



Linfield

The Power of a Single Page

2017 - 18

COURSE CATALOG

McMINNVILLE | PORTLAND | OCE



Linfield College is regionally accredited by the Northwest Commission on Colleges and Universities. Specialized accreditation is granted to certain of the college's individual programs. The Linfield-Good Samaritan School of Nursing is accredited by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education. The education program is approved for training of elementary and

Fall Semester

August 28	First Class Day (MCM & PTD)
September 4	Labor Day
September 5	First Class Day (OCE)
September 8	Last Day to Add Classes (MCM & PTD)
September 15	Last Day to Drop Classes with No Record (MCM & PTD)
September 18	Last Day to Add Classes (OCE)
September 22	Last Day to Drop Classes with No Record (OCE)
October 9-10	Fall Break (MCM and PTD)
November 3	Last Day to Withdraw from a Course with a W on Transcript (MCM & PTD)
November 10	Last day to Withdraw from a Course with a W on Transcript (OCE)
November 20-24	Thanksgiving Break (MCM & PTD)
November 23-24	Thanksgiving Break (OCE)
December 8	Last Class Day (MCM & PTD)
December 15	Last Class Day (OCE)
December 11	Reading Day (MCM & PTD)
December 12-15	Final Exams (MCM & OCE)
December 12-14	Final Exams (PTD)
December 15	Semester Ends
December 22	Grades Posted

January Term

January 3	First Class Day
January 4	Last Day to Add Classes

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LINFIELD COLLEGE • A WORLD OF DIFFERENCE

Linfield is a private four-year college with an excellent, integrated education in the liberal arts and in selected professional disciplines. Linfield connects educational programs with experiential learning in the Northwest and abroad. It is nationally recognized for its strong teaching faculty, outstanding academic programs and distinctive international emphasis. Linfield educates students to become global citizens, with more than half of all graduates participating in study-abroad courses.

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Linfield enrolls 2,282 students and offers 49 majors through three programs: a residential campus in McMinnville; a Portland Campus, home to the Linfield-Good Samaritan

School of Nursing; and Online and Continuing Education, a pioneer in adult education.

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Linfield has a challenging and innovative academic program that features a broad liberal arts core and an atmosphere in which there is genuine concern for the individual. Faculty members help students develop critical-thinking, problem-solving, communication and professional skills and leadership qualities that prepare them for successful careers. The rich experiential education fosters curiosity and discovery and provides opportunities in collaborative research, creative projects, internships, community service and study abroad.

LINFIELD'S PIONEER HERITAGE

Linfield was one of the first colleges in the Pacific Northwest. For nearly 160 years, it has helped shape the lives of men and women who served as leaders of the college, the local community, the state and the nation with passion, dedication and honor. The college traces its roots to an institution established by the Baptists in 1849. The Baptist College at McMinnville was chartered by the Oregon Territorial Legislature, and later named McMinnville College. In 1922, the name was changed again after Frances Ross Linfield gave her properties to the school. In honor of the gift, the college renamed itself after her late husband, the Rev. George Fisher Linfield. The college maintains its American Baptist heritage to this day, although faculty, students and staff are not bound by religious requirements.

Linfield has grown and changed in many ways since those early years:

- The Linfield Online and Continuing Education program began in 1975 to provide better access for working adults wanting to finish degrees. Today, it serves communities in Oregon and elsewhere with more than 300 students enrolled in coursework online.
- In 1976, Linfield began a student exchange program with Kanto Gakuin University in Japan. Today students also study in Australia, Austria, China (Beijing and Hong Kong), Costa Rica, Ecuador, England, France, Germany, Ireland, Japan, Korea, New Zealand, Norway, Senegal and Spain. January Term typically offers classes at a variety of domestic and international locations. More than 50 percent of students study abroad by the time they graduate.
- Linfield's Portland Campus was established in 1982 when the college entered into an affiliation with Good Samaritan Hospital and Medical Center and began offering a Bachelor of Science in Nursing (BSN). Today, Linfield's nursing program is one of the largest, and best known, in the state.
- Athletic facilities are some of the best small-college sports venues in the Pacific Northwest and include the Health,

Human Performance and Athletics building and Ted Wilson Gymnasium, Aquatics Building and the 26,000-square-foot Rutschman Field House. The former Riley Gym was renovated into what is now the Riley Campus Center for student activities and Walker Hall, home to the Departments of Global Languages and Cultural Studies, Anthropology and Sociology, Political Science and the International Programs

MISSION STATEMENT

Mission

Linfield College advances a vision of learning, life, and community that

- promotes intellectual challenge and creativity
- values both theoretical and practical knowledge,
- engages thoughtful dialogue in a climate of mutual respect,
- honors the rich texture of diverse cultures and varied ways of understanding,
- piques curiosity for a lifetime of inquiry, and
- inspires the courage to live by moral and spiritual principle and to defend freedom of conscience

Concise Statement

Linfield: Connecting Learning, Life, and Community

Organization and Governance

Linfield College is a four-year, non-profit, coeducational, liberal arts institution historically and currently affiliated with the American Baptist Churches. All college operations are governed by administration and faculty, with ultimate responsibility resting with the Board of Trustees. The college is committed to the teaching of undergraduates in an atmosphere of academic freedom that offers intellectual rigor, creativity, and a sense of personal and social responsibility.

LINFIELD'S ACADEMIC ORGANIZATION

This catalog provides separate sections describing the college's three main academic/administrative units: the McMinnville Campus; the Portland Campus; and Online and Continuing Education (OCE).

- The McMinnville Campus is the home of most of the college's academic departments. It also houses the International Programs Office, the Office of Career Services, and the Alumni Relations Office.

The McMinnville Campus section includes complete descriptions of each academic department operating in McMinnville, along with listings of courses in those departments specific to the Portland Campus and OCE.

- The Portland Campus is the home of the Linfield-Governance and Administration (EMC ET BT 8.5.0.0 8.5.72.2216 186.2328 Tm (The P)T] 86[(pa8.5.72.2046 343.72)he P)T

Linfield is a comprehensive college with a strong commitment to study in the liberal arts and sciences. The curriculum seeks to overcome intellectual provincialism, underscore the centrality of how one learns, provide a historical context, relate ideas to social structures, and affirms the importance of values in human life. The liberal arts curriculum is coherent and useful in preparing students to seek knowledge and improve skills throughout their lives. Linfield's curriculum is designed to help people develop their full humanity, with an emphasis on freedom of mind and spirit. It also illuminates their shared cultural heritage, and involves students and teachers alike in the fundamental concerns upon which the future depends.

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The academic program is available on a year-round calendar with 15-week fall and spring semesters, a four to five-week January term, and a 9 to 11-week summer term. A typical semester course load for a student is 12-16 credits. A course with a minimum of 3 credits during January term is required during the first year on the McMinnville campus for all non-transfer students.

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The student's program of studies will include courses in four

Degrees and Requirements

Paracurriculum/Experiential Learning

In recognition of the value of acquiring certain skills and

II. The Modes of Inquiry

The Modes of Inquiry offer six conceptual frames of reference central to the pursuit and construction of modern knowledge: Creative Studies; Individuals, Systems, and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; and Vital Past. While resembling the traditional distributional arrangements of general education, these categories also transcend them by asking students and faculty to focus on the distinctive cross-disciplinary questions underlying each Mode of Inquiry. The Linfield Curriculum encourages intellectual breadth by introducing students to a wide variety of academic experiences.

Each student must complete at least seven approved courses, one in each of the Six Modes of Inquiry and one Upper Division course. This Upper Division course must be:

- one Upper Division course in the field of the student's major

Degrees and Requirements

4. Critique quantitative arguments with respect to assumptions,

political or cultural hegemony, or marginalization) between two or more nations or groups of people

3. Examine the impact of global interdependence on the lives of individuals.

Courses with GP designation address at least one of the above learning outcomes.

B. U.S. Pluralisms (US)

Courses with this designation explore the diverse experiences among those living in the United States. Students pursue inquiry into the varied dimensions of human diversity such as age, ability,

As the first step in initiating a proposal for an Individual Major, the student should meet with the Registrar, secure an academic advisor, and form a committee constituted of at least one tenure-track faculty member from each discipline emphasized in the proposed major. This committee's first task is to assist the student in designing the major and securing its approval from the college Curriculum Committee, which in turn will recommend it to the Faculty Assembly. To be approved, proposals must possess scholarly merit, involve interdisciplinary study, and demonstrate that they can be completed with resources available at Linfield.

Guidelines for Applicants

- The student proposing an Individual Major should have completed at least one year of college work and earned a cumulative GPA of at least 3.000 at the time of application.
- Applications must be submitted by the end of the sophomore

Academic Policies and Procedures

academic advisor who serves as a guide and mentor in the student's educational journey.

Because academic advising is based on a system of shared responsibility, students are expected to prepare for and attend advising meetings with their advisors throughout their studies at Linfield. Students attending the McMinnville and Portland campuses are typically assigned a faculty advisor, with whom

Medical Leave of Absence

The purpose of a Medical Leave of Absence (MLOA) is to provide students time away from Linfield College for treatment of a medical or a mental health condition that impairs a student's ability to function successfully or safely as a member of the College community. Because of the potential impact both to the individual student and to the Linfield community, the college has the responsibility to establish criteria regarding eligibility for reenrollment of students receiving a MLOA. The authority to grant a MLOA lies jointly with the Vice President of Student Affairs and Athletics/Dean of Students and the Vice President of Enrollment Management. The Student Health, Wellness and Counseling Center will coordinate with the above college officials to collect appropriate documentation regarding the medical status of the student requesting the MLOA. Portland Campus students should contact the Portland Enrollment Services office

exempt from consideration for challenge examination.

Credit by International Baccalaureate, Advanced Placement, and CLEP Examinations: Lin eld College awards credits for International Baccalaureate (IB), Advanced Placement (AP), and College Level Examination Program (CLEP) examinations when official score reports are received by the Registrar's Office. Credits are awarded on a course-by-course basis in academic areas taught at Lin eld. For IB, students will receive 4 semester credits for each standard-level exam passed with a score of 5, 6, or 7 and 8 semester credits for each higher-level exam passed with a score of 5, 6, or 7. Students earning the full IB Diploma with a score of 30 or higher will be awarded an additional 4 semester credits. For AP, students will receive 4 semester credits for each exam passed with a score of 4 or 5. For CLEP, scores vary by subject; please consult the Registrar's Office. CLEP exams must be taken within one year of matriculation at Lin eld College. Credits from IB, AP, and CLEP may not be used to satisfy Lin eld Curriculum Requirements.

Nursing Credit for Prior Learning: Students admitted to the R.N. to B.S.N. program, upon completion of NURS 308 with a grade of C or better, will receive 31 hours of credit for prior learning for NURS 335, 355, 365, 375, 395, 425, 435, and 455. Credit for Prior Learning (CPL) fees apply.

Lin eld Prior Learning Degree Portfolio: Students admitted to an Online and Continuing Education Program, other than R.N. to B.S.N., may take IDST 250 (Writing the Portfolio) which is designed to teach them how to prepare a portfolio which carefully analyzes and documents their prior learning. Submittal fees and Evaluation fees apply to Portfolios.

Credit by American Council on Education (ACE) Recommendation: Students other than R.N. to B.S.N., earn credit from specific training offered through the military or from business and industry, if such training has been reviewed by the American Council on Education (ACE) and received a credit recommendation. Lin eld generally accepts the ACE recommendations for credit that is consistent with a liberal arts undergraduate education, but all ACE transcripts are reviewed by the faculty. Evaluation fees apply.

Paracurricular Credit for Non-Lin eld Activities:

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Academic Policies and Procedures

	be assigned with failure to complete the course
AUD	Audit signals regular attendance and participation in the course. No credit hours are earned for auditing courses.
CE	Credit earned by examination.
W	Withdrawal. This designation is given when prior to a published deadline the student so requests. No quality points are entered into the student's GPA.
AW	Administrative withdrawal. This designation is entered on the record by the Registrar or Registration Office in the case of a student who is officially registered in a course but who has not attended the class and not requested to withdraw. No quality points are entered.

Academic Policies and Procedures

Progress Toward a Degree

Degree-seeking students should make progress toward their degree. In order for a full-time student to graduate in four years, they must earn an average of 32 credits per year. For further information about how satisfactory progress toward a degree affects financial aid eligibility, see the "Satisfactory Academic Progress" policy in the financial aid section of this catalog.

