life skills of students while engaging in progress monitoring. Fieldwork required. Prerequisite/Co-requisite: 530. One semester, 3 credit.

#### **532 Case Management and Assistive Technology**

In this course, candidates will examine the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptionalities. Topics include self-determination and the planning, implementation, and assessment of transitional experiences across the life-span. The legalities associated with the IFSP/IEP/Transitional planning process are explored and candidates learn how to design instruction that is aligned with IEP goals and objectives and supports students' ability to access the core curriculum. Assistive technology is explored as a tool to facilitate communication, curriculum access, and skill development of students with exceptionalities. Fieldwork required. Prerequisite/Co-requisite: 530. One semester, 2 credits.

#### **533 Creating Positive Classroom Management and Behavior Systems**

Provides Education Specialist candidates with the knowledge necessary to design and implement classroom management systems, as well as academic and social skills instruction, which are proactive and support positive behavior in all students, including those with exceptionalities. Topics include the development of positive behavior support plans based on results obtained from functional behavior assessments, laws and regulations associated with the promotion of positive and self-regulatory behavior. Fieldwork required. Prerequisite/Co-requisite: 530. Fieldwork required. One semester, 3 credits.

#### **534 Characteristics and Instructional Practices: Mild/Moderate**

Begins with an overview of the characteristics of students with mild/moderate disabilities and the implications of these characteristics for effective service delivery. Candidates will gain knowledge of evidence based practices in the areas of mathematics, reading, speaking, written language, and listening which are designed to ensure access to the general education curriculum across settings. Emphasis will be placed on the importance of differentiated instruction and appropriate use of accommodations and modifications. Fieldwork required. Prerequisite/Co-requisite: 530. One semester, 2 credits.

#### **535A Educating Students with Autism Spectrum Disorders/Practicum in Autism Spectrum Disorders**

This course intends to provide class participants with an overview of characteristics, etiology, and prevalence of autism spectrum disorders. An additional aim of this course is to supply participants with the knowledge and skills necessary to support the learning of children with autism spectrum disorders including instructional strategies, classroom organization, and teaming with families and professionals. Prerequisite/Co-requisite: EDUC 530, one semester, 5 units (3 course units, 2 field work units).

#### **535B Educating Students with Autism Spectrum Disorders/Practicum in Autism Spectrum Disorders**

Taking concurrently with 535A.

#### **541 Advanced Broadoaks Teaching Internship**

Graduate Standing. Permission required. One semester, 3 credits.

#### **\*562 Curriculum and Procedures for Teaching Social Science (K-8)**

Advanced workshop in curriculum development, teaching strategies, and learning materials in contemporary history-social science education as described in the State of California Framework and academic content standards for students. Prerequisite: 505. One semester, 3 credits.



**\*564 Curriculum and Procedures for Teaching Science (K-8)**

Advanced workshop in curriculum development, teaching strategies, and learning materials in contemporary science education as described in the State of California Framework and academic content standards for students. Prerequisite: 507. One semester, 3 credits.

**\*568 Curriculum and Procedures for Teaching Mathematics (K-8)**

Advanced workshop in curriculum development, teaching methods, and learning materials to foster learners' understanding of numbers, numeration, relations, operations, measurement, geometry, and problem solving in accordance with the State of California Framework and academic content standards for students. Emphasizes active learning through manipulation of objects and integration of the mathematics curriculum with other content areas. Prerequisite: 507.

**\*570 Curriculum and Procedures for Teaching Art (K-8)**

Advanced workshop in a variety of media and methods for teaching, displaying, and evaluating K-8 students' artwork in accord with State of California Framework and academic content standards for students. Prerequisite: 505 or permission. One semester, 3 credits.

**580 Instructional Development and Technology**

For those pursuing the California Professional Multiple Subject or Professional Single Subject Teaching Credential (Level II), this course is taught through both (1) face-to-face sessions in a computer-equipped classroom and (2) online interaction using a variety of computer-based collaborative tools (enriched "chat room" environment, threaded discussion groups, web postings, and others.). Includes a self-study to identify areas for instructional improvement that both the candidate and the school site share and development of plan to improve the use of computer-based technology in the area(s) identified in self-study. One semester, 3 credits.

**590 Selected Topics**

Open only to students in Education. Time and credit arranged. May be repeated for credit.

**599 Induction: Advanced Study in Pedagogy**

6 credits, may be repeated for a total of 12 credits.

**600 Educational Inquiry**

Overview of quantitative, qualitative, and action research approaches to educational inquiry, with a focus on critiquing research and writing a literature review. 3 credits

**601 Educational Inquiry Practicum**

Continuation of EDUC 600 with implementation of research plan. Includes collecting and analyzing data, a research report, and formal presentation of results at a Graduate Research Symposium. 2 credits.

**606 Educational Inquiry Practicum Continuation**

Completion of the educational inquiry project for those students unable to complete the research requirements in one semester. A continuation fee is assessed. 0 credits.

**607 SPSS Workshop**

For students engaged in Master's thesis research, this course provides working knowledge of SPSS data analysis software. January or summer, 1 credit.

**610 Special Thesis Research**

Individualized research with faculty member. Prerequisite: 601 and permission. Two semesters, 3 credits each. May be repeated for credit.

**Additional Courses Offered**

**KLS 509\* Promoting Students' Health and Safety**

An examination of the major laws, concepts, and principles related to student health and safety and a discussion of strategies that foster student health and contribute to a healthy learning environment. Topics include: impact of health on academic achievement, student behaviors which foster or compromise their health and safety; common chronic and communicable diseases; strategies for encouraging good nutrition; physiological and sociological effects of alcohol, narcotics, drugs, and tobacco. One semester, 1 credit.

Whittier Law School, founded in 1966, and rededicated in 1998 at its present state-of-the-art facility in Costa Mesa, reflects the College's continuing commitment to academic excellence and individual attention. The degree of Juris Doctor (J.D.) is conferred upon successful completion of the program. The school offers full-time day, part-time day and evening programs to accommodate a variety of student schedules. Students may specialize in and, upon graduation, receive Certificates in Children's Rights, Intellectual Property, International and Comparative Law, Trial and Appellate Practice and concentrations in Criminal Law and Business Law. The Law School also offers foreign exchange study opportunities with the University of Paris X, the University of Cantabria in Santander, Spain and the University of Seville, Spain. The Law School hosts six summer abroad programs in Toulouse, France, Barcelona, Spain, Santander, Spain, Tel Aviv, Israel, Nanjing, China and Mexico City, Mexico, as well as an LL.M. in U.S. Legal Studies for foreign lawyers. The School is fully approved by the American Bar Association and is a member of the Association of American Law Schools.

The Whittier tradition stresses concern for individual students' intellectual and ethical development. This tradition is reflected in admissions practices stressing diversity, a small student-to-faculty ratio (approximately 17:1), small elective classes, and individual student counseling and placement services. Whittier Faculty members recognize that their teaching obligation includes considerable interaction with students. The goal of the Law School is to provide a sound legal education as preparation for careers in law, business, public service, and other fields. Its course of study and instructional policies seek to develop analytical legal reasoning, skill in communications, and a strong foundation in the fundamentals of law. The curriculum emphasizes historical precepts and the changing current of modern law relative to prevailing social needs.

**Law Campus**

The Whittier Law School occupies an attractive fifteen-acre campus in Costa Mesa that provides a relaxed atmosphere for the law student. The multimillion-dollar facility sits on 130,000 sq. ft. and houses the library, clinic, tiered and seminar classrooms, courtrooms, offices for student organizations, cafeteria, bookstore, and ample study areas. Multimedia interactive classrooms incorporate the most advanced acoustic principles, and wireless access is available throughout the campus.. Costa Mesa, in Coastal Central Orange County is convenient to the state and federal courts and law offices in Los Angeles and Orange Counties.