Candidacy for Graduation

To become a candidate for graduation, each student must submit a degree application via WebAdvisor. All students should apply one year prior to the degree completion semester.

Applying to graduate by the appropriate deadline will provide students sufficient opportunity to make any necessary class schedule adjustments for timely completion of degree requirements. The above deadlines are also critical to 1) the administrative processing necessary for correct presentation of the student's credentials and name at commencement and, 2) verification of the student's completed degree requirements. Failure to meet the deadline can potentially delay participation in graduation and/or

Academic Suspension Appeals: there are extenuating circumstances surrounding the student's poor academic performance, he or she may appeal to the Student Policies Committee for a review of Academic Suspension. Appeals should be submitted in writing to the Registrar. The appeal should include:

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Students who have identified Linfield as a top choice institution may take advantage of the non-restrictive Early Action option. This allows students to resolve their college choice early in the senior year. Students may still apply to other colleges and are not committed to enrolling at Linfield under the non-restrictive Early Action policy guidelines.

Early Action Deadlines

September 1

Begin accepting EarlyAction applications

November 1

Application deadline for Early Action applicants; priority date for filing the FAFSA form for an early estimate of financial aid

January 15

Admission notification and estimated financial aid offer

February 1

Priority filing date for FAFSA

May 1

Universal reply date (\$400 matriculation fee due, non-refundable after May 1)

Regular Admission

Students seeking regular admission should have all required application materials sent to the Office of Admission postmarked by February 1. Candidates will be notified of the admission committee's decision on or before April 1. Students offered admission must reserve their place in the first-year class by the May 1 universal reply date. Priority for admission, scholarships, and financial aid will be given to students who meet these deadlines. Additional admission and financial aid decisions will be made for later applicants if space and funds are available.

Regular Admission Deadlines

Fall

September 1

Begin accepting regular decision applications

February 1

Priority filing date for FAFSA

February 1

Priority deadline for regular admission applications

April 1

Admission notification date and financial aid offer

May 1

Universal reply date (\$400 matriculation fee due,

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Tillamook Bay Community College for students enrolled in an associate degree of nursing program. The application process includes completion of a Co-Admission application and the submission of official transcripts from all colleges and universities attended. Only students who apply to and are co-admitted to Linfield College are entitled to: (a) free application to Linfield College, (b) catalog year designation of the year the RN program is started, (c) advising and support services at both institutions, and (d) joint financial aid (for qualified students) if enrolled at both institutions concurrently. The catalog year for co-admitted students will expire the sixth consecutive academic term (including fall, January, spring, summer) after awarding the associate degree if the student has not enrolled in at least one Linfield College course by this time. In no case will this provision exceed the catalog expiration policy as stated on page 15. If the catalog year expires, the catalog year will reset to the fall of the academic year the student takes their first Linfield College course.

Right to Rescind Admission Policy

A disciplinary matter or criminal conviction, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made, may affect the College's decisions regarding admission, enrollment, or course of study. Linfield College reserves the right to revoke admission or enrollment in such circumstances. In addition, because offers of admission and enrollment are based upon a record of academic achievement, Linfield reserves the right to revoke admission or enrollment upon receipt of a final high school transcript (or most recent college transcript) reflecting a significant decline in academic performance. Finally, if an application misrepresents any information, for any reason, admission or enrollment may be revoked at the College's discretion.

Readmission

A student from the McMinnville or Portland campus must apply for readmission if he/she/they wants to return to Linfield after being away from the college for a semester or more without taking an official leave of absence. A readmitted student is responsible for consulting his/her/their academic department regarding changes to the curriculum and also must meet the most recently approved requirements for any program that is accredited or licensed. The student must meet the graduation requirements from an eligible catalog which has not expired at the time of the student's graduation. When degree, major and/or minor requirements have changed, the major department has the right to specify the catalog year(s) available to the student. The application for readmission includes:

1. A Readmission of a Former Student Application form available from the admission offices of the McMinnville and Portland campuses or online at www.linfield.edu/admission/apply/returning-students.
2. Submission of official transcripts from all colleges and universities attended after withdrawing from Linfield College.

In addition, a returning student who left the college on suspension status must appeal his/her/their academic standing with the Registrar prior to completing the readmission application. See policy on Academic Suspension Appeals.

A returning student who is requesting readmission to Linfield but to a new program with specific entrance requirements is not guaranteed admission to that program.

While the college typically reviews all applications for returning students, the priority application deadline is April 15.

Non-Degree Students

A student wishing to register for only one course may do so with the permission of the faculty member teaching the course. A one-page information form is required and may be obtained from the Office of Admission or online at www.linfield.edu/admission/apply/non-degree-students.html. The Registrar will provide the class registration form. A non-degree student is not considered a degree candidate.

Non-degree-seeking students may register after degree-seeking student registration is complete. Non-degree-seeking students will be required to complete an application for admission as a degree-seeking candidate at the completion of 30 Linfield semester-equivalent credit hours.

Linfield College welcomes applications from international students. For the McMinnville Campus, the priority date to receive applications for admission is April 15 for fall semester and December 1 for spring semester. However, Linfield College will make every effort to accommodate applications beyond those dates. For -0BHortland Campus, international applicants must apply by the regular deadline dates noted in -0BHortland Campus section above and also available at www.linfield.edu/portland/admission.

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Admission Policies

based exam) or 45 (internet-based exam) or IELTS 4.0. Applicants must first be admitted to the college through the standard application and admission process.

To exit the ELCP and be fully admitted into the Linfield degree-seeking program, students must obtain both a grade of B- (2.7) in all required advanced level ELCP courses and approval of the ELCP Coordinator.

All international students who have been admitted to the college must submit an advance deposit and matriculation fee of \$2,000 and show further evidence of financial responsibility before a Certificate of Eligibility I-20 is issued.

Between McMinnville and Portland campuses:

A student wishing to transfer from the McMinnville to the Portland campus or from the Portland to the McMinnville campus must:

- 1.

Tuition and other charges are shown for full-time students taking a 10-18 credit course load in various programs.

Students who reduce their credit loads during fall or spring semester to below ten credits within 15 class days from the first day classes begin must contact the Registrar's Office to be coded for less than 10 credits to be charged at the per-credit rate. After these dates, dropping a course will not reduce the charges for the course(s) dropped. Any student taking over 18 or less than 10 credits per semester will be charged \$1,285 for each credit.

II. Post-Baccalaureate Fee for Completing Student Teaching

Students who have earned a Linfield degree, have been charged full Linfield tuition for eight semesters, and have exhausted their eligibility for Linfield financial aid qualify for a special per semester fee of \$9,875 to complete student teaching and seminar for student teaching. Eligible students enrolled for fewer than 10 credits will be charged \$1,285 per credit. Eligible students enrolling for more than 18 credits will be charged \$1,285 per credit for each credit above 18. Students who do not meet these conditions must pay full undergraduate tuition.

III. McMinnville/Portland students taking OCE courses

The tuition for OCE coursework is \$495 per semester credit. OCE charges an online fee of \$210 per semester or term. See the Online and Continuing Education section for other fees specific to OCE students.

IV. English Language and Culture Program

Students who have been accepted into the English Language and Culture Program (ELCP) are eligible to receive a discounted tuition rate equal to 50% of the undergraduate tuition rate. For 2017-2018, this semester rate will be \$10,275 but is contingent upon the following conditions:

1. Students must be enrolled for 12 to 16 credits
2. Students may not have more than 6 non-ELCP credits.
Coursework must be approved by the ELCP Coordinator
3. It is anticipated students will remain in the English Language

*The per-credit fee and Housing fees will be waived during January term for all McMinnville first-year, non-transfer students.

Audit Fee

The non-refundable fee for auditing a course is \$645 per credit for students enrolled through the McMinnville or Portland Campuses who are taking fewer than 10 or more than 18 credits and \$250 per credit for students enrolled through OCE. In addition to the per credit fee for auditing, all students must pay course

VII. Other Information

Health Insurance

Coverage and charges for the health insurance program are for six-month periods so that eligible students are covered during vacations from the college. The health insurance fee is required for all McMinnville and Portland students unless the student offers proof of adequate coverage by another company and completes an insurance waiver online no later than September 17, 2017, for fall semester, and February 25, 2018, for spring semester. International students cannot waive insurance.

A brochure detailing the program's coverage is available through the Student Accounts Office for both the McMinnville and Portland campuses (www.linfield.edu/student-accounts.html).

Student Health, Wellness and Counseling

Health care is provided by three licensed nurse practitioners using a Primary Care Model. Access to the Student Health, Wellness and Counseling Center is available to all McMinnville campus students, regardless of type of health insurance they carry. Occasionally off-campus laboratory work and referrals to specialists may be necessary and insurance will be billed in those situations, so students are encouraged to bring their insurance information with them to appointments at the Student Health, Wellness and Counseling Center. There is a \$15 office visit fee for health and counseling services and most visits are handled by appointment.

Students receiving ongoing care for long-term conditions will be charged once a month for office visits to manage the condition. For example: students who see a counselor on a regularly scheduled basis will only be charged once a month for counseling services. Students seen by a health care Center .linfi8(atudenT9c.9upT* (schedu)Tj -2T* (schgWu))o* [medicts an iaTj billed innce a month for coun

other fees deemed appropriate by the college. All tuition and ASLC and technology infrastructure fees for a term will be refunded if the college is notified in writing before the beginning of classes for that term. Otherwise, for fall, spring, and summer, the following schedule is in effect if the college is notified in writing on or before the dates listed below. See the OCE section of the catalog for the OCE refund schedule.

Fall	Spring	Summer (Portland only)	Refund
Sept. 1, 2017	Feb. 9, 2018	June 8, 2018	100%
Sept. 8, 2017	Feb. 16, 2018	June 13, 2018	75%
Sept. 15, 2017	Feb. 23, 2018	June 18, 2018	50%
Sept. 22, 2017	Mar. 2, 2018	June 22, 2018	25%

There will be no tuition refunds after these dates. The college will return federal aid to the aid programs in accordance with the federal pro-rata policy, which may affect the final account balance for which the student is responsible. Cancellation or adjustment of financial aid may also affect the final account balance for which the student is responsible.

Refunds: Various Course-Related Fees for Drops and Withdrawals during a Semester

Refunds for various course-related fees will be issued if notified in writing on or before:

The first day of the semester/term

International Programs

Communication: Departure and Reentry (1 credit). This course is graded on a Satisfactory/Unsatisfactory basis. All assignments (some conducted online) must be completed in order for students to receive a Satisfactory (S) grade.

Though the courses abroad may change, the following lists represent the most recent offerings at each location. For full catalog descriptions, consult the appropriate department sections of this catalog or contact the International Programs Office. Students

GLJP 232 Japanese Language Practice III – 3 credits.
GLJP 306 Japanese Culture and Society – 3 credits.
GLJP 307 Japanese Political and Economic Institutions – 3 credits.
GLJP 330

to the Registrar. Information on the evaluation agency is available from the Office of the Registrar.

II. Transfer for Major/Minor and Linfield Curriculum Credit:

To obtain credit toward a major/minor or toward the LC, students must complete the Permit to Study Abroad Through Another Institution form and provide documentation – course syllabi and/or course descriptions – to the appropriate offices.

For the major/minor, review is conducted only by the chair of the relevant department. For the LC, review is conducted by the Registrar. Students must also follow the procedures outlined in the transfer credit policy on page 12 of this catalog.

January Term off-campus courses are planned and led by Linfield faculty. They are usually limited to 10-12 students for each site chosen through a competitive interview selection process. Students cannot participate in both a Semester Abroad and January Term off-campus international program in the same academic year without special permission from the International Programs Office.

For all students, regardless of their major or minor, Linfield provides the first round-trip air transportation from the Portland International Airport to one destination outside the continental U.S. for one off-campus program – for approved travel for semester, academic year, or January Term programs – for each student who meets program requirements. Students who have already taken one program at college expense must pay airfare for subsequent programs arranged by the college unless a second program is certified by the Registrar as necessary for completing a major or minor within T* [Transfer credit policy on page 12 of this catalog].

nese experts, seminars, site visits and treks to better understand the moral and civic worldview of this ancient culture and how it is adapting to the modern globalized world. Students will develop their own projects, based upon their major interests, in relation to the general themes of the course. Prerequisite: IDST 098. 4 credits. (UQ or GP)

POLS 298 Migration, Identities and Politics in the European Union: France and Spain – Examination of issues of migration to and within the European Union, including tensions between member states and EU policies on immigration, refugee flows from conflict zones, resettlement housing and resources, gender based violence, human trafficking. Methodologies of comparative politics and policy analysis are used to explore these issues and political outcomes, such as the effects of anti-immigration parties on electoral politics, and the possible breakup of the European Union. Prerequisites: IDST 098. 4 credits. (IS or GP)

Students interested in any of the above programs should consult with the International Programs Office, Walker Hall, Linfield College, McMinnville, Oregon 97128. Telephone: (503) 883-2222 or email ipo@linfield.edu. Linfield reserves the right to cancel or change the provisions of the program at any time.