**The Program and its Students**

Whittier Law School maintains a program with classes meeting both day and evening, offering full-time and part-time education. Under our 3/3 Program, after three years at Whittier College a student may apply to the Law School. If accepted, the Whittier student would earn a B.A. from the College and a J.D. from the Law School within a six year period. An academic Support Program provides a number of academic support programs for students of varying needs, including a Summer

Program for applicants who have overcome significant obstacles in achieving an education, a variety of courses emphasizing study skills and exam-taking skills, individual one-on-one academic counseling, and an Early Bar Preparation program.

The Center for Children's Rights trains students to provide legal services to children and the Children's Rights Clinic offers students an opportunity to participate in all aspects of client representation. The Center for Intellectual Property Law offers an I.P. track within the J.D. program as well as a Summer Institute in Intellectual Property, typically offered at one of the abroad locations. The Center for International and Comparative Law prepares students for employment in businesses, law firms and public interest organizations that have an international dimension to their work. Each of the three Centers offers Fellowships, , provide externship opportunities, and host a colloquia series. A fourth specialty program, The Institute for Trial and Appellate Practice, trains students to advocate in a courtroom setting, emphasizing excellence in oral and written communication skills.

The school's full-time program is composed primarily of students who have recently obtained their undergraduate degrees and whose interest and aptitudes have led them to seek a career in the legal profession. Students attending the part-time program comprise a variety of age groups, backgrounds, and occupations. In most cases, they are employed on a full-time basis and are seeking to further their position in their present fields or to make a career change.

Among the current students are physicians, nurses, mathematicians, engineers, C.P.A.s, teachers, law enforcements, court clerks, legal secretaries, and people representing a multitude of other occupations from a broad spectrum of the community. There is no specifically required academic background for admission to law school; students are admitted from many fields. Whittier Law School has long made special efforts to provide legal education opportunities for women and members of underrepresented racial and ethnic groups.

### Admission

It has been policy of the Law School from its inception to set admission and scholastic standards at a level consistent with academic excellence. The Admissions Committee undertakes an individual analysis of each potential student to determine whether the combination of factors exists, which the Committee believes to be essential for the successful completion of the study of law. These factors are many and varied. Considerable emphasis is placed on the applicant's undergraduate record and performance on the Law School Admission Test (LSAT). However, the Committee also assesses such factors as intellectual maturity, capacity for self-discipline, and other intangible attributes essential to success in a law program.

For details regarding admission policies and procedures, scholarships and financial aid, tuition and fees, academic calendar and schedule, physical and library resources, student organizations, honors and awards, academic standards and the course of instruction, please contact the Director of Admissions at Whittier Law School, 3333 Harbor Blvd., Costa Mesa, CA 92626 at info@law.whittier.edu, or contact by phone at 714-444-4141 ext. 123.

## EXPENSES

Tuition, fees, and room and board charges are set in the spring for the following academic year. A Schedule of Charges may be obtained directly from the Business Office or the Office of Student Financing. Tuition, room, and board fees for the January Interim are included in the fall charges. If, however, a student is enrolled for only the spring semester, and not the fall, tuition charges for January Interim will be assessed at the per credit hour fee and room/board on a pro-rated schedule.

### Deferred Payment

For students and their parents who desire to budget for the tuition, fees, room, and board charges on an installment basis, the College has engaged the services of independent firms to handle monthly billing and collection. Further information may be obtained from the Office of Student Financing.

### Refunds

The registration deposit of \$500 (or \$2,000 for new international students) is not refundable. All housing refunds, including the \$200 room reservation deposit are made under the conditions stated in the Residential Living License Agreement. The deposit is not refundable if the application for housing is canceled prior to occupancy.

Meal plan fees are refundable upon approval from the Dean of Students on a per case basis. No refund or credit is made for missed meals. Meal tickets are not transferable, and a fine is imposed for unauthorized use. A fee is charged for the replacement or exchange of a meal ticket or identification card.

January Interim meal adjustments will be made by the Business Office, 30 days prior to the session, only for students with approved absences. There is no refund for room or tuition if absent for the January Interim.

### Cancellation of Charges and Federal Title IV Refund Policy

Since Whittier College makes faculty engagements and other commitments for the entire year, the following tuition cancellation schedule has been established so that students share the cost when it is necessary for them to drop a course or withdraw from the College. These commitments are not subject to change, even though the number of students may vary. For this reason, no deviations from the tuition cancellation schedule will be made. This policy applies to all undergraduate and graduate students who withdraw or take a leave of absence, whether or not they have federal Title IV financial aid.

### Withdrawal or Leave of Absence Process

Students who plan to withdraw or take a leave of absence from Whittier College must contact the Dean of Students office immediately. A student is not considered on leave or to have officially withdrawn from the College until the student submits a completed and signed Withdraw or Leave of Absence Form to the Dean of Students office. If the Withdraw or Leave of Absence Form is not submitted on a business

day, the form will not be processed until the next business day. This date will also be used to calculate tuition cancellations whenever applicable.

Students who fail to notify the Dean of Students office of their withdrawal or leave of absence will not qualify for tuition cancellation of any kind. Upon approval from the Dean of Students, notification of the withdrawal will be forwarded to the Student Financing Office, the Business Office and the Registrar to assure timely adjustments to student accounts.

### Cancellation of Institutional Charges

Based on the date of the withdrawal or leave of absence from the College, a student may receive a pro-rated cancellation of that semester's direct costs for tuition, room and board. Please see the Living License Agreement, generated by the Office of Residential Life, for the schedule of room and board fees and withdraw dates. Indirect costs such as fees, insurance and book purchases will not be subject to proration or refund.

Tuition cancellation schedule

Withdrawal Date	Policy
During week 1	100% of tuition will be cancelled
During week 2	90% of tuition will be cancelled
During week 3	80% of tuition will be cancelled
During week 4	70% of tuition will be cancelled
During week 5	60% of tuition will be cancelled
During week 6	50% of tuition will be cancelled
After Week 6	0% of tuition will be cancelled

For Summer Sessions, tuition cancellation policy will be applied based on the same schedule. However, the number of weeks in the semester is replaced by the number of days in the session. For example, week 1 will be replaced by first day of class, week 2 is equivalent to second day of class, week 3 equals third day of class etc....

If a student is suspended, dismissed, expelled or asked to leave the College for any reason the student is not eligible for tuition, room, board, insurance, or fees cancellation.

### Return of Title IV Funding – Financial Aid

When a student withdraws or takes a leave of absence from the College, his or her federal financial aid must be returned to the government. The date of withdrawal or leave of absence Whittier College uses for Return of Title IV Funds shall be the date the student submits a completed and signed Withdraw or Leave of Absence Form to the Dean of Students office. The Office of Student Financing (OSF) will apply federal, state and institutional policy to determine the amount of funding – if any – that must be returned to the Department of Education, as well as any entity of student or parent aid assistance programs.

Title IV Funds include the following programs:

- Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Stafford Loans
- Perkins Loans
- Parent/PLUS Loans

When calculating the return of federal aid, Whittier College uses the Department of Education's formula and software to arrive at the amount that must be returned upon a student's withdrawal or leave of absence. A copy of this calculation worksheet will be included in the student's file and can be forwarded to the student upon request. The percentage of Title IV assistance earned will be equal to the percentage of the semester completed by the student, when said percentage is less than 60%. If a student withdraws after the completion of 60% of the semester, the percentage of aid earned during this time will be 100%. For more information, please log on to [www.ed.gov](http://www.ed.gov) and search "Return of Title IV".

Federal Work Study funds are excluded from the return of Title IV process. However, upon notification of withdrawal a student will forfeit his or her remaining work study allocation because these funds are paid when earned.