INTERNATIONAL ACTIVITY ON CAMPUS

Students from other cultures study at Linfield College. At present, approximately 100 international students and scholars from 30 countries attend Linfield yearly. Our international students and scholars bring a rich cultural dimension to the Linfield community, allowing for meaningful dialogue in our classrooms.

To encourage international student enrollment, Linfield has established a number of special scholarships. In addition, the International Programs Office provides a broad range of services to international students. Among these are orientation, academic advising, individual counseling, visa and immigration assistance, a friendship family program, a peer mentor program, field trips and excursions, and liaison with campus offices and departments.

To promote interaction between international students and American students and faculty, and to foster international awareness and understanding on campus and in the larger community, Linfield sponsors a rich variety of co-curricular activities. Films, lectures, and symposia revolving around international themes are widely attended and have become a permanent and natural

part of campus life. The International Club, Asian Culture Club, French Club, German Club, African Club, and Hawaiian Club, all active student organizations on campus, plan and carry out many activities.

International students at Linfield are encouraged to develop leadership skills and to take on leadership roles such as Resident Advisors, Peer Advisors, and student government positions.

ENGLISH LANGUAGE AND CULTURE PROGRAM

The English Language and Culture Program (ELCP) provides an academic preparation program in language and culture studies for non-native speakers of English who are applying for full enrollment in Linfield's degree program. Students may count up to 29 credits in ELCP toward the 125 required for graduation. ELCP also offers one semester and one year programs in English language and culture.

Students must demonstrate evidence of their current level of English proficiency. The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores are preferred. Applicants with TOEFL scores of 550 (paper); iBT 80 with writing subscore of 24, or IELTS 6.5 and IELTS academic writing subscore 7.0, can gain full admission to Linfield College provided all other admission requirements are met. Students will be required to participate in the English Language Culture Program (ELCP) written and oral assessment during orientation. Minimum English proficiency requirements for degree-seeking students entering the ELCP academic preparation program are: TOEFL 450 (paper); iBT 45, or IELTS 4.0.

ELCP courses are offered at low-intermediate to advanced levels in a series of skills-based and theme-based courses specifically designed to prepare degree-seeking students for undergraduate work. Courses in the English Language and Culture Program are described on page 66 of this catalog.

To exit the ELCP and be fully admitted into the Linfield degree-seeking program, students must obtain both a grade of B- (2.7) in all required advanced level ELCP courses and approval of the ELCP coordinator.

Students taking ELCP courses will not be allowed to take courses in Online and Continuing Education (OCE) as part of their minimum 12 hour commitment to be considered full-time students.

INQUIRY SEMINARS

Director of Writing
David Sumner, Ph.D.

At the center of Linfield's general education program stands the Inquiry Seminar, which is taken by all new students in their first or second year. Each Seminar provides an in-depth exploration of a compelling topic chosen because it is of passionate interest to the instructor and prompts significant questions for which there are no clear or absolute answers. Discovering the complexity of such topics is the essential mission of the Inquiry Seminar, which initiates students into the dynamic, collaborative exchange that is college learning at its best.

FALL 2017

INQS 125 American Experiment – The United States is an experiment that has lasted over 240 years. As the citizens and innovators of this experiment, Americans have attempted to rethink and

reshape every aspect of human experience. In this course, we will read some of the most influential texts produced by our relatively young nation, in its ongoing effort to define itself and its role in the larger world. We will ask questions about our understandings of nationality, citizenship, labor, leisure, nature, and the self, and we will examine some of the key concepts and ideals that have thus far defined American national identity. 4 credits.

INQS 125 Coming of Age in Literature – How do you go from being a child to being an adult? What are the key stages and conflicts in this process? How does your older self relate to your younger self, to your parents, to your peers? We will explore how authors represent this transformation in a range of recent American literature, opening with a fictional memoir, and then focusing on contemporary drama from a variety of perspectives. We will also explore insights about coming of age from psychology, anthropology, and sociology, and even try writing original coming-of-age stories. 4 credits.

INQS 125 Complementary Healing Methods – In the United States, there is an increasing use of complementary and alterna-

Inquiry Seminars

tive medical techniques in the treatment of various illnesses. Some of these methods have their origins in other cultures. Examine the efficacy of complementary healing methods such as intercessory prayer, humor, and animals as well as exploring healing methods used in other cultures around the world. 4 credits.

INQS 125 From Beats to the Beatles – Throughout the 1960s, as the lines between the personal and the political became increasingly blurred, the lines between the nation's artists and activists began to blur as well. By the end of the decade, writers like Allen Ginsberg, Hunter S. Thompson, and Anne Sexton were as famous for their political activism and their personal escapades as they were for their writing. Indeed, it is impossible to fully understand the decade's literature without understanding its activism, and vice versa. The best way of understanding the 1960s is to bear these paradoxes in mind: democracy and separatism; personal and political; art and activism. And this will be the basic method for this course: to write our way to understanding how social movements inform and are informed by literature, song, and oratory. 4 credits.

INQS 125 Game Theory in Pop Culture – An investigation of game theory through film, television, and fiction. This course explores ideas such as perfect information, prisoner's dilemma, and volunteer's dilemma. Students will learn the basic mathematical underpinnings of game theory and then apply these concepts to societal questions of conflict and cooperation. 4 credits.

INQS 125 Genius of East Asian Civilization – An Introduction to the philosophical foundations of East Asian culture and examines the cultural highlights of the three major civilizations in East Asia: China, Korea and Japan. Examine the visual arts, music and literature of these three civilizations. All works will be read in English translation and no background in an Asian Language is required. 4 credits.

INQS 125 The Haunting of Modernity – The "ghost story" is one of the oldest and most beloved literary genres. American culture, like so many other cultures, has produced an astonishing array of literary texts and films which use the paranormal (ghosts, vampires, zombies, etc.) to explore its deepest fears and anxieties. In this course, we will analyze some of the greatest "haunted" works of the 19th, 20th, and 21st centuries in an effort to better understand American culture itself. 4 credits.

INQS 125 In Search of the Good Life – What is the "good life"? This is perhaps the deepest human question. It is not only a question recipients of a liberal arts education should ask, but also a question that permeates film and literature. Looking at thinkers as ancient as Aristotle and films as contemporary as "Food, Inc.", this class will discuss and evaluate different conceptions of a good life and provide a place for students to engage in their own inquiry. 4 credits.

INQS 125 Language Matters – Study American English and examine the influence of other languages (e.g. German and Spanish) on the development of the American idiom. Examine the role of dialects and slang in constant linguistic renewal. The course's main text is an informal history of the United States as seen through a linguistic lens, illuminated musically through introduction of American folk songs, the texts of which often shed important light on our social and linguistic past. 4 credits.

INQS 125 Literature of Environmental Crisis – In this course, we will explore a range of texts that describe how 'natural' crises and catastrophes (real or imagined) impinge on and condition political and cultural contexts. Pollution, global warming, toxicity, acidification of the oceans, radiation, and natural disasters are all indifferent to national borders: they do not abide by the rules of nation states. Oil and water are the stuff of conflict. We will spend this semester reading and discussing texts in which such forces figure prominently. Some possible questions: What can texts tell us about ecological crises and their damaging effects? How is 'nature' perceived, interpreted, and represented in texts

and media? What is at stake in these perceptions and representations, and for whom? 4 credits.

INQS 125 Path of Wisdom – This course explores the world's "wisdom" traditions through the study of the Biblical Wisdom books (Proverbs, Job, Ecclesiastes, Song of Songs, and Psalms). We will bring in other texts from ancient Southwest Asian traditions, other world religions, and contemporary voices that deal with wisdom, suffering, and theodicy. We will consider how these texts continue to have relevance and address the questions: Does the world have order and meaning? What would a "successful" and "happy" life look like, and how might we pursue that goal? How should we make sense of suffering and injustice in the created order? 4 credits.

INQS 125 Sex, Sanctity, and Power: Writing Medieval Women – Women in the Middle Ages are often imagined as powerless and voiceless, either as idealized objects of desire or as absent from the literary and political landscape. But does medieval literature reflect this stereotype? How are women represented in medieval literature; and when they write, how do women represent themselves? In this course we will read texts written by medieval women on a wide range of topics from political activism, philosophy, and social satire, to the spiritual life and sexuality. We will also read texts written about women, including selections from the blockbuster romances and satires of the late Middle Ages. Through discussions, short writings, class presentations, and formal papers we will discover how medieval women

credits.

Linfield offers baccalaureate degrees at the McMinnville Campus with the standing majors listed below. Host departments are noted in parentheses when a given major does not take its name from that department.

- B.A. or B.S. Accounting (Business)
- B.A. or B.S. Anthropology (Sociology and Anthropology)
- B.A. or B.S. Applied Physics (Physics)
- B.A. or B.S. Athletic Training (Health, Human Performance and Athletics)
- B.A. or B.S. Biochemistry and Molecular Biology
- B.A. or B.S. Biology
- B.A. or B.S. Chemistry
- B.A. only Communication Arts (Theatre and Communication Arts)
- B.A. or B.S. Computer Science
- B.A. only Creative Writing (English)
- B.A. or B.S. Economics
- B.A. or B.S. Education
- B.A. or B.S. Electronic Arts
- B.A. or B.S. Environmental Studies
- B.A. or B.S. Finance (Business)
- B.A. only Francophone African Studies (Global Languages and

Visual Studies (Art)
Wine Studies

The requirements for these minor programs are found in the appropriate departmental listings within this section of the catalog. Interdisciplinary minors involving several departments have their own sections listed alphabetically by name of minor. A minimum of 10 credits in any minor program must be earned at Linfield College.

In addition to a major, Linfield students enrolled at the McMinnville Campus may elect to complete a teacher licensure program in elementary or secondary education. Several courses may be double-counted toward such a program and the student's major. See the Education section of this catalog.

Art	ARTS
Biochemistry and Molecular Biology	BCMB
Biology	BIOL
Business	BNSS
Accounting	BNAC
Finance	BNFN
Management	BNMG
Marketing	BNMK
Chemistry	CHEM
Computer Science	COMP
Economics	ECON
Education	EDUC
English	ENGL
English Language and Culture	ELCP
Environmental Studies	ENVS
Gender Studies	GENS
Health, Human Performance and Athletics	HHPA
Health Sciences	HSCI
History	HIST ry
Interdepartmental Studies	IDST
Mass Communication	MSCM
Mathematics	MATH
Global Languages and Cultural Studies	GLCS
American Sign Language	MLSL
Chinese	

Students who successfully complete a studio art major will:

ARTS 243 Digital Color Photography – Basics of creative digital color photography: camera operations, principles of exposure, digital editing, printing, composition and an introduction to historical and contemporary trends in digital photography. \$75 lab fee. Prerequisite: 102 or consent of instructor. Offered spring. 4 credits. (CS)

ARTS 245 Book Arts – Introduction to creating artist books, bookbinding, digital layouts and basic typography. \$75 lab fee. Prerequisite: 102 or consent of instructor. 4 credits. (CS)

ARTS 250 Sculpture – Introduction to the fundamentals of sculpture including understanding of communicative power of form and material. Emphasis on communicating ideas through sculpture and engaging historical, cultural and aesthetic aspects of sculpture. \$75 lab fee. Prerequisite: 101 or 102 or 103, or consent of instructor. 4 credits. (CS)

ARTS 260 Painting – Painting techniques and studio practices in aqueous media (acrylic) attending to distinct approaches and modalities. Thematic and critical development. \$75 lab fee. Prerequisite: 101 or 102, 120 or consent of instructor. 4 credits. (CS)

ARTS 280 Alternative Media – Studio in mixed and non-traditional art media and related theory, critical analysis and practices. Studio projects may include performance, installation and electronic art forms. \$75 lab fee. Repeatable for credit. Prerequisite: 101 or 102 or 103 or consent of instructor. 4 credits. (CS)

ARTS 310 Modern Art: 1874-1956 – The development of visual arts from Impressionism to Abstract Expressionism. Emphasis on major movements such as Cubism, Dada and Surrealism. \$25 lab fee. Prerequisite: INQS 125. Offered fall. 4 credits. (CS or VP or GP, MWI)

ARTS 311 Art since 1956 – The development of the visual arts from the rise of Pop Art and Minimalism to the present day. Emphasis on major movements such as Conceptual Art, Neo-Expressionism and Postmodern Art. \$25 lab fee. Prerequisite: INQS 125. Offered spring. 4 credits. (CS or VP or GP)

ARTS 314 History of Video and Digital Art – The development of video, digital and electronic art from the beginnings of video art to current trends in digital art. Emphasis on technology in the visual arts such as screen-based media and computer-aided design (CAD). \$50 lab fee. Prerequisite: INQS 125. 4 credits. (CS or VP, MWI)

ARTS 315 Topics in Visual Studies – Selected topics, such as representations of gender in the fashion industry, trends in socially engaged art or imagery in video games. \$25 lab fee. Prerequisite: INQS 125. 4 credits. (CS or VP)

ARTS 320 Approaches to the Figure – Expressive, technical, critical and thematic development working from the human figure in a variety of media. May be repeated for credit. \$100 lab fee. Prerequisite: 120 or consent of instructor. Offered spring. 4 credits. (CS)

ARTS 325 Scientific Illustration (also listed as HSCI 325) – Application of the scientific method to the artistic process to increase visual awareness of scientific subject matter. \$30 lab fee. Prerequisites: 120 and BIOL 210, or consent of instructor. Offered spring of odd-numbered years. 3 credits. (CS)

ARTS 330 Topics in Ceramics – Topics include glaze calculation, mold making and slip casting, sculptural and architectural ceramics, advanced vessel production. Situates and highlights lineage of contemporary ceramics, and broadens conceptual framework of individual practice. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 230 or consent of instructor. Offered spring. 4 credits. (CS)

ARTS 340 Topics in Black and White Photography – Advanced techniques of creative photography: camera operations, principles of exposure, darkroom technique, visual elements of design, and study of historical and contemporary trends. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 240 or consent of instructor. 4 credits. (CS)

ARTS 342 Topics in Digital Art – Advanced techniques in graphic composition and emerging technology in the visual arts through a semester long independent project. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisites: 102 and 242; or consent of instructor. Offered fall. 4 credits. (CS)

ARTS 343 Topics in Digital Color Photography – Advanced creative digital color photography: camera operations, principles of exposure. Focus on developing a personal style and integrating content with imagery. Emphasis on photography as an expressive medium. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 243 or consent of instructor. Offered spring. 4 credits. (CS)

ARTS 350 Topics in Sculpture – Topics include assembled form, carving, casting, installation, large scale and public sculpture. Situates and highlights the lineage of contemporary sculpture and broadens the conceptual framework of individual practice. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 250 or consent of instructor. 4 credits. (CS)

ARTS 360 Topics in Painting – Advanced painting techniques and studio practices in aqueous media (acrylic) attending to distinct approaches and modalities. Thematic and critical development. \$75 lab fee. Prerequisite: 260 or consent of instructor. Repeatable for credit. 4 credits. (CS)

ARTS 369 The Painter-Printmaker – Integrative portfolio development in painting, drawing and printmaking. May be repeated for credit. \$100 lab fee. Prerequisites: 101, 102, 120, and 360; or consent of instructor. 4 credits.

ARTS 380 Topics in Alternative Media – Advanced studio practice in mixed and non-traditional art media. Student-designed projects may include performance, installation, and electronic art forms. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 280. Offered spring. 4 credits.

ARTS 385, 386 Digital Art Portfolio – Portfolio development in a digital medium or combination of digital media. Emphasis on critical development, studio practices, visual, oral and written coherence toward a unified body of work. Prerequisites: 101, 102, 103, 110, 120 and 242, or consent of instructor. Completion of 385 or consent of instructor is a prerequisite for enrollment in 386. Offered fall (385) and spring (386). \$75 lab fee per semester. 2 credits each semester.

ARTS 390, 391 Portfolio – Portfolio development in any medium or combination of media. Emphasis on critical development, studio practices, visual, oral and written coherence toward a unified body of work. Students seeking entrance must present a portfolio in advance to a panel of art professors. Prerequisites: 101, 102, 103, 110, 120 plus at least two 200-level studios classes, or consent of instructor. Completion of 390 or consent of instructor is a prerequisite for enrollment in 391. Offered fall (390) and spring (391). \$75 lab fee per semester. 2 credits each semester.

ARTS 395 Gallery Management and Curatorial Practices – Introduction to the standard concepts and techniques of business and gallery management and curatorial practices which include: curating and mounting exhibitions, coordinating press, working with artists and serving as a docent. May be repeated once for credit. \$40 lab fee. Prerequisite: 101 or consent of instructor. Offered spring. 2 credits.

ARTS 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or studio. Focus on course content and pedagogy. Repeatable for credit. Prerequisite: Application and consent of instructor. 1-5 credits. (S/U) (EL)

ARTS 480 Independent Study – Program of directed tutorial reading or studio project relating to the special interests of the student and supervised by a department faculty member. Lab fees adjusted based on project materials. Prerequisite: One of the following depending on nature of project: 101, 102, 103 or 110; and

Faculty

- dissect a question into its key features; design experiments, and interpret results (both quantitatively and qualitatively);
- think in an integrated manner and look at questions from different perspectives; and,
- communicate effectively, both orally and in writing, to both scientific and non-scientific communities.

The biochemistry and molecular biology major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 49 credits including 486; CHEM 210, 211, 321, 322, 361, and 440; BIOL 210, 211, 400, and 441; and an additional 7 credits from courses that count toward either the Chemistry major or the Biology major. PHYS 210, 211 and MATH 170, 175 are prerequisites.

No more than a total of 2 credits from the following may apply towards a Biochemistry major: BIOL 220, 480, 485, 487, 490, CHEM 381, 382, 383, 480 and 490.

A student who successfully completes a major in Biochemistry and Molecular Biology will possess the ability to:

- demonstrate an understanding the fundamentals of chemistry and biology and the key principles of biochemistry and molecular biology;
- obtain, evaluate, and use information from the scientific literature;

BCMB 486 Senior Capstone – Senior capstone course emphasizing breadth of knowledge in foundational biology and chemistry and depth of knowledge in integrated biochemistry course work. Coursework may include discussions of primary literature, oral presentations, and written and oral exams.

Prerequisite: senior standing. 1 credit.

major; assumes no biology or chemistry. 3 credits. (NW)

BIOL 210, 211 Principles of Biology – An introduction to the fundamental principles of Biology including the origin and diversity of living things; the molecular, cellular, and genetic bases of life; the structure and function of organisms, their evolution and ecology. Lecture and laboratory. Required for Biology majors. Completion of 210 is a prerequisite for enrollment in 211. \$60 lab fee. Recommended: Concurrent or completed CHEM 210. 4 credits each semester. (NW)

BIOL 212 Human Anatomy – A systemic approach to structure

Biology

factors in the marine ecosystem and their interrelationships, emphasizing the rocky intertidal, sandy beach, and deep abyss environments. Lecture, laboratory, field work, and projects. \$60 lab fee. Prerequisite: 285. 4 credits.

BIOL 385 Plant Systematics –Evolutionary perspective of diversity and adaptations of vascular plants. Special emphasis given to vascular plant classifications, recognition of family-level traits, and plant nomenclature. Collection and identification of ferns, gymnosperms, and flowering plants in Oregon. Lecture, lab, and field trips. \$60 lab fee. Prerequisites: 211 and junior standing. 270 strongly recommended. Offered spring of odd-numbered

and their ecological significance. Students will also learn to use keys. Prerequisite: 211 or consent of instructor. 3 credits.

BIOL 255 Principles of Microbiology – Biology of microorganisms including viruses and bacteria. Principles of microbial disease, pathogenicity and immunology. Lab covers microbiological techniques, isolation and identification of microorganisms and environmental microbiology. Prerequisites: CHEM 210, 211 or BIOL 210, 211. 4 credits. Offered fall and spring semesters.

BIOL 265 Principles of Genetics – Basic concepts of modern genetics including the structure and function of genes; the inheritance of genes; genetic recombination; genetic components of normal cell growth and development; genetic components of cancer; and population and evolutionary genetics. Prerequisite: 211 or 255. 4 credits.

BIOL 266 Principles of Genetics Laboratory – Student investigations and experimentation regarding the inheritance of genetic traits in living organisms, and introduction to techniques of modern genetic analysis. Corequisite: 265. 1 credit.

BIOL 306 Anatomy – Basic structures and functions of the cells, tissues, and organs composing the systems of the human body, and analyzing the relationships between organs, systems, and groups of systems. Lecture and labo-

Faculty

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tion and topic for BNSS 487 must be approved in advance for IB major credit. Only one of the two ECON courses may count toward this requirement.

(c) At least one upper division course focused on history, culture, politics or religion relevant to the modern era in a country or region outside the U.S.: HIST 314, 315, 320, 322, 360, 361, 362, 364, 400, 463; POLS 362, 370, 372, 385, 390; RELS/HIST 310; RELS 380, 383; or other course taken domestically or abroad when approved in advance by the IB coordinator.

(d) Foreign language proficiency through the first year level (American sign language proficiency does not apply). International business majors are strongly encouraged to minor in a foreign language.

(e) Successful completion of a study abroad experience of at least one semester in length approved in advance by the IB coordinator, preceded by either one semester of foreign language at the intermediate level (or higher), or TCCA 230.

International students who have come to the United States expressly to attend Linfield College must either: (1) participate in a Linfield study abroad experience; or (2) take six credits from outside the Department of Business which are designated as U.S. Pluralisms (US) courses. These six credits must be in addition to the requirements of the Linfield Curriculum.

For a major in Management: Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNMG 405, BNSS 495, and two courses selected from the following: BNMG 380, 409, 410, 411, 415, 423, 436 (may be repeated for credit with different content), BNSS 440, 480, 485, 486 (if the topic is closely related to management as determined by the supervising instructor), 487 (if the internship is closely related to management as determined by the supervising instructor), TCCA 340. Only one of BNSS 480, 485, and 486 may count toward the major. The Management major also requires MATH 140 and 160, and ECON 210.

For a major in Marketing: Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSS 495, and three courses selected from the following: BNMK 420, 421, 426, 427 (may be repeated for credit with different content), BNSS 480, 485, 486 (if the topic is closely related to marketing as determined by the supervising instructor), 487 (if the internship is closely related to marketing as determined by the supervising instructor). Only one of 480, 485, and 486 may count toward the major. The Marketing major also requires MATH 140 and 160, and ECON 210.

For a minor in Management: Completion of 20 credits consisting of BNSS 250, BNMG 310, 405, and two of the following: BNMG 380, 409, 410, 411, 415, 423, 436, BNSS 440, or TCCA 340. Students who complete a major in accounting, finance, marketing, international business, or the OCE business information systems major may not count BNSS 250 toward their minor and must substitute a course from the "two of the following" list. International Business majors may not count BNMG 410 toward the minor.

Departmental Policy on Prerequisites and Residency

The department presumes that students will have taken the applicable prerequisite(s) when registering for courses. However, all courses have the option of consent of instructor. Prerequisites will be waived when the instructor deems that a student's background or other extenuating circumstances render the applicable prerequisite(s) unnecessary. If the instructor of the course is an adjunct faculty member, permission of the department chair must also be secured.

GOALS FOR BUSINESS CORE CURRICULUM

In successfully completing a major in the Department of Business, students must:

- Appreciate ethical, legal, and global aspects of business,
- Apply knowledge of the management and strategy of organizations
- Demonstrate literacy in accounting,
- Understand the role of marketing, and
- Demonstrate competency in financial analysis.

Majors in business are available as bachelor of arts or bachelor of science degrees, as defined in the section on degree requirements for all majors in this course catalog.

Students may earn only one major within the Business Department (accounting, finance, management, marketing, or international business). Students who earn the OCE business information systems major may not also earn an accounting, finance, management, marketing, or international business major. The management minor is open to all Linfield degree-seeking students except management majors.