Title IV Funding is returned in the following order:

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. Federal Perkins Loans
4. Parent/Plus Loans
5. Pell Grant
6. SEOG(supplemental educational opportunity grant)
7. Other Title IV funds

### Return of Institutional Aid

When a student withdraws or takes a leave of absence from the College, financial aid given by the College is also returned to its original source. Institutional aid consists of restricted and unrestricted scholarships, Whittier Grants, endowments and also Whittier Loans. The refund or cancellation of institutional financial aid shall follow the pro-rata policy of the "Cancellation of Institutional Charges." The date of withdrawal or leave of absence Whittier College uses for the return of institutional aid shall be the date the student submits a completed and signed Withdraw or Leave of Absence Form to the Dean of Students office.

### Notification to Students

Students will be notified of all changes to their account via student billing statements. Please note that withdrawing from Whittier College, regardless of circumstance, does not release students from financial obligations.

## College Policy

The College reserves the right to credit wages earned by students employed by the College or refundable deposits against unpaid accounts. Student grades or transcripts will not be issued, nor degrees conferred until after all financial obligations to the College have been satisfied.

The Whittier College Tuition Payment Agreement must be completed and signed at the beginning of each academic year and submitted to the Business Office along with the tuition payment. The tuition account balance must be paid prior to the beginning of each semester, by the published due date. Failure to do so has serious consequences, which may include on or more of the following: cancellation of meal plan; eviction from residence hall; revocation of financial aid awards; or disenrollment from the College. A Business Office Hold will be placed on tuition accounts with an outstanding balance, and the student will not be eligible to register for housing or classes for the upcoming semester.

# ADMINISTRATION

Bak, John

*Director of Foundation Relations*  
B.A., Harvard University  
M.F.A., American Film Institute

Borst, Charlotte G.

*Vice President for Academic Affairs and Dean of Faculty*  
B.A., Boston University  
M.A., Tufts University  
M.A., Ph.D., University of Wisconsin

Bortman, Lisa

*Associate Dean and Director of First Year Programs, Advising and Assessment*  
B.S., Northeastern University  
Ed.D., University of Massachusetts

Browne, Timm

*Director, Campus Safety*  
B.S., University of Redlands  
M.S., California State Polytechnic University, Pomona

Cadman, Shane

*Production Coordinator/ Theatre Manager*  
B.M., California State University, Fullerton  
M.M., California State University Fullerton

Carnevale, David

*Director of Student Financing*  
B.A., Whittier College  
M.S., Mount St. Mary's College

Cheatham, Richard

*Director, Video Production*  
B.A., Whittier College  
M.Rel., Claremont School of Theology  
M.S., Ph.D., University of Southern California

Clark, Rick

*Director of Student Activities*  
B.S. and M.S., University of Wisconsin at La Crosse

Coleman, Robert

*Director of Athletics*  
B.A., St. Leo University  
M.Ed., Springfield College

Dunkelman, James

*Vice President for Finance & Administration*  
B.S., California State University, Los Angeles C.P.A.

Feng, Jeffrey Y.

*Associate Director of Computing and Telecommunication Services*  
B.A., Beijing Second Foreign Language Institute  
M.A., State University of New York, Albany

Greenup, Troy

*Director of Computing and Telecommunication Services*  
B.A., M.B.A., Whittier College

Hau, Hoang

*Executive Director of Finance and Business Services*  
B.A., Saigon University  
B.S., California State University, Fresno  
M.B.A., California State University, Los Angeles

Herzberger, Sharon D.

*President*  
B.A., Pennsylvania State University  
M.A., Ph.D. University of Illinois

Hill, Christine A.

*Assistant Director of Internships and Community Engagement*  
B.A., Whittier College

Hoffman, Joy

*Director of the Cultural Center*  
B.A., Concordia University  
M.Ed., Azusa Pacific University

Hudson, Delaphine

*Assistant Dean of Students and Director of Housing*  
A.S., Wayne County Community College  
B.A., Saginaw Valley State College  
M.A., Central Michigan University

Johnson, Kurt

*Director, Annual Giving*  
B.M., Thornton School of Music  
M.A., University of Southern California, Annenberg School for Communications



- Kaplan, Adam S.  
*Director, Human Resources*  
B.A., Whittier College  
M.A., Pepperdine University
- Kaufman, Joyce  
*Associate Academic Dean and Director of Center for Engagement with Communities*  
B.A., M.A., New York University  
Ph.D., University of Maryland
- McKernan, George  
*Director of Conference Services*  
B.S., East Stroudsburg University  
M.S., Shippensburg University
- Miller, Kieron  
*Director of Admission*  
B.A., Loyola Marymount University
- O'Connor-Gomez, Doreen  
*Director, Whittier Scholars Program*  
B.A., Catholic University  
M.A., Catholic University  
Ph.D., Catholic University
- O'Foghluha, Ria  
*Associate Director of Whittier Scholars Program*  
A.B., M.A., Duke University  
M.Phil., Ph.D., Columbia University
- Ortiz, Jeanne  
*Vice President and Dean of Students*  
B.S., Mansfield State University  
M.A., Michigan State University  
Ph.D., State University of New York
- Rakoczy, Dana  
*Director of External Relations*  
B.A., Scripps College
- Rios, Rosalba  
*Director of Disability Services*  
B.S., Biola University  
M.S., California State University, Fullerton
- Robison, Elizabeth Power  
*Vice President for Advancement*  
B.A., Brandeis University  
M.B.A., University of Southern California
- Romberger, Rebecca  
*Director, Student Counseling*  
B.A., University of Pennsylvania, Bloomsburg  
Psy.D., Indiana University of Pennsylvania
- Ross, Linda  
*Director, Career Services*  
B.A., Santa Clara University
- Smith, R. Fritz  
*Associate Dean of Faculty*  
B.A., Pomona College  
M.S., California State University, Los Angeles  
Ph.D., University of California, Irvine
- Wagner, Judith  
*Director of Broadoaks Children's School*  
B.S., Longwood College  
M.Ed., University of Toledo  
Ph.D., University of Pittsburgh
- Wiberg, Kristin  
*Executive Assistant to the President*  
B.A., Scripps College  
Ed.M., Harvard University
- Wohlfarth, Stella  
*Director, Student Health Center*  
B.S.N., California State University, Los Angeles  
M.S.N., University of Phoenix



## BOARD OF TRUSTEES

### OFFICERS OF THE BOARD

- Donald J. Herrema '74, *Chairman*
- Vincent J. Daigneault '85, *Treasurer*
- Ruth B. Shannon, L.H.D. '92, *Secretary*

### TRUSTEES

(Year First Elected)

- James M. Brown '71  
*Sr. Vice President & Principal Financial Officer*  
The Capitol Group Companies, Inc.  
Palos Verdes Estates, CA (2009)
- Derek M. F. Chan '79  
*Advisor*  
Tripod Management Ltd.  
Hong Kong (2010)
- Vincent J. Daigneault '85  
*First Vice President, Wealth Management*  
Smith Barney  
Glendora, CA (2004)
- Kristine E. Dillion '73  
*President, Consortium on Financing Higher Education*  
Brighton, MA (1997)
- Peter E. Feinberg '82  
*Managing Director*  
Oppenheimer & Company  
Short Hills, NJ (2006)
- Richard I. Gilchrist '68  
*President*  
Irvine Company  
Investment Properties Group  
Newport Coast, CA (1999)
- Barbara (Ondrasik) Groce '57  
*Educator*  
La Jolla, CA (1992)
- Carey (Baker) Halio '95  
*Managing Director*  
Goldman Sachs  
Greenwich, CT (2011)
- Willard V. Harris, Jr. '55, L.H.D. '02  
*President*  
Harris Taylor Management  
Newport Beach, CA (1979)
- Wayne S. Harvey '60  
*Managing Partner, retired*  
Harvey & Parmelee, LLP  
Rancho Mirage, CA (2000)
- Yukiyasu Hayashi  
*President*  
OSATO Research Institute  
Gifu, Japan (2011)
- Donald J. Herrema '74  
*Executive Vice Chairman*  
Kennedy Wilson  
Pacific Palisades, CA (1995)
- Caroline (Patterson) Ireland '43  
*Community Leader*  
Birmingham, AL (1986)
- Edwin Y. Keh '79  
*Sr. VP and Chief Operating Officer, retired*  
Wal-Mart Global Procurement  
Hong Kong (2008)
- William Larson, J.D. '85, H.D.L. '05  
*Partner*  
Kiesel, Boucher & Larson, LLP  
Brea, CA (2011)
- Alan H. Lund '71  
*Vice Chairman and President, retired*  
International Lease Finance Company  
Los Angeles, CA (2000)
- David D. Mandarich  
*President and Chief Operating Officer*  
MDC Holdings, Inc.  
Denver, CO (1996)
- James E. Mitchell '62  
*General Partner*  
Mitchell Partners, LLP.  
Pebble Beach, CA (1983-2000, 2004)
- Ernie Z. Park  
*Attorney-at-Law*  
Bewley, Lassleben & Miller  
Huntington Beach, CA (1992)
- James R. Parks  
*Executive Director*  
CBIZ MHM, LLC  
Pebble Beach, CA (2007)
- Richard S. Ruben  
*Jones Day, Partner*  
Laguna Hills, CA (2009)