For a major in Accounting: : Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSS 495, BNAC 361, 362, 461, 466, 468, and 469. The Accounting major also requires MATH 140 and 160, and ECON 210.

For a major in Finance: Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, 444, 447, BNSS 495, and one of the following: BNFN 441, 443, 448, 449, 452, or 456. The Finance major also requires MATH 140 and 160, and ECON 210.

For a major in International Business:

(a) BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSS 495. The International Business major also requires MATH 140 and 160, and ECON 210.

(b) Three of the following: BNMG 410, BNMK 426, BNSS 435, BNFN 443, BNSS 480, 487; ECON 331 or 333. The loca-

The Business Department requires that 15 credits in the major be in courses numbered 341 and above taken at Linfield.

The Sport Management minor is housed in the Business Department. The minor is interdisciplinary, with requirements in Business, Economics, Mass Communication, Philosophy, and Health, Human Performance, and Athletics. Refer to page 128 for further information and requirements.

The Department of Business Academic Achievement Award recognizes the extraordinary academic achievement of a graduating senior in business.

The Harold C. Elkinton Award, commemorating the founder of the Business Department, is given annually for high academic achievement in conjunction with active contributions to the Linfield community.

The Oregon Society of Certified Public Accountants (OSCPA) Outstanding Accounting Student Award is made annually to an outstanding accounting graduate based on scholarship and potential for contribution to the public accounting profession.

The Outstanding Finance Student Award, Outstanding International Business Student Award, Outstanding Management Student Award, and Outstanding Marketing Student Award are granted annually to recognize an exceptional graduating senior in each of these majors.

Delta Mu Delta-Epsilon Psi Chapter. This national honor society in business installed Linfield's chapter in 1992.

Accounting Club. This organization consists of students who have an interest in or who have selected an Accounting major in the department.

The department's internship program is one of the oldest and most successful in the Pacific Northwest. It gives students hands-on experience in areas as diverse as merchandising, manufacturing, banking, export trade, accounting, and investment securities. In order to be eligible for an internship, business students need to meet three requirements. First, students need to be of junior or senior standing with 12 credits in the Business department, completed or in progress. Second, business students must have an overall GPA of 3.000 or higher in their major courses. Students who do not meet these two requirements may want to explore an internship with Career Development. Finally, students need approval of the internship coordinator and their regular academic advisor prior to beginning their internship. They make their own arrangements (experience in job hunting being one of the benefits of the program) and work with Linfield faculty advisors and the participating businesses to establish a contract for the internship. Michelle Nelson is the coordinator.

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Business

problem in the student's major field. To be completed during the final year before graduation. Prerequisites: approval of the supervising instructor and the department chair. 3-5 credits.

BNSS 495 Strategic Management – Integrated study of business strategy formulation and implementation. Value chain and case analyses used to explore environmental factors, resource allocation, and competition. Role of a management team in a competitive simulated business: developing strategic plan, devising strategies to gain competitive advantage, using analytic tools and feedback, communicating outcomes. Capstone course for business majors. \$10 fee. Prerequisites: Senior standing, BNMK 321 and BNFN 341. 4 credits. (MWI).

BNAC 260 Financial Accounting – Introduction to the basic concepts and methods of financial reporting, including basic financial statements, accounting cycle, asset valuation, income determination and essential accounting records. 4 credits.

BNAC 261 Managerial Accounting – Basic concepts and methods of managerial accounting, including manufacturing accounting, cost accounting, budgeting, and responsibility accounting. Prerequisites: BNAC 260. 4 credits.

BNAC 361 Intermediate Accounting I – Accounting principles, conventions and rules as reflected in the pronouncements of leading professional and accounting research organizations. Valuation of assets and current liabilities and the impact of valuation procedures on income determination. Prerequisites: BNAC 261, MATH 140, 160, and junior standing. 4 credits.

BNAC 362 Intermediate Accounting II – Continuation of BNAC 361. Liabilities, shareholders' equity, dilutive securities, and investments. Issues related to income determination and the preparation and analysis of financial statements. Prerequisite: BNAC 361. 4 credits.

BNAC 461 Cost Accounting – Accounting to meet internal management needs for planning and control. Cost accounting systems and procedures, analyses of costs and variances, and the integration of cost accounting into the overall accounting system. Prerequisites: BNAC 261, MATH 140, 160. 4 credits.

BNAC 463 Taxes for Business and Investment Planning – The federal income tax system and its impact on management in the decision-making environment. Prerequisites: BNAC 261, ECON 210, MATH 140, 160. 3 credits.

Prerequisites: businessBNA 160. 3 credits.

BNAC 464 Financial Statement Analysis – Analysis of financial statements (income statements, balance sheets, and cash flow statements) to evaluate the financial health and performance of a company. Prerequisites: BNAC 361, BNAC 362, BNAC 461, BNAC 463. 3 credits.

A student who successfully completes a major in chemistry will be able to:

- demonstr

of this knowledge to historical and/or hypothetical situations. Not for chemistry majors. Prerequisite: MATH 105 or equivalent. Offered fall or spring. 4 credits. (NW)

CHEM 210, 211 General Chemistry I and II – Principles of chemistry, including stoichiometry; gases, liquids, and solids; atomic and molecular structures; solutions; equilibrium; thermodynamics and reaction kinetics; properties of selected elements, including introduction to transition metals. Quantitative and inorganic qualitative analysis in the lab. Lecture, lab. \$60 lab fee per semester. Prerequisites: MATH 150 completed or concurrent. (For 211: 210 or equivalent with grade of C- or better.) 210 offered fall; 211 offered spring. 4 credits each semester. (NW)

CHEM 285 Seminar – Group study and discussions about current topics in chemistry. Current research and development, interaction of chemistry with other disciplines. Repeatable four times. Prerequisite: consent of instructor. Offered fall, spring. 1 credit.

CHEM 300 The Art and Science of Brewing – Academic approach to the production and critique of brewed beverages. Malting, brewing, fermentation and bottling/kegging. Historical development of brewing science. Human health aspects related to brewing and the consumption of fermented beverages. \$60 lab fee. Prerequisites: completion of an NW, MATH 105 or equivalent, plus 21 years of age or older by the first day of class. Application and interview required. Offered January term or spring. 4 credits. (NW)

CHEM 321, 322 Organic Chemistry – The chemistry of carbon, including preparation, properties, and reactions of important classes of aliphatic and aromatic compounds. Emphasis on reaction mechanisms, synthesis, and analysis. Lecture/discussion, lab. \$50 lab fee, \$10 voluntary fee per semester. Prerequisites: For 321: 211 with a grade of C or better. For 322: 321 with a grade of C or better. Offered fall, spring. 4 credits each semester.

CHEM 330 Writing in Chemistry – Introduction to the genres of scientific writing, emphasizing writing and library skills in scientific research. Completion of a collaborative research project prior to enrollment in CHEM 330 is encouraged. Prerequisite: 322 or consent of instructor. Offered fall. 4 credits. (MWI)

CHEM 335 Quantitative Analysis – Principles of analytical chemistry, emphasizing applications of equilibrium. Three hours of lecture, three hours of lab and discussion. \$50 lab fee. Prerequisite: 211 with a grade of C or better. Offered January term. 4 credits.

CHEM 340 Instrumental Methods of Analysis – Introduction to the theory and principles of instrumental methods of chemical analysis. Emphasis on spectrophotometry, electrochemistry, chromatography and electronics. Lecture, discussion, lab. \$50 lab fee. Prerequisite: 335 with a grade of C or better. Offered spring. 4 credits.

CHEM 350 Inorganic Chemistry I – Periodic properties of elements, including descriptive chemistry of the main group elements and coordination compounds of the transition metals. Emphasis on basic chemical bonding in molecules, an introduction to symmetry with term symbols, and acid/base reactions. Lecture/discussion. Prerequisite: 211 or equivalent. Offered fall. 4 credits.

CHEM 351 Inorganic Chemistry II – Presentation of theoretical and descriptive material on inorganic chemical compounds, synthetic and reaction strategies for important transformations including structures and bonding models, inorganic reaction mechanisms, transition metal chemistry, electron deficient compounds, organometallic compounds, and the main group elements. Laboratory experiments illustrate common synthetic and characterization processes for inorganic compounds. Lecture/discussion/lab. Prerequisite: 350 or equivalent. Offered spring. 4 credits.

CHEM 361 Physical Chemistry I – Chemical thermodynamics, kinetics and molecular spectroscopy. Applications including thermochemistry and calorimetry; bulk properties of pure substances; methods of describing the properties of solutions; reaction rates; mechanisms of chemical reactions; transition state theory; spectroscopic determination of molecular structure. Lecture/lab. Prerequisites: 211 or equivalent; PHYS 211 (may be taken concur-

rently); MATH 175; or consent of instructor. Recommended: MATH 200. Offered fall. 4 credits.

CHEM 362 Physical Chemistry II – The quantum mechanical description of matter with emphasis on atomic structure and chemical bonding. Introduction to statistical mechanics. Four hours of lecture. Prerequisites: 361 or equivalent; MATH 175; PHYS 211; or consent of instructor. Recommended: MATH 200, 210. Offered spring. 4 credits.

CHEM 370 Advanced Topics in Chemistry – Selected advanced chemistry topics not regularly offered at Linfield. Prerequisite: 321 or consent of instructor. Offered fall. 4 credits.

CHEM 381 Research in Molecular and Advanced Materials – Collaborative research experience in molecular and advanced materials. Discussion of current readings, experience with research methodology, experimental design, data collection and analysis. May be repeated twice. Prerequisite: 210 or consent of instructor. Offered spring. 1-3 credits.

CHEM 382 Research in Basic and Applied Nanotechnology – Introduction to basic and applied research in nanotechnology. Weekly meetings include seminars, discussions of research methods, review of current scientific research, experimental design, and ethical issues in chemistry. Each student prepares independent research proposal and oral presentation, and carries out research. May be repeated twice. Prerequisite: 210 or consent of instructor. Offered spring. 1-3 credits.

CHEM 383 Research in Basic and Applied Quantum Chemistry – Introduction to basic and applied research in quantum chemistry. Weekly meetings include seminars, discussions of research methods, review of current scientific research, experimental design, and ethical issues in chemistry. Each student prepares independent research proposal and oral presentation, and carries out research. May be repeated twice. Prerequisite: 210 or consent of instructor. Offered spring. 1-3 credits.

CHEM 384 Research in Biochemical Transcription Regulation and Analysis – Collaborative research experience in biochemistry focusing on transcriptional regulation and analysis using an in vitro system. Research methods, review of current scientific research, experimental design, and ethical issues in chemistry. Preparation of independent research proposal and oral presentation; implementation of research. Prerequisite: 210, or consent of instructor. Offered spring. 1-3 credits.

CHEM 440 Biochemistry – Chemical and physical properties of substances of biological origin and their interactions in living systems. Relationships among various metabolic pathways and how molecular traffic along these pathways is regulated. Recommended for pre-professional students. Lecture/discussion, lab. \$60 lab fee. Prerequisite: 322 or equivalent. Offered fall. 4 credits.

CHEM 480 Independent Study – Supplemental work for students with advanced standing in chemistry. Prerequisite: consent of instructor. 1-5 credits.

CHEM 490 Research or Thesis – Individual investigative project culminating in a comprehensive written report or a baccalaureate thesis. Prerequisite: advanced standing in chemistry. 1-4 credits.

JANUARY TERM OFF-CAMPUS COURSES

CHEM 198, 298 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. May be repeated for credit with different topics. 4 credits.

In successfully completing a major in Computer Science, a student will demonstrate:

- understanding of the fundamental principles and concepts of computer science;
- in-depth knowledge of software development, networks and

COMP 152 Programming and Object Structures – Concepts of object-oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications. Programming in visual development environment that incorporate event driven and object-oriented design. \$30 lab fee. Prerequisite: 101. 4 credits.

COMP 250 Database Program Development – Application program development in a database environment using a host language. Data structures, file organizations, models of data storage devices, data administration and data analysis, design and implementation. \$30 lab fee. Pre- or corequisite: 152. 3 credits.

COMP 252 Systems Administration and Networking Concepts – Installation, administration and maintenance of various modern operating systems widely-used in academic, industrial and research environments. Communications concepts, network architectures, data communication software and hardware. Local Area Networks and Wide Area Networks, network protocol suites. Internetworking and routing, network management, and distributed information systems. Extensive hands-on experience based on the management of a fully functioning computer network systems. \$30 lab fee. Pre- or corequisite: 101. Offered fall. 3 credits.

COMP 291 Project Management I: Fundamentals – Exploration of the purpose of project management, the reports agemechniqu-

P r e - g i n v i

In successfully completing a major or minor in Economics, a student will:

- display a command of existing economic knowledge;
- utilize economic knowledge to explain economic issues; and
- create new economic knowledge.

The economics major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 36 credits including 210, 411, 412, 416, and

Economics

academics and athletics. \$40 fee. Prerequisite: 210. Offered spring. 4 credits. (IS or US)

ECON 323 Topics in Sports Economics – Application of economic analysis to specific sports or sporting events. Analysis of relevant product and resource markets, including market structure. Impact of institutional structure on economic behavior of participants and outcomes of sporting events. May be repeated for credit under different topics. \$40 fee. Prerequisite: 210. 4 credits. (IS)

ECON 331 International Economics – Study of international trade theory and policy. Causes and consequences of international trade, commodity composition of trade, tariff and non-tariff barriers to trade, regional and multilateral trade agreements. Prerequisite: 210. 4 credits.

ECON 332 Development Economics – Analysis of the theory and history of growth processes in lower income economies. Prerequisite: 210. 4 credits. (GP)

ECON 333 International Monetary Economics – Study of international monetary theory and policy, balance of payments and exchange rate determination and adjustment, exchange rate systems, macroeconomic policy in the open economy, and selected international banking issues. Prerequisite: 210. Offered spring. 4 credits.

ECON 341 Environmental Economics – Analysis of the effects of economic activity and policy on the natural environment. Responses to environmental problems such as population, energy, and pollution, and the impact of these responses on economic policy and performance. Prerequisite: 210. 4 credits. (QR or IS)

ECON 342 Natural Resource Economics – Optimal management of natural resources such as land, water, minerals, fisheries, rangeland and forests over time. Balancing the tension between the value of natural resources as productive inputs in the present against their potential value in the future. Prerequisite: 210. 4 credits. (IS or QR)

ECON 351 Public Sector Economics – Taxing and spending activities of government and their effects on the allocation of resources. Efficiency of government economic policy decision making processes. Prerequisite: 210. 4 credits.

ECON 352 Economics of the Law – Application of economic analysis to traditional areas of legal study, such as contracts, property, torts, and criminal law. Use of a “rational choice” framework to analyze the purpose, effect, and genesis of laws. The effect of legal structures on economic efficiency. Prerequisite: 210. 4 credits.

ECON 353 Labor Economics – Application of microeconomic principles and empirical evidence to analyze labor market policies. Topics include: labor force participation, immigration, safety and health regulations in the workplace, human capital investment, wage determination, labor mobility, discrimination and labor unions. Prerequisites: 210. 4 credits. (QR or US)

ECON 361 Topics in Economic History – Changes in economic structure and performance over time. Causes of economic change and the impact on society, including marginalized groups. May be repeated for credit under different topics. Prerequisite: 210. Offered fall. 4 credits. (IS or QR)

ECON 371 Experimental Economics – Analysis of economic behavior through the methodology of experimental economics. Topics include markets with price controls, markets for trading assets, auction markets, funding public goods through voluntary contributions, conspiracies in markets, lobbying, bargaining, trust, and labor market reciprocity. \$20 fee. Prerequisite: 210. 4 credits. (IS or QR)

ECON 372 Behavioral Economics – Analysis of how people make decisions and the consequences of their decisions. Tests of the ability of standard economic models to predict human behavior. Topics include decision making under risk and uncertainty, decision making over time, learning from new information,

interactions with others, social preferences, and happiness and utility. Discussion of public policies to help individuals make better choices. Prerequisite: 210. 4 credits. (QR)

ECON 399 Topics in Economics: Islamic Economies – Examination of economic institutions and policies in selected Islamic economies. Focus on how these institutions and policies affect economic outcomes. Prerequisite: ECON 210. 4 Credits. (IS)

ECON 411 Intermediate Microeconomics – Marginal utility, market demand, elasticities, production and cost, product pricing and output, market structure, pricing and employment of resources, income distribution, general equilibrium, and welfare economics. Prerequisites: 210, and completion of the relevant portion of the department's quantitative requirements. Offered spring. 4 credits.

ECON 412 Intermediate Macroeconomics – National income accounting, consumption theories, investment theories, balance of foreign payments, business fluctuations, economic growth, fiscal theory and policies, and monetary theories and policies. \$30 fee. Prerequisites: 210, and completion of the relevant portion of the department's quantitative requirements. Offered fall. 4 credits. (QR)

ECON 416 Econometrics – Application of economic theory, mathematics, and statistical inference in the formulation and testing of economic hypotheses. Development of skills associated with generating, interpreting, and reporting results of empirical research in economics. \$10 fee. Prerequisites: 411, 412. Offered fall. 4 credits. (QR)

ECON 417 Senior Seminar in Economics – Selected topics in economics using small group discussion. Student participation, daily writing assignments, and a semester research project. Open to senior majors or minors in economics. \$25 fee. Prerequisites: 411, 412, 416. Offered spring. 4 credits. (MWI)

ECON 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. Prerequisites: Application and consent of instructor. 1-4 credits. (S/U) (EL)

ECON 461 History of Economic Thought – Evolution of ideas about economic matters and methodology from antiquity to the present. Evolution of “Economic Man.” Prerequisite or corequisite: 411 or 412. 4 credits. (UQ or VP)

ECON 480 Independent Study – Advanced study in a particular topic in economics chosen by the student in consultation with a supervising departmental faculty member. Prerequisites: GPA of at least 2.750, and approval of advisor and department chair. 1-4 credits.

ECON 487 Internship – Applied economics learning experience in a public or private sector organization. Prerequisites: GPA of at least 3.000, completion of at least 20 credits in ECON courses including 411 and 412, and approval of advisor and departmental chair. 1-4 credits. (EL)

ECON 490 Economics Research – Individual research, reading, and study in economics under the supervision of a departmental faculty member. Prerequisites: approval of supervising faculty member and departmental chair. 1-4 credits.

JANUARY TERM OFF-CAMPUS COURSES

ECON 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included D-Day Economics in France and England, and Aboriginal and Environmental Economics in Australia. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

OCE & PORTLAND COURSES

The Department of Economics regularly offers 210 Principles of Economics, as well as selected other courses, through Online and Continuing Education.

EDUCATION

Faculty

Kena Avila, Ph.D.

Education

or physical education; studio art must complete 275), 493, 494, 496, 497; TSPC required exams, OSP/FBI criminal history clearance, Education Department requirements.

For an Elementary Education major with Licensure and ESOL endorsement: completion of all requirements for Elementary Education major with Licensure (see above), as well as EDUC 245, 250, 340; TSPC required ESOL exam; and specific ESOL student teaching requirements.

For an Education minor with Licensure and ESOL endorsement: completion of all requirements for Education minor with Licensure (see above), as well as EDUC 245, 250, 340; TSPC required ESOL exam; and specific ESOL student teaching requirements.

TEACHER EDUCATION PROGRAM REQUIREMENTS

General Requirements

- No grade lower than a C in major and licensure coursework
- Minimum 2.750 GP A in cumulative, major, and licensure coursework
- Ongoing recommendation from the Linfield College Education Department
- Adherence to the Linfield College Education Department Professional Characteristics

Pre-Admission

- EDUC 150 Foundations of Education; meet requirements on related field experience
- EDUC 230 Educational Psychology

Admission

- EDUC 270 Becoming an Early Childhood Teacher (EC/EL) or EDUC 290 Content Literacy and Development in Adolescence (EL/ML; ML/HS); meet requirements on related field experience
- OSP/FBI criminal history clearance
- Teacher Education Program Application

Requirements Prior to Part-Time Student Teaching

- Ongoing major coursework
- Ongoing licensure coursework
- Passing scores on the Protecting Student & Civil Rights in the Educational Environment Exam
- Approved Application to Part-Time Student Teaching

Requirements Prior to Full-Time Student Teaching

- Completion of major coursework
- Professional education coursework
- Passing scores on the NES Elementary I and II exams (EC/EL; EL/ML)
- Passing scores on appropriate NES Subject Area Test (EL/ML; ML/HS; ESOL)
- Recommendation for full-time student teaching

Student Teaching and Seminar

Student teaching consists of two semesters of classroom experiences taken concurrently with a Seminar for Student Teaching during which the student is assigned to a state approved school that cooperates with Linfield College in teacher preparation. The student teacher shares the teaching role with the classroom teacher and completes an Education Teacher Performance Assessment (edTPA) at each level of authorization. Students in both part-time and full-time student teaching are observed weekly by Linfield College supervisors. Students must provide their own transportation to assigned schools.

Oregon Preliminary Teaching License Requirements

- Bachelor's degree in an approved major
- Part-time and full-time student teaching
- Successful completion of one edTPA (or equivalent) for the appropriate authorization level and content area
- Passing scores on TSPC required exams
- Minimum 2.750 GP A in cumulative, major, and licensure coursework
- No grade lower than a C in major and licensure coursework
- Recommendations from Linfield College supervisors and mentor teachers
- Recommendation from Linfield College Education Department

HONORS

The James B. Conaway Award

The James B. Conaway Award was established in 1989 to recognize Mr. Conaway's lifelong commitment to public education and to the teachers who exemplify the highest ideals for the profession. Each year Linfield education students are honored for extraordinary abilities as student teachers during their full-time student teaching experience.

Kappa Delta Pi

Linfield's Sigma Delta chapter of Kappa Delta Pi (KDP) is part of the national KDP International Honor Society in Education, which was founded in 1911 at the University of Illinois. KDP elects to membership students who exhibit the ideals of scholarship, high personal standards, and excellence in teaching.

PARACURRICULAR COURSES

EDUC 040 Community Service – Involvement in some educational service activity in the community. Acceptable activities include tutoring and assisting in public and private schools, youth recreational programs, community day-care facilities or other approved educational service. Requires 30 clock hours of service. Offered fall, January term, spring. 1-2 credits.

COURSES

Students taking education courses must pass an approved criminal background investigation in order to meet course requirements as a requirement for working with children in a school setting.

EDUC 150 Foundations of Education – An introduction to public schools and the teaching profession, including control of curriculum, the history of American education, philosophies which have influenced educators, how schools are financed, and laws which govern teachers and students. Requires 20 clock hours of field experience in a public school classroom. Students taking this course will complete an MSD criminal history verification. 3 credits.

EDUC 205 Technology Applications in Education – Introduces pre-service teachers to a teaching design under which technology (computer hardware, software, and ancillary equipment) is used to help change how teachers teach and students learn. Students will learn basic computer and multimedia equipment operation, techniques of multimedia authoring and how to use the Internet effectively in teaching across the curriculum. Prerequisite: 150. Offered January Term. 3 credits.

EDUC 230 Educational Psychology – Applications to teaching and school learning of behavioral, cognitive, and humanistic learning theories, human development and motivational concepts, and assessment and evaluation procedures. Prerequisite: 150. 4 credits. (IS)

EDUC 240 Foundations for Teaching ESOL – An overview

of linguistically and culturally appropriate teaching strategies for teaching English Language Learners (ELL) in the mainstream classroom. A review of current second language learning theory and an application of these theories to planning effective instruction for students with limited English proficiency. An examination of second language development and cultural issues that affect ELL's academic performance in the mainstream classroom. Prerequisites: 230, or consent of instructor. 3 credits. (US)

EDUC 245 Educational Linguistics and Language Acquisition for ESOL – Current theory and research in first and second language acquisition and issues in linguistics applied to linguistically and culturally diverse students. Topics in language acquisition include historical and current theories, language stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonetics, phonology, morphology, syntax, semantics and pragmatics, with a focus on classroom applications. Prerequisites: 240, or consent of instructor. 3 credits.

EDUC 250 Language Policy, Issues and Advocacy for ESOL – Analyze and evaluate the historical, political, socio-cultural, and linguistic issues related to local, state, and federal laws and policies regarding English Language Learners (ELL), their families, schools and community. Assess and advocate for ELL students to develop policies and systems of support for ELL students. Prerequisites: 240 or consent of instructor. 3 credits.