Ruth B. Shannon, L.H.D. '92  
*Community Leader*  
Whittier, CA (1979)

Geoffrey C. Shepard '66  
*Executive Vice President*  
Karr Barth Associates  
Media, PA (2002)

Geraldine (Beaty) Shepherd '90  
*General Partner*  
Shepherd Management  
Santa Ynez, CA (2011)

Kate K. Wiley  
*Director*  
Orinda Volunteer Center  
Orinda, CA (2010)

Donald E. Wood, L.H.D. '98  
*President*  
Community Honda  
Whittier, CA (1975)

Robert Zemsky '62  
*Chair*  
The Learning Alliance  
Peach Bottom, PA (2010)

## COLLEGE ALUMNI TRUSTEE

Mei-lan E. Stark '89  
*Sr. Vice President, Intellectual Property*  
Fox Entertainment Group (2010)

## ALUMNI ASSOCIATION REPRESENTATIVE

Steven Weston '83  
*Partner*  
ValuWise Corp.  
Timonium, MD (2010)

## PRESIDENT OF THE COLLEGE

Sharon D. Herzberger, Ph.D.

## PAST PRESIDENTS OF WHITTIER COLLEGE

Charles E. Tebbetts, A.B.; Ph.B.; A.M.; D.D.  
(1901-1907)

Thomas E. Newlin, B.S.; A.M.; Ph.M.; LL.D.;  
D.D. (1907-1915)

Absolom Rosenberger, A.B.; LL.B.; LL.D.; D.D.  
(1915-1918)

Harry N. Wright, Ph.D. (1918-1923)

Walter F. Dexter, A.B.; M.A.; Ed.D.; LL.D.  
(1923-1934)

Herbert E. Harris, Ph.D.; Litt.D.  
(Acting President 1933-1934)

William O. Mendenhall, Ph.D.; D.D.  
(1934-1943)

William C. Jones, A.B.; M.B.A.; Ph.D.; LL.D.;  
L.H.D. (1943-1951)

Paul S. Smith, A.B.; M.A.; Ph.D.; L.H.D.; LL.D.  
(1951-1969)

Frederick M. Binder, B.A.; M.A.; Ph.D.; LL.D.;  
Litt.D.; L.H.D.; Ped.H. (1970-1975)

W. Roy Newson, B.A.; M.A.; Ph.D.; L.H.D.  
(1975-1979)

Eugene S. Mills, A.B.; M.A.; Ph.D.; LL.D.;  
L.H.D.; LL.D. (1979-1989)

James L. Ash, Jr., B.A.; M.A.; M.Th.; Ph.D.  
(1989-1999)

Katherine Haley Will, B.A.; A.M.; Ph.D.  
(1999-2004)

Janice A. Legoza, B.A.; M.P.A.  
(Interim President 2004-2005)

## FACULTY

Adams, Charles S.  
*Professor of English Language and Literature, 1984*  
A.B., University of California, Davis  
M.A., Ph.D., University of Washington

Bak, John  
*Assistant Professor of Theatre and Communication Arts/Director, Fdn. Relations, 2007*  
B.A., Harvard University  
M.F.A., American Film Institute

Barlow, Kathy  
*Assistant Professor of Kinesiology and Leisure Science, 2004*  
B.S., M.S., Louisiana Tech University  
Ph.D., Texas Women's University

Barnstone, Tony D.  
*The Albert Upton Professor of English Language and Literature, 1995*  
B.A., University of California, Santa Cruz  
M.A., Ph.D., University of California, Berkeley

Bauer, Christina  
*Assistant Professor of Chemistry, 2011*  
B.S., Bloomsburg University  
Ph.D., University of Arizona

Bell, Priscilla B.  
*Associate Professor of Chemistry, 1982*  
B.S., Mt. Union College  
M.S., Ph.D., Ohio State University

Bergerson, Frederic A.  
*Professor of Political Science, 1971*  
B.A., Johns Hopkins University  
Ph.D., Vanderbilt University

Borst, Charlotte  
*V.P. for Academic Affairs and Dean of Faculty, 2009, Professor of History, 2009*  
B.A., Boston University  
M.A., Tufts University  
M.A., Ph.D., University of Wisconsin

Bourgaize, David B.  
*The Fletcher Jones Professor of Molecular Genetics, 1996*  
B.S., B.A., Ohio Northern University  
Ph.D., University of Massachusetts

Brace, Heather  
*Assistant Professor of Special Education, 2010*  
B.A., M.Ed., University of Florida  
Ph.D., University of South Florida

Bremme, Donald W.  
*Professor of Education and Child Development, 1991*  
A.B., A.M., Stanford University  
M.A., University of California, Berkeley  
Ed.D., Stanford University

Camparo, Lorinda B.  
*Professor of Psychology, 1996*  
B.A., Barnard College of Columbia University  
B.A., California State University, Dominguez Hills  
M.A., Ph.D., University of California, Los Angeles

Carbine, Jason  
*Associate Professor of Religious Studies, 2007*  
B.A., Bowdoin College  
M.A., Ph.D., University of Chicago

Carbine, Rosemary  
*Visiting Assistant Professor of Religious Studies, 2007*  
A.B., Georgetown University  
M.A., Ph.D., University of Chicago

Cheatham, Richard  
*Assistant Professor/Director of Video Productions, 1972*  
B.A., Whittier College  
M.Rel., Claremont School of Theology  
M.S., Ph.D., University of Southern California

Chirol, Marie-Magdeleine  
*Professor of Modern Languages and Literatures, 1996*  
M.A., Ph.D., University of Maryland, College Park

Coleman, BaoKim  
*Visiting Assistant Professor of Business Administration, 2010*  
B.A., M.B.A., California State University, Los Angeles  
Ph.D., Pepperdine University

Collins-Dogrul, Julie  
*Assistant Professor of Sociology, 2008*  
B.A., M.A., Ph.D., University of California, Davis

Cook, Stephen  
*Associate Professor of Music, 2002*  
M.M., B.A., University of South Carolina  
D.M.A., University of Southern California