EDUC 270 Becoming an Early Childhood Teacher – An overview of the philosophy, methods, and materials used in child care, preschool, kindergarten, and primary classrooms. Beginning with birth experiences, following the physical, social, emotional, and cognitive development of children through the primary grades. Educational programs for child care centers, preschools, kindergartens, and the primary grades. Requires 30 clock hours of field experience in a preschool setting. Prerequisites: 230, fingerprinting and OSP/FBI fingerprint clearance, and sophomore standing or consent of instructor. 3 credits.

EDUC 275 Teaching Art – Projects in several media appropriate for teaching art in the schools. Art teaching methods. Prerequisite: 150. 3 credits. (CS)

EDUC 290 Content Literacy and Development in Adolescence – An exploration of adolescent development and literacy. Physical, social, emotional, and cognitive development of children from the intermediate grades through high school. An examination of theories, strategies, and assessment of multiple literacies to enhance learning in secondary subject matter classrooms. Requires 20 clock hours of field experience in a middle school setting. Prerequisites: 230, fingerprinting and OSP/FBI fingerprint clearance, and sophomore standing or consent of instructor. 3 credits.

EDUC 301 Supervised Teaching Assistant – Supervised work in a public school setting to develop skills in planning, implementing, and evaluating instruction as well as in establishing a climate conducive to learning. Enrollment by departmental directive for those students who, in the judgment of the department, require more extensive time in a clinical experience at a pre-student teaching level before assuming the responsibilities of student teaching. May be repeated, up to a total of 12 credits. 1-12 credits.

EDUC 302 Diversity and Inclusion – A broad interdisciplinary examination of the school-society relationship in the United States and of the many issues embedded in this relationship including

Education/Electronic Arts

(part-time) or 12 credits (full-time).

EDUC 493 Student Teaching: Middle Level – Supervised work

In successfully completing a major in literature, students will have:

- a clearer understanding of the ways literature at once articulates and reflects social, political, cultural, and global contexts;
- deeper aesthetic appreciation of poems, drama, fiction, nonfiction, and/or films as manifestations of imagination;
- familiarity with the methods, theories, and issues of literary criticism;
- the ability to advocate critical responses in classroom discussion and to listen to and consider the critical analyses of others;
- the ability to analyze narrative and literary motifs and to present those understandings in critical papers

In completing courses for the creative writing major, students should develop and deepen the ability to:

- conduct close reading of a variety of literary texts, seeking a deep and broad understanding of the textual papers

Graduating seniors are also honored at Commencement.

The English Department awards departmental honors at graduation to students who meet the following criteria:

Honors in literature at graduation: 3.750 GPA in courses required for the major; 3.500 overall GPA; submission of thesis project consisting of a research essay approximately 50 pages in length (including bibliography) and approved for honors by a two-person English faculty committee. Honors thesis proposals are due Oct. 15 and consist of three parts (developed in consultation with thesis advisor): (1) 5 pp. explaining the research question being undertaken; (2) 5 pp. explaining academic sources to be used; (3) 5 pp. outlining the project and timeline for completion by early May.

Honors in creative writing at graduation: 3.750 GPA in courses required for the major; 3.500 overall GPA; submission of thesis and approved for honors by a creative writing faculty committee. Honors thesis proposals are due Nov. 1 and consist of three parts (developed in consultation with thesis advisor): (1) 8-10 pp. of initial thesis material; (2) 3 pp. outlining the thesis project, the timeline for completion, and the sources to be used; (3) 1-3 pp. letter of application highlighting the reasons honors ought to be bestowed, which may include references to student performance and growth in major classes, engagement with and service to the creative writing program, and the ambitions and merits of the thesis project. Students granted authorization to pursue honors will then be allowed to register for ENGL 490: Honors Thesis, Creative Writing.

All honors theses must be submitted to the English Department in proper MLA format for binding and inclusion among Nicholson Library holdings.

ENGL 020 Literary Magazine – Editing the college literary magazine, Camas. Planning, soliciting submissions, making selections, preparing manuscripts for printing. 1 credit. (EL)

ENGL 120 Literary Magazine – Editing the college literary magazine, Camas. Planning, soliciting submissions, making selections, preparing manuscripts for printing. For departmental majors only. Prerequisite: consent of instructor. 1 credit (may be repeated for up to 4 credits).

ENGL 125 English Grammar – For students who need an introduction to or a refresher in English grammar, including parts of speech, phrases, basic sentence patterns, tense, mood, and punctuation. 2 credits.

ENGL 200 Introduction to Creative Writing – A beginning course in creative writing. Introduces students to writing in various genres by means of creative exercises and assignments, workshops, and individual conferences. May include poetry, fiction, literary nonfiction, and plays/scripts.

instruction and experience in academic writing (two hours/week) combined with work as a staff member in the Linfield Writing Center (four hours/week). College writing across the disciplines, writing strategies, effective interpersonal communication in helping others write, practical understanding of the intricacies of English. May be repeated once for credit. Prerequisites: INQS 125 and consent of the instructor. 4 credits. (MWI)

ENGL 316 Reading and Writing Poetry – Workshop, conferences, and practice in techniques of poetry writing. Reading of modern poets and study of genre. May be repeated once for credit. Prerequisite: 200 or consent of instructor. 4 credits. (CS)

ENGL 317 Reading and Writing Fiction – Workshop, conferences, and practice in techniques of fiction writing, especially the short story. Reading of modern fiction writers and study of various fictional genres. May be repeated once for credit. Prerequisite: 200 or consent of instructor. 4 credits. (CS)

ENGL 318 Reading and Writing Scripts – Workshop, conferences, and practice in techniques of writing dramatic fiction in script form for films, television, or stage. Conventions of dramatic structure, character development, dialogue, form, and current practice. May be repeated once for credit. Prerequisite: 200 or consent of instructor. 4 credits.

ENGL 319 Reading and Writing Literary Nonfiction – Workshop, conferences, and practice in techniques of literary nonfiction writing. Reading of modern and contemporary literary nonfiction writers and study of various forms within the genre, including memoir, personal essay, lyric essay, literary journalism, cultural critique, etc. May be repeated once for credit. Prerequisite: 200 or consent of instructor. 4 credits. (CS)

ENGL 321 Advanced Topics in Creative Writing – Upper-level course in the reading and practice of imaginative writing in one or more genres. Specific topics may focus on a particular genre, such as the lyric poem or the novella; themes such as “Borderlands” or “Parties and Gatherings”; or techniques and methods such as “The Researched Narrative,” “The First Person,” or “Style in the Imaginative Sentence.” May be repeated once for major credit. Prerequisite: 200 or consent of instructor. 4 credits. (CS)

ENGL 325 Literary Genres – Focus on one genre, such as the novel, drama, poetry, autobiography, short story, or epic. History and characteristics of the genre with readings and analysis of significant examples. \$120 fee when offered in Jan term. Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS)

ENGL 327 Introduction to Film (also listed as MSCM 327) – The tools of visual literacy. Responding to and evaluating cinema as art and as mass communication. The vocabulary of film-making and film criticism. Sample topics: genre analysis, directorial study, international film industry, film narrative. Prerequisite: INQS 125. 4 credits.

ENGL 330 Major Figures – Focus on the work of one writer,

or two closely connected topics. Focus on one genre, TJ T*21

English

ENGL 479 Portfolio – Senior portfolio course for literature and creative writing majors. Documents learning outcomes for major. Students should register with departmental academic advisor as instructor. 1 credit. (S/U)

ENGL 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. 1-5 credits.

ENGL 485 Senior Seminar: Creative Writing – Completion in conference and workshop of a substantial writing project as the final requirement in the creative writing major. Such original work as a collection of poetry; a collection of short stories; a novel or novella; a collection of creative essays; a collection of short dramatic works; a full length play or film script. A senior level course for students who have previously completed most of the requirements for the creative writing major. Prerequisite: 275. 4 credits. (MWI)

ENGL 486 Senior Seminar: Literature – Advanced study of a specialized literary subject in a seminar setting. Completion of a substantial critical paper. A senior level course for students who have previously completed most of the requirements for the literature major. Prerequisite: 275. 4 credits. (MWI)

ENGL 487 Internship – Supervised employment in a work setting which draws upon the writing, speaking, oral, and analytical skills developed by literature and creative writing majors. Open to

seniors and second-semester juniors with permission from faculty supervisor. No more than 4 credits to be counted toward the major. 1-8 credits. (EL)

ENGL 490 Honors Thesis, Literature or Creative Writing – 4 credits.

ENGL 495 Pro-Seminar – In-depth investigation of topic covered in a related 300-level literature course, completed concurrently with that course (registration required in both). Allows junior-level literature majors who plan to research and write an honors thesis to initiate the project prior to senior year. Requires reading, research, writing and presentations beyond assignments associated with the related course. Prerequisites: 275 and at least two additional literature classes; concurrent enrollment in the related 300-level class; junior standing or higher. 1 credit.

JANUARY TERM OFF-CAMPUS COURSES

ENGL 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included The Brontes, Jane Austen, Irish Literature, Creative Writing in Literary Britain, King Arthur in Britain, The Literary Sea of Cortez, and Politics and Change in Southeast Asia. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

OCE & PORTLAND COURSES

Courses offered only through Online and Continuing Education or on the Portland Campus:

ENGL 271 Professional Editing – Students will explore the foundational practices and capabilities needed to write, edit, and revise proficiently. Based on foundations of grammar and usage and builds to a more rhetorically focused approach to comprehensive editing for audience, purpose, and style. 3 credits

ENGL 303 Children's Literature – Literature available in various forms for children. Development of skills in the understanding as well as the presentation and teaching of the literature. Prerequisite: INQS 125 or 126 or consent of instructor. 3 credits.

ENGL 306 Diverse Voices in Literary Expression – 3-credit version of 305. Prerequisite: INQS 125 or 126 or consent of instructor.

ENGL 308 Topics in Literature – Exploration of major works of world literature dealing with a particular subject, theme, or cultural legacy, seen from within applicable historical contexts. May be repeated for credit with different topics. Prerequisite: INQS 125 or 126 or consent of instructor. No more than 8 credits of 301/308 may be counted toward the departmental majors/minors. 4 credits.

ENGL 310 Topics in U.S. Literature – Specialized focus upon U.S. literature with such topics as American ethnicity, modernism, or the literature of the Civil War. May be repeated once for credit with different content. 3 credits.

ENGL 312 Topics in British Literature – Specialized focus on British literature with such topics as the Arthurian Legend or the Victorians. May be repeated once for credit with different content. 3 credits.

ENGL 313 Creative Writing: Literary Nonfiction – 3-credit version of 319.

ENGL 328 Introduction to Film – 3 credit version of 327.

ENGL 355 Scripts for Ashland – Study at Linfield of five or six scripts of plays to be performed at the Oregon Shakespeare Festival, usually including three plays by Shakespeare and two by other writers. 3 credits.

ENGL 356 Shakespeare in Ashland – A weekend spent in Ashland studying and seeing performances of five plays. Shakespearean and non-Shakespearean productions. May be repeated once with the consent of the instructor when the set of plays is essentially new. 1 credit.

ENGL 372 Writing for Social Media and the Web – Learn to write effectively for social media, specifically blogs, Twitter and Facebook. Establish a coherent writing process; learn editing techniques; and examine the interplay among context, content and style. 3 credits

ENGL 373 Proposal and Grant Writing – Designed to provide students with foundational understanding of the persuasive, rhetorical nature of proposal and grant writing. Utilizing best practices in rhetorical theory, organizational communication, and elements of persuasion, students will learn about types of grants, responding effectively to Request For Proposals (RFPs) and how to collaborate with peers and across organizations when writing grant proposals. 3 credits

ENGL 377 Fundamentals of Research Writing – Fundamentals of research writing. Bibliographic instruction and practice in writing a substantial research paper. 3 credits.

ENGL 411 Contemporary Drama – Trends in twentieth and twenty-first century drama. Techniques of presentation as well as themes embodied in the works. Prerequisite: INQS 125 or 126 or consent of instructor. 3 credits.

ENGL 474 Capstone in Professional Communication – Integrates the knowledge and skills gained in previous professional communication courses into a project which will represent the best practices of communication theory and rhetorical understandings of context, writing, audience, and style. Prerequisites: ENGL 271, 372 and 373 or instructor permission. 3 credits

ENGLISH LANGUAGE AND CULTURE PROGRAM

Faculty

Wendy Sagers, M.Ed. (Coordinator)

The English Language and Culture Program at Linfield College is an intensive course of study. It is designed to help Linfield students whose native language is not English achieve competence in academic and social English skills so that they can work effectively in their undergraduate classes at Linfield. Students entering the English Language and Culture Program will be required to meet all of Linfield's admission requirements except those in English proficiency. The program is described more fully in the section of this catalog devoted to International Programs. The courses offered in the program are designated ELCP (for English Language and Culture) and are listed below. Students may count up to 29 credits in ELCP toward the 125 required for graduation. The English Language and Culture Program also provides special programs (one-semester and one-year programs) in English and cultural studies.