- Danova, Veselka I.  
Visiting Assistant Professor of  
*Mathematics*, 2011  
B.S., M.S., California Polytechnic University,  
Pomona
- Da Roza, George A.  
Assistant Professor of *Modern Languages and  
Literatures*, 2005  
B.A., Whittier College  
M.Div., Weston School of Theology  
M.A., Seton Hall University  
Ph.D., University of Southern California
- Decker, Jeffrey N.  
Associate Professor of *Business  
Administration*, 1992  
B.B.A., M.B.A., Kent State University  
Ph.D., Claremont Graduate University
- Dorrington, Claudia  
Associate Professor of *Social Work*, 1999  
B.S., South Bank University, England  
M.S.W., Ph.D., University of California, Los  
Angeles
- Duran, Daniel  
Associate Professor of *Business  
Administration*, 2002  
B.A., M.L.S., University of California,  
Berkeley  
Ph.D., University of Wisconsin, Madison
- Eastman, Charles L.  
Assistant Professor/Director of the *College  
Writing Program*, 1999/2006  
B.A., California State University, Long Beach  
M.A., California State University, Chico
- Fissore, Cinzia  
Assistant Professor of *Environmental Studies*,  
2011  
B.S., University of Torino  
Ph.D., Michigan Technological University
- Fradinger, Erica A.  
Assistant Professor of *Biology*, 2007  
B.S., Queen's University, Ontario  
Ph.D., University of Victoria, British  
Columbia
- Furman-Adams, Wendy  
Professor of *English Language and  
Literature*, 1981  
B.A., California State University,  
Los Angeles  
M.A., California State University,  
Long Beach  
Ph.D., University of Southern California
- Geirola, Gustavo  
*The Hazel Cooper Jordan Professor in Arts and  
Humanities*, 1985  
Professor of Letters, University de Buenos  
Aires, Argentina  
Ph.D., University of Arizona
- Goldberg, Stephen R.  
*The Roy E. and Marie G. Campbell Professor  
of Biology*, 1970  
B.A., Boston University  
M.S., Ph.D., University of Arizona
- Gonzalez, Gilberto  
Assistant Professor of *Theatre and  
Communication Arts*, 2005  
B.A., University of Wisconsin, Parkside  
M.F.A., University of Virginia
- Gotsch, Susan D.  
Professor of *Sociology*, 2003  
B.A., Valparaiso University  
M.A., Ph.D., Bryn Mawr College
- Gottschall, Marilyn  
*The C. Milo Connick Associate Professor of  
Religious Studies*, 1998  
B.A., Lock Haven University  
M.S.W., Carleton University, Canada  
Ph.D., University of Southern California
- Herrera, Lizardo  
Assistant Professor of *Spanish*, 2011  
M.A., Ph.D., University of Pittsburgh
- Herrick, Jenny  
Associate Professor of *Art and Art History*, 2007  
B.F.A., Rhode Island School of Design  
M.F.A., Yale University School of Art
- Herzberger, Sharon D.  
President of the *College*, 2005  
Professor of *Psychology*, 2005  
B.A., Pennsylvania State University  
M.A., Ph.D., University of Illinois
- Hickey, Ann  
Assistant Professor of *Kinesiology and Leisure  
Science*, 2007  
B.A., Whittier College  
Ph.D., University of Southern California
- Householder, Melanie  
Visiting Instructor in *Kinesiology and Leisure  
Science*, 2010  
B.A., Whittier College  
ADN, Nursing Excelsior College
- Hill, Charles T.  
Professor of *Psychology*, 1982  
B.A., University of Oregon  
M.S., M.A., University of Washington  
Ph.D., Harvard University
- Holmes, Jennifer  
Associate Professor of *Theatre and  
Communication Arts*, 2002  
B.A., State University of New York, Purchase  
M.A., Ph.D., Northwestern University
- Hunt, David P.  
Professor of *Philosophy*, 1981  
B.A., Pomona College  
M.A., Ph.D., Vanderbilt University
- Iimoto, Devin S.  
Professor of *Chemistry*, 1990  
B.A., Carlton College  
M.S., Ph.D., University of California, San  
Diego
- Isovtisch, Ralph  
Associate Professor of *Chemistry*, 2006  
B.S., Grove City College  
Ph.D., Louisiana State University
- Iyam, David  
Associate Professor of *Anthropology*, 1999  
B.A., University of Calabar, Nigeria  
M.A., M.F.A., Ph.D., University of  
California, Los Angeles
- Jauregui, Danny  
Assistant Professor of *Art*, 2009  
B.A., Maryland Institute College of Art  
M.A., University of California, San Diego
- johnston, sal a.  
Associate Professor of *Sociology*, 1996  
B.S., M.S., Grand Valley State University,  
Michigan  
Ph.D., University of Oregon
- Kakaliouras, Ann M.  
Associate Professor of *Anthropology*, 2006  
B.A., Hamline University  
Ph.D., University of North Carolina
- Kaufman, Joyce P.  
Professor of *Political Science*, 1985  
B.A., M.A., New York University  
Ph.D., University of Maryland
- Keny, Sharad  
Professor of *Mathematics*, 1986  
M.S., University of Bombay, India  
M.A., Ph.D., University of California,  
Los Angeles
- Kjellberg, Paul  
Professor of *Philosophy*, 1993  
B.A., Yale University  
Ph.D., Stanford University
- Kozek, Mark  
Assistant Professor of *Mathematics*, 2007  
A.B., Ed.M., Harvard University  
M.A., Wake Forest University  
Ph.D., University of South Carolina
- Kuan Teresa  
Visiting Assistant Professor 2009  
B.A., University of California, Berkeley  
Ph.D., University of Southern California
- Kronholm, William  
Assistant Professor of *Mathematics*, 2010  
B.S., Rochester Institute of Technology  
M.S., Ph.D., University of Oregon
- Lagan, Seamus  
Professor of *Physics and Astronomy*, 1988  
B.A., Dublin University, Ireland  
M.S., Ph.D., Lehigh University
- Laine, Charles R.  
*The John A. Murdy Professor of Business  
Administration*, 1976  
B.A., California State University, Stanislaus  
M.A., Ph.D., University of California, Davis
- Lamar, Simon  
Assistant Professor of *Economics*, 2004  
B.A., Universidad Central de Venezuela,  
Caracas  
M.A., Temple University  
M.A., Ph.D., Claremont Graduate University
- Lee, Horng-Yi  
Assistant Professor of *Modern Languages and  
Literatures*, 2008  
B.A. National Chengchi University, Taiwan  
M.A., Ph.D. University of Southern  
California
- LeVelle, Teresa  
Associate Professor of *Music*, 2000  
B.M. Southwestern College, Kansas,  
Aspen School of Music  
M.M. Bowling Green State University  
D.M. Indiana University
- Lindgren, Eric  
Assistant Professor of *Political Science*, 2008  
B.S., San Francisco State University  
M.S., Ph.D., University of Oregon

- Lozano, Danilo  
*Professor of Music, 1993*  
B.M., University of Southern California  
M.A., University of California, Los Angeles
- Lutgen, Jeffrey  
*Associate Professor of Mathematics, 1994*  
B.A., California State University, Sacramento  
M.S., Ph.D., University of Oregon
- Marks, Robert B.  
*The Richard and Billie Deihl Distinguished Professor of History, 1978*  
B.A., M.A., Ph.D., University of Wisconsin, Madison
- Mbora, David N.M.  
*Assistant Professor of Biology and Environmental Science, 2009*  
B.S., Moi University, Eldoret, Kenya  
M.S., University of Cape Town, South Africa  
Ph.D., Miami University
- McBride, Michael J.  
*Professor of Political Science, 1969*  
B.A., M.A., Ph.D., Purdue University
- McEnaney, Laura  
*The Nadine Austin Wood Professor of American History, 1996*  
B.A., M.A., Ph.D., University of Wisconsin, Madison
- Morris, Sean  
*Associate Professor of English Language and Literature, 2000*  
A.B., Vassar College  
M.A., University of Michigan  
Ph.D., State University of New York, Stony Brook
- Moskun, Amy  
*Assistant Professor of Chemistry and Environmental Science, 2007*  
B.S., Linfield College  
Ph.D., Cornell University
- Muller, David J.  
*Professor of Music, 1983*  
B.M.E., Temple University  
M.M., Cleveland Institute of Music
- Neu, John H.  
*Professor of Political Science, 1971*  
A.B., J.D., Creighton University  
M.A., Harvard University  
Ph.D., University of Nebraska
- Nino, Lana  
*Associate Professor of Business Administration, 2002*  
B.S., California State University, Long Beach  
M.S.B.A., California State University, Pomona
- Norden, Deborah  
*Associate Professor of Political Science, 2000*  
B.A., University of Michigan, Ann Arbor  
M.A., Ph.D., University of California, Berkeley
- O'Connor-Gomez, Doreen M.  
*Director of Whittier Scholars Program, 2011*  
*Professor of Modern Languages and Literatures, 1991*  
B.A., M.A., Ph.D., Catholic University
- O'Foghludha, Ria M.  
*Associate Professor of Art and Art History, 1993*  
A.B., A.M., Duke University  
M.Phil., Ph.D., Columbia University
- Orozco, Jose  
*Associate Professor of History, 1996*  
B.A., University of California, Santa Cruz  
M.A., Ph.D., Harvard University
- Ortega, José Guadalupe  
*Assistant Professor of History, 2007*  
B.A., M.A., Ph.D., University of California, Los Angeles
- Overmyer-Velázquez, Rebecca  
*Associate Professor of Sociology, 2003*  
B.A., San Francisco State University  
M.A., Ph.D., University of California, Santa Barbara
- pAddy, dAvid iAn  
*Professor of English Language and Literature, 1996*  
B.Ph., Miami University  
M.A., American University  
Ph.D., University of Maryland, College Park
- Piner, Glenn  
*Associate Professor of Physics and Astronomy, 2000*  
B.S., M.S., Ph.D., University of Maryland
- Price, Joseph L.  
*The Genevieve Schaul Connick Professor of Religious Studies, 1982*  
B.A., Georgetown College  
M.Div., Southern Baptist Theological Seminary  
M.A., Ph.D., University of Chicago
- Radisich, Paula R.  
*Professor of Art and Art History, 1983*  
B.A., M.A., Ph.D., University of California, Los Angeles
- Rajaram, Geetha  
*Assistant Professor of Economics, 2006*  
B.A., University of California, San Diego  
Ph.D., University of Colorado
- Ralph, Kathleen  
*Associate Professor of Education and Child Development, 1995*  
B.S., Washington State University  
M.A., Ph.D., Arizona State University
- Redwine, Karen  
*Assistant Professor of Psychology, 2008/2011*  
B.A., M.A., California State University, San Marcos  
Ph.D., Claremont Graduate University
- Reed, Brian A.  
*Professor of Theatre and Communication Arts, 1988-89, 1990*  
B.A., University of California, Riverside  
M.F.A., Humboldt State University
- Rehn, Andrea  
*Assistant Professor of English Language and Literature, 2007*  
B.A., University of California, Berkeley  
M.A., Ph.D., Cornell University
- Riskin, Adrian  
*Associate Professor of Mathematics, 2003/2008*  
B.A., M.A., Ph.D., University of California, Davis
- Sage, Elizabeth  
*Associate Professor of History, 2000*  
B.A., University of California, Los Angeles  
M.A., Ph.D., University of Chicago
- Sanders, Kay  
*Associate Professor of Child Development, 2004*  
B.A., University of Michigan  
M.S., California State University, Los Angeles  
Ph.D., University of California, Los Angeles
- Christina Scott  
*Assistant Professor of Psychology, 2010*  
B.A., Occidental College  
M.S., Ph.D., Kansas State
- Seban, Anne  
*Associate Professor of Child Development, 1999*  
B.S., University of California, Davis  
Ph.D., University of Minnesota
- Shaikh, Ayesha  
*Associate Professor of Psychology, 2003*  
B.A., University of California, Los Angeles  
M.A., Ph.D., Miami University
- Sheridan, Paula  
*Associate Professor in Social Work, 1997*  
*Director of Social Work Program, 1997*  
B.A., Louisiana Tech University  
M.S.W., Louisiana State University  
M.A., Southwestern Baptist Theological Seminary, Texas  
Ph.D., University of Southern California
- Sloan, David  
*Associate Professor of Art and Art History, 1988*  
B.A., University of Maryland  
M.F.A., Washington University, St. Louis
- Smith, R. Fritz  
*Associate Dean of Faculty, 2002*  
*Professor of Mathematics, 1976*  
B.A., California Polytechnic University, Pomona  
M.S., California State University, Los Angeles  
Ph.D., University of California, Irvine
- Soto-Hinman, Ivannia  
*Assistant Professor of Education, 2009*  
B.A., M.A., Biola University  
M.A., University of La Verne  
Ph.D., Claremont Graduate University
- Stanton, Shannon M.  
*Assistant Professor of Education, 2005*  
B.A., University of California, Los Angeles  
Ed.M., Harvard University  
Ph.D., University of California, Berkeley
- Swanson, Lauren  
*Associate Professor of Science and Math Education, 2011*  
B.S., Bucknell University  
Ph.D., University of California, Santa Barbara
- Swift, Cheryl C.  
*The James Irvine Foundation Professor of Biology, 1991*  
A.B., Occidental College  
Ph.D., University of California, Los Angeles
- Switzer, Michelle K.V.  
*Associate Professor of Philosophy, 1998*  
B.A., Oberlin College  
M.A., Ph.D., University of Toronto



Valenzuela, Hector Fernando  
*Assistant Professor of Biology, 2006*  
 B.S., San Diego State University  
 Ph.D., University of California, Los Angeles

Van Oosbree, Patricia A.  
*Assistant Professor of Kinesiology and Leisure Science, 1993*  
 B.A., M.S., Northwestern Missouri State University  
 M.S., University of Wisconsin, La Crosse  
 Ph.D., Texas Woman's University

Vetrone, Sylvia A.  
*Assistant Professor of Biology, 2006*  
 B.S., Whittier College  
 Ph.D., University of California, Los Angeles

Wagner, Judith T.  
*Professor of Education and Child Development, 1984*  
 Director of Broadoaks, 1984  
 B.S., Longwood College  
 M.Ed., University of Toledo  
 Ph.D., University of Pittsburgh

Wallis, Andrew  
*Associate Professor of Modern Languages and Literatures, 1999*  
 M.A., Middlebury College  
 B.A., Ph.D., University of Georgia, Athens

Woirol, Gregory R.  
*The Douglas W. Ferguson Professor of Economics and Business Administration, 1976*  
 B.A., University of Washington  
 Ph.D., University of California, Berkeley

Zappia, Natale  
*Assistant Professor of History, 2010*  
 B.S., Cornell University  
 M.A., Claremont Graduate University  
 M.A., Ph.D., University of California, Santa Cruz

Zorba, Serkan  
*Associate Professor of Physics and Astronomy, 2004*  
 B.S., Hacettepe University, Ankara, Turkey  
 M.A., Ph.D., University of Rochester

## LIBRARIANS

Chaidez, Sonia  
*Media Specialist/Library, 2008*  
 B.S., M.A., California State Polytechnic University, Pomona

Crump, Laurel  
*Associate Library Director/Library, 2009*  
 B.A., University of Oregon  
 M.L.S., University of Arizona

Dmohowski, Joseph F.  
*Serials Librarian/Library, 1985*  
 B.A., M.A., California State University, Los Angeles  
 M.S.L.S., University of Southern California

Garabedian, Michael  
*Coordinator of Library Technologies and Collections Development/Library, 2008*  
 M.A., Northwestern University  
 MLIS, University of California, Los Angeles

Perez, Joanna  
*Information Fluency & Digital Initiatives Librarian/Library, 2008*  
 B.A. California State University, Long Beach  
 M.A., University of California, Los Angeles

## FACULTY EXECUTIVE COUNCIL, TO BE DETERMINED

Andrew Wallis, *Chair*

Laura McEnaney, *Vice Chair*

Andrea Rehn, *Secretary and Treasurer*

Shannon M. Stanton, *At Large Representative*

Wendy Furman-Adams, *Humanities/Fine Arts Representative*

sal johnston, *Social Science Representative*

Erica Fradinger, *Natural Science Representative*

## EMERITUS FACULTY

Archer, Richard L., B.A., M.A., Ph.D.,  
*Professor, History (1975-2004)*

Behrens, Maurine, B.S., M.A., Ph.D.  
*Professor, Psychology (1973-2003)*

Breese, Donald H., B.A, Ph.D.  
*Professor, History (1961-1997)*

Carlyle, Irene V., B.A., M.A.  
*Associate Professor, Speech Pathology and Audiology (1978-2001)*

Chabrán, H. Rafael, B.A., M.A., Ph.D.  
*Professor, Modern Languages and Literatures (1985-2011)*

Dean, John F., B.S., M.A., Ed.D.  
*Professor, Education (1970-1992)*

Eaton, Thelma L., B.A., M.S.W., D.S.W.  
*Professor, Social Work (1970-1994)*

Fairbanks, Joseph, B.A., M.A., Ph.D.  
*Professor, History (1970-1997)*

Farmer, Ann D., B.A., M.A., Ph.D.  
*Associate Professor, English (1972-1999)*

Fattahi, Abi, B.S., M.S., Ph.D.  
*Professor, Mathematics, (1981-2007)*

Finan, Mary Casey, B.A., M.A., Ph.D.  
*Associate Professor, Business Administration (1987-2002)*

Geiger, William, B.A., M.A., Ph.D.  
*Professor of English Language and Literature (1965-2009)*

Godfrey, John H., B.A., B.Ed., M.A.  
*Associate Professor, Physical Education (1957-1984)*

Gothold, Stephen A., B.A., M.A., D.M.A.  
*Professor, Music (1977-2003)*

Hanson, A. Warren, B.S., M.S., Ph.D.  
*Professor, Biology (1970-2004)*

Harvey, Richard B., B.A, M.A., Ph.D.  
*Professor, Political Science (1960-2000)*

Howard, Leslie L., B.A., M.A., Ph.D.  
*Professor, Sociology, (1981-2008)*

Kiley, Anne, B.A., M.A., Ph.D.  
*Professor, English Language and Literature (1972-2005)*

Leighton, Beach, B.S., M.S., Ph.D.  
*Professor, Geology (1951-1974)*

Mass, Amy L., B.A., M.S.W., D.S.W.,  
*Professor, Social Work (1983-1998)*

Mills, Eugene S., B.A., M.A., Ph.D., LL.D., L.H.D.  
*Professor, Psychology (1952-1962)*  
*President (1979-1989)*

Nobert, Frances, B.M., M.M., D.M.A.  
*Professor, Music (1982-1999)*

Nuttall, Donald A., B.A., M.A., Ph.D.  
*Professor, History (1961-2002)*

O'Brien, Philip, B.A., M.S.L.S., Ph.D.  
*College Librarian and Professor (1962-66, 1973-2006)*

Ochse, Orpha, B.A., M.M., Ph.D.  
*Professor, Music (1969-1987)*

O'Connor, Lucy A., B.A., M.A., Ph.D.,  
*Professor, Psychology (1970-2008)*

Olson, Emelie A., B.A., M.A., Ph.D.  
*Professor, Anthropology (1973-2002)*

Overturf, Stephen F.B.A., M.A., Ph.D.  
*Professor, Economics (1971-2002)*

Reeg, Charles F., B.A., Ph.D.  
*Professor, Chemistry, (1971-2011)*

Speier, Robert, B.F.A., M.F.A.  
*Associate Professor, Art (1970-1989)*

Topjon, Ann, B.A., M.S.L.S.  
*Public Services Librarian/Associate Professor (1981-2006)*

Vick, Mary Ellen, B.A., M.S.L.S.  
*Assistant Librarian and Associate Professor, (1970-2008)*

Wadsworth, William B., B.A., M.S., Ph.D.  
*Professor, Geology (1972-1997)*

Yocum, Glenn E.  
*The C. Milo Connick Professor of Religious Studies (1973-77; 1978-2005)*

## DEPARTMENT CHAIRS

*Art and Art History*, Paula Radisich  
*Biology*, David R. Bourgaize  
*Business Administration*, Daniel Duran  
*Chemistry*, Devin Iimoto  
*Economics*, Gregory R. Woiron  
*Education and Child Development*, Kathleen Ralph/  
 Anne Sebanc  
*English Language & Literature*, Sean Morris  
*History*, Elizabeth Sage  
*Kinesiology and Nutrition Science*, Patricia A. Van  
 Oosbree  
*Mathematics*, Jeff Lutgen  
*Modern Languages & Literatures*, Andrew Wallis  
*Music*, Stephen Cook  
*Philosophy*, Paul Kjellberg  
*Physics and Astronomy*, Seamus Lagan  
*Political Science*, Deborah Norden  
*Psychology*, Ayesha Shaikh  
*Religious Studies*, Joe Price  
*Sociology, Anthropology & Social Work*, Rebecca  
 Overmyer-Velazquez  
*Theatre & Communication Arts*, Jennifer Holmes

## DEPARTMENT COORDINATORS

*Environmental Science*, Cheryl Swift  
*Environmental Studies*, sal johnston  
*Global and Cross Cultural Studies*, Gustavo Geirola  
*Liberal Education*, Fritz Smith  
*Social Work*, Paula Sheridan  
*Whittier Scholars*, Doreen O'Connor-Gomez/Ria  
 O'Foghluudha  
*Gender and Women's Studies*, Geetha Rajaram  
*Writing Program*, Charles Eastman

## ACADEMIC

Auditing ..... 37  
 Education Rights and Privacy Act ..... 41  
 Grade Appeal Policy and Process ..... 42-43  
 Grading ..... 42-43  
 Honesty ..... 29  
 Plagiarism ..... 29  
 Petitions, Policies & Procedures ..... 32-33  
 Registration ..... 46  
 Review ..... 34-35  
 Withdrawal ..... 48-49  
 ACCREDITATION ..... 2  
 ADMINISTRATION ..... 235-236  
 ADMISSION ..... 9-11  
 Application Procedure ..... 12-13  
 Credential Program ..... 11, 219-220  
 Early-Decision Plans ..... 9  
 Freshman Admission ..... 9-10  
 Graduate Program ..... 11, 219-220  
 International ..... 13  
 Non-Degree ..... 11  
 Readmission ..... 46  
 Transfer Admission ..... 10  
 ADVANCED PLACEMENT ..... 9, 37  
 ANTHROPOLOGY ..... 199-202  
 APPLIED PHILOSOPHY ..... 169-172  
 ART & ART HISTORY ..... 63-70  
 ASTRONOMY ..... 173-178  
 ATTENDANCE POLICIES ..... 37  
 AUDITING ..... 37  
 BIOLOGY ..... 71-75  
 BROADOAKS SCHOOL ..... 55-56  
 BUILDINGS AND FACILITIES..(inside back cover)  
 BUSINESS ADMINISTRATION ..... 76-80  
 CALENDAR, ACADEMIC ..... 5-6  
 CAMPUS FACILITIES ..... (inside back cover)  
 CAMPUS INN ..... (inside back cover)  
 CAMPUS, MAP OF ..... (inside back cover)  
 CAREER PLANNING ..... 23-24  
 CENTER FOR ADVISING AND ACADEMIC SUCCESS  
 (CAAS) ..... 24  
 CHEMISTRY ..... 81-84  
 CHILD DEVELOPMENT ..... 99-102  
 CHINESE ..... 152-155  
 CLASS STANDING ..... 38  
 COLLEGE LIFE ..... 20-28  
 COLLEGE WRITING PROGRAM ..... 85-88  
 COMMENCEMENT ..... 38  
 COMPUTING SERVICES  
 Center for Advising and Academic Success  
 (CAAS) ..... 24  
 Clift Microcomputer Lab ..... 58  
 GTE Language Resource Center ..... 58  
 Information Technology Services (IT) ..... 58  
 Math Lab ..... 59  
 CONCURRENT ENROLLMENT ..... 38  
 CONVOCATION ..... 23  
 COUNSELING SERVICE ..... 24  
 COURSE NUMBERING SYSTEM ..... 60

COURSES OF STUDY ..... 60-62  
 CREDIT BY EXAMINATION ..... 38-39  
 CREDIT/NO CREDIT GRADING POLICY ..... 43-44  
 CULTURAL CENTER ..... 24-25  
 CURRICULUM ..... 50-59  
 DEAN'S LIST ..... 39  
 DEGREES ..... 50, 60-62  
 DIRECTORY  
 Administrative ..... 235-236  
 Department Chairs ..... 246  
 Board of Trustees ..... 237-238  
 Faculty ..... 239-246  
 DISABILITY SERVICES ..... 25  
 DIVISIONS ..... 60  
 DROPPING COURSES ..... 5-6, 42, 46  
 ECONOMICS ..... 89-91  
 EDUCATION ..... 92-98  
 EMAIL ..... 40-41  
 ENDOWED COLLEGE SCHOLARSHIPS ..... 14-18  
 ENDOWED PROFESSORSHIPS ..... 21-22  
 ENGINEERING ..... 103-105  
 ENGLISH LANGUAGE & LITERATURE ..... 106-113  
 ENVIRONMENTAL SCIENCE ..... 114-118  
 ENSEMBLES ..... 168  
 EXPENSES ..... 231-234  
 FACULTY, WHITTIER COLLEGE ..... 239-246  
 FAMILY EDUCATIONAL RIGHTS AND PRIVACY  
 ACT (FERPA) ..... 41  
 FEES AND EXPENSES ..... 231-234  
 FILM STUDIES ..... 211-212  
 FINAL EXAM POLICY ..... 41  
 FINANCIAL AID ..... 11-13  
 Financing Plans ..... 13  
 Need-Based Aid ..... 12  
 Scholarships ..... 11-12  
 FOREIGN STUDY PROGRAMS (see International  
 Programs) ..... 214  
 FRENCH ..... 152, 155-156  
 FRENCH CULTURAL STUDIES ..... 119  
 FRESHMAN WRITING PROGRAM ..... 51-53, 85  
 GENDER AND WOMEN'S STUDIES ..... 120-121  
 GLOBAL AND CULTURAL STUDIES ..... 122-124  
 GRADES ..... 42-46  
 Appeal Process ..... 42-43  
 Incomplete Grades Policy ..... 45  
 In Progress Grades Policy ..... 46  
 Policies and Procedures ..... 43-44  
 Transcripts ..... 48  
 Transfer ..... 48  
 Withdrawal ..... 48  
 GRADUATE EDUCATION ..... 219-228  
 GRADUATE STANDING ..... 44  
 GRADUATION REQUIREMENTS  
 Undergraduate ..... 53-54  
 Transfer Students ..... 54-55  
 HEALTH SERVICES ..... 26  
 HISTORY ..... 125-130  
 HONORS AT COMMENCEMENT ..... 44-45  
 HONORS LISTS ..... 23, 44-45

HOUSING.....	27
HUMANITIES.....	60
IN PROGRESS GRADES.....	46
INCOMPLETE GRADES.....	45
INDEPENDENT STUDY.....	45
INFORMATION TECHNOLOGY SERVICES.....	58-59
INTERCOLLEGIATE ATHLETICS.....	138
INTERDISCIPLINARY COURSES.....	131-134
INTERNATIONAL BACCALAUREATE.....	10, 134
INTERNATIONAL PROGRAMS.....	214
INTERNATIONAL STUDENTS.....	10-11
INTERNSHIPS.....	26
JANUARY INTERIM.....	5-6
JAPANESE.....	152, 158
KINESIOLOGY AND NUTRITION SCIENCE .....	135-138
LABORATORY FEES.....	47
LAUTRUP-BALL CINEMA.....	59
LATINO STUDIES.....	139-140
LAW SCHOOL.....	229-230
LEAP (Leadership, Experience and Programs Office).....	27
LIBERAL EDUCATION.....	141-143
LIBRARY.....	55
MAJOR REQUIREMENTS.....	54
MAJORS.....	61
MAP OF CAMPUS..... (inside back cover)	
MASTER'S DEGREES.....	219-228
MATH LAB.....	59
MATHEMATICS.....	144-148
MATHEMATICS-BUSINESS.....	149
MINORS.....	62
MINOR REQUIREMENTS.....	54-55
MISSION STATEMENT.....	8
MODERN LANGUAGES & LITERATURES.....	150-162
MUSIC.....	163-168
NATIONAL HONOR SOCIETIES.....	23
NATURAL SCIENCES.....	60
NON-DEGREE STANDING.....	11, 46
NONDISCRIMINATION.....	2
NUMBERING SYSTEM FOR COURSES.....	60
NUTRITION SCIENCE.....	135-138
ORIENTATION.....	5-6
PERFORMING ARTS CENTER.....	59
PETITION POLICY AND PROCEDURE.....	32-33
PHILOSOPHY.....	169-172
PHYSICAL EDUCATION AND RECREATION (see Kinesiology).....	135-138
PHYSICS.....	173-178
PLAGIARISM.....	29-31
POLITICAL SCIENCE.....	179-184
PREPROFESSIONAL PROGRAMS.....	215-217
Baccalaureate/Juris Doctorate 3/3.....	217
Pre-Engineering (3-2).....	215
Pre-Health.....	215-216
Pre-Legal.....	216
Pre-Therapy.....	216
Social Work.....	216
Teacher Education.....	217
PRESIDENT'S MESSAGE.....	7
PROBATION.....	34-37
PSYCHOLOGY.....	185-189
READMISSION.....	46
REFUND POLICY.....	231
REGISTRATION & CLASS SCHEDULING.....	46
RELIGIOUS STUDIES.....	190-193
REPEATING COURSEWORK.....	46
RESIDENTIAL LIVING.....	27
ROTC.....	47
SCHOLARSHIPS.....	11-12
SCIENTIFIC COMPUTING.....	194
SHANNON CENTER FOR THE PERFORMING ARTS.....	59
SOCIAL SCIENCES.....	125-130
SOCIAL WORK.....	203-206
SOCIOLOGY.....	195-199
SPANISH.....	152-162
STUDENT	
Academic Achievement.....	23
Grade Report.....	47
Living.....	27
Non-Degree.....	11, 45
Records.....	48
Rights and Responsibilities.....	19, 28
STANDING	
Academic.....	34-37
Class.....	38-39
Graduate.....	44
Non-Degree.....	11, 46
STUDIO ART.....	63-70
STUDY LOAD.....	47
SUMMER PROGRAM.....	218
SUPPORT PROGRAMS & SERVICES.....	55-59
SUSPENSION.....	35
THEATRE.....	59
THEATRE & COMMUNICATION ARTS.....	207-212
TRADITIONS.....	8
TRANSCRIPT.....	48
TRANSFER STUDENTS	
Admission.....	10-11
Credits.....	48
Graduation Requirements.....	54-55
TRUSTEES.....	237-238
VALUES.....	8
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES.....	2
WHITTIER COLLEGE LAW SCHOOL.....	229-230
WHITTIER SCHOLARS PROGRAM	
Courses.....	213
Requirements.....	51
Transfer from WSP to Lib Ed Program.....	52
WITHDRAWAL POLICIES.....	48-49
WOMEN'S STUDIES.....	120-121
WRITING CENTER (CAAS).....	24
WRITING PROGRAM.....	85-88