PARACURRICULAR COURSES

ELCP 040 Community Service – Community activity helping with such programs as assisting in public and private schools, recycling programs, senior care facilities, community clean-up, clothing distribution and food distribution programs. Minimum of 24 hours of service. May be repeated with different content. 1 credit. (EL)

ELCP 095 Individualized Study – Development of reading, writing, and listening skills through a program of self-access assignments specifically selected to meet the individual's needs. Schedule of supervised work and individual tutoring. 1-2 credits.

COURSES

ELCP 100 Introductory Listening/Speaking – An intensive course in functional English for ELCP students to facilitate integration into the community and preparation for academic study. Includes dialogs, role-plays, dictation, pronunciation practice, and presentation skills. 4 credits.

ELCP 101 Intermediate Academic Listening/Speaking – Development of listening and speaking skills enabling students to function effectively in an academic setting. Includes pair/group discussions, taking notes, lecture cues, pronunciation practice, and presentation skills for different types of presentation including informative, comparative, and argumentative. \$15 fee. 4 credits.

ELCP 102 Advanced Academic Listening/Speaking – Continuation of 101 to prepare students for success in academic courses. Participation in whole class/small group discussions of current issues. Includes taking notes, writing from notes, vocabulary development, taking dictation, pronunciation practice, and research-based presentations. \$15 fee. 4 credits.

ELCP 103 English Pronunciation – An intensive course in English pronunciation with special emphasis on speech sounds, word production, stress, rhythm, intonation, and auditory discrimination. A variety of methods will be used to enable self-monitoring and adjustment to achieve target sounds and rhythms. \$15 fee. 2 credits.

ELCP 111 Introduction to College Reading – Intermediate level reading course enabling students to become independent readers. Student selection of reading materials: fiction and non-fiction. Linked activities focusing on summary writing, vocabulary development, oral reports, and group discussions. 4 credits.

ELCP 112 Advanced College Reading and Critical Thinking

Skills – Advanced reading skills course to develop students' critical thinking and discussion skills in preparation for academic course work. Reading linked to formal/informal writing projects. 4 credits.

ELCP 120 Introduction to Academic Writing – Focus on academic writing skills to plan and prepare well-organized, coherent, and grammatically accurate paragraphs and essays. Development of editing skills through peer editing tasks and meetings with a writing assistant. 4 credits.

ELCP 121 Intermediate Academic Writing – Focus on academic writing skills to plan and prepare well-organized, coherent, and grammatically accurate essays. Introduction to the basics of research paper writing. Further development of editing skills; regular meetings with a writing assistant. Prerequisite: Completion of ELCP 120 with a grade of C or above or permission of ELCP Coordinator. 4 credits.

ELCP 122 Research Paper Writing – Focus on academic research paper writing including: topic development, research, paraphrase and synthesis skills, advanced grammatical structures, and documentation styles leading to the final preparation and oral presentation of the paper. Prerequisite: Completion of ELCP 121 with a grade of C or above or permission of ELCP Coordinator. 4 credits.

ELCP 123 Intermediate Grammar – Intermediate level course focusing on the creation and recognition of grammatical structures with emphasis on academic language. Appropriate usage of targeted grammatical forms demonstrating both accuracy and fluency in academic writing and speaking. 2 credits.

ELCP 124 Advanced Grammar – Advanced level course focusing on grammatical structures and conventions commonly used in academic essay writing; analysis and practice of grammar rules and conventions; identification of differences between spoken and written English; development of academic vocabulary. Prerequisite: 121 or 122 or consent of instructor. 2 credits.

ELCP 150 Academic and Experiential Encounters in the United States – An introduction for international students to living, studying, and working in the United States. Skills development in independent living in a new culture. Focus on cross cultural relationship building, problem solving, written and verbal communication in the work place including accent/dialect comprehension. Preparation of individual/group presentations and a research paper. 4 credits.

ELCP 160 Thematic Topics – Integration of all language skills (listening, reading, writing, and speaking) in a content theme such as American Culture and the Community, Discovering American Cultures through Film. May be repeated with different content. 4 credits. (US)

ELCP 170 Readings in Literature – An introduction to reading and writing about literature for non-native speakers of English. Study of literary genres: short story, poetry, and novel. Focus on creative writing projects and formal analysis essays. 4 credits. (CS)

ELCP 180 TOEIC Preparation – Test of English for International Communication (TOEIC) Preparation. An intensive preparation course for the TOEIC test. Focus on building vocabulary, learning the structure and directions of the TOEIC, learning to discriminate between test answer choices, and practicing English in practical day to day situations in the international workplace setting. 2 credits.

ELCP 190 Advanced Academic Skills – Study of language and learning skills for advanced ELCP students simultaneously enrolled in a particular academic content course in another department. Intensive study of the language used in the content material through linked reading, writing, listening, and speaking activities. May be repeated with different content. 3 credits.

gree requirements for all majors in this course catalog. Students in the science focus will be expected to exhibit greater depth with respect to the scientific aspects of the preceding goals. Students in the policy focus will be expected to exhibit greater depth with respect to the public policy aspects of these goals.

For a major: 59-61 credits distributed as follows:

Common Core: 34 credits including ENVS 030 or 040 or 090, 201, 202, 230, 460, and 470; BIOL 285; ECON 210, and ECON 341 or 342.

Science Focus: Common Core plus BIOL 210 and 211, and CHEM 210 and 211, plus 10 to 11 credits as follows: One social science or humanity elective from among: ECON 341 or 342 (must be different from what is taken as core); ENGL 304; ENVS/ANTH 203; ENVS/SOAN 250; ENVS 300, 304, 325, 357 7 credits minimum (at least 2 courses) of natural science electives from among: BIOL 260, 380, 330, 350, 385, 410; CHEM 321, 322, 335, 350, 351; ENVS 302, 306, 360, 380, 440, 450, 480, 487, 490; PHYS 325.

Policy Focus: Common Core plus ENVS/ANTH 203 or ENVS/SOAN 250, ENVS 325 or 357; HIST 152; and CHEM 120 or PHYS 107 or ENVS 180, plus 10 to 11 credits as follows: 3 to 4 credits of biological science from among: BIOL 380; ENVS 302, 306, 360, 380, 440, 450. 7 credits minimum (at least 2 courses) of social science or humanities electives from among: ECON 341 or 342 (must be different from what is taken as core); ENGL 304; ENVS 300, 304, 325, 357, 480, 487, 490; HIST 353; POLS 362; SOAN 330, 350.

Given the interdisciplinary nature of environmental studies, other courses sometimes may be approved to count toward the major. There are two routes to this end:

1. The student may petition the chair of the Environmental Studies Program, expressing a rationale for the substitution. The course must have major aspects devoted to environmental issues and be at a comparable level. The student must provide a syllabus and may need to provide other documentation (e.g., a paper or project).

2. Special topics courses, including travel courses, may from time to time deal predominately with environmental issues. For such one-time offerings, a student may request the Environmental Studies Chair approve the course as a substitute for a course requirement in the major. Again, the student must provide a syllabus and may need to provide other documentation (e.g., a paper or project). It is highly recommended that students in either focus who are considering graduate school also take both MATH 140 and 170.

In successfully completing a major in Environmental Studies, graduates will have demonstrated the ability to:

- Select appropriate methods and correctly apply them in investigating specific environmental problems at local, regional, and/or global scales
- Critically examine the values, assumptions and contexts that organize human communities and their relationships with the biosphere.
- Integrate multiple disciplinary perspectives to critically and creatively analyze and recommend action on, complex environmental issues
- Effectively communicate environmental information to diverse audiences.

For a minor: 20-25 credits, distributed as follows:

1. ENVS 201 and 202;
2. one field based course (BIOL 285, 380, ENVS 302, 306,

The environmental studies major is available as a bachelor of arts or bachelor of science degree, as defined in the section on de-

Such courses must pertain to the environment directly, or the instructor must agree to supervise an independent project on an environmental topic.

and human-built environment, human-induced environmental decline, sustainable alternatn Propert (-) instrusuwa. Emphasis tpert (-) pl0(a)-20(bd0glpd0g]TJ Tgigulation)10()]Topin Tws n drvsetn Tra of J T*ion dr

ENVS 030 Natural History of this Place We Inhabit – Understanding the bio-physical world we inhabit via experiential learning on field trips to local habitats. Minimum of 35 hours of field trips. May be repeated with different content, though counted only once toward the Environmental Studies major or minor. \$50 course fee. 1 credit. (EL)

ENVS 040 Community Service – Community activity helping with such environmentally-related programs as parks, recycling, land-use planning, green way clean-up, and marking of bicycle and walking paths. Minimum of 35 hours of service. May be repeated with different content. 1 credit. (EL)

ENVS 090 Environmental Issues Forum – Reports and readings on contemporary environmental issues. Weekly discussions in small seminar groups. May be repeated for credit. 1 credit. (EL)

ENVS 107 Energy and the Environment (also listed as PHYS 107) – Introduction to the concept of energy (kinetic, potential, thermal) and the physical laws governing energy transformation. Forms of energy consumed by society (fossil fuels, nuclear power, renewable energy) and their impacts on the environment (nuclear waste, global warming, air pollution). 3 credits. (QR)

ENVS 180 Aquatic Chemistry: From the Basics to the Environment – Properties of water followed by equilibrium reactions, dissolved gases and solids, and pH variations. Chemistry of marine and freshwater environments along with water quality and treatment. Offered spring. 3 credits. (QR)

ENVS 201 Environmental Science – Study of how humans are altering the planet; how scientific method is used to study the world; basic concepts in environmental science; use of science as a foundation to solve environmental problems. Lecture and laboratory. \$60 lab fee Offered fall. 4 credits. (NW)

ENVS 202 Environmental Governance – Introduction to historical and legal frameworks for addressing environmental issues as well as the common and emerging policy approaches by which communities, businesses, and governments make decisions relating to the environment. Investigation of the multidimensional nature of environmental problems and formulation of policy solutions considering the scientific, social and political context. Offered spring. 4 credits. (IS)

ENVS 203 Human Adaptive Strategies (also listed as ANTH 203) – Social scientific findings and ways of understanding humanity's place in nature and our current ecological predicament; causes and consequences (environmental, demographic, economic, political and cultural) of humankind's transition from food foraging to Neolithic and now industrial adaptive strategies; scientific, policy and cultural implications and aspects of these changes and interactions through case studies at global, regional and local scales. \$60 lab fee. Offered spring of even-numbered years. 4 credits. (IS or GP)

ENVS 230 Introduction to GIS – Geographical Information Systems concepts and techniques for creating maps and analyzing spatial and attribute data. Emphasis on using GIS to understand relationship between humans and the natural environment. Lecture and lab. Prerequisite: BIOL 285 or MATH 140 or consent of instructor. 4 credits. (IS or QR)

ENVS 250 Environment, Society, and Culture (also listed as SOAN 250) – Relationship between social groups and natural

Courses offered only through Online and Continuing Education or on the Portland Campus:

ENVS 210 Principles of Sustainability – Developing a sustainable foundation for our future is key in stabilizing our economy, providing social equity for all and reestablishing a healthy and thriving environment. Gain insights into how you can find a balance with nature through sustainable living and spread that knowledge to those around you. Topics include preparing for a changing climate, maintaining water quality, building a sustainable food system, developing a clean transportation and power network, redesigning products and buildings for a green future, reducing and eliminating waste, and environmental justice. 4 credits.

ENVS 302 Shoreline Ecology – The oceans as a habitat for life; oceanographic processes affecting shore life; field observations of representative shore habitats of the northern Oregon coast; laboratory examinations of selected shore dwelling animals and plants. \$100 fee. 3 credits. (NW)

ENVS 303 Human Ecosystems – Exploration of scientific concepts and principles pertaining to the interrelationships among humans, other living organisms, and their environments; impact of past and current human activities on these natural processes; environmental economics, politics, and ethics. \$100 fee. 3 credits. (50.1suani
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Coordinators

Reshmi Dutt-Ballerstadt, Ph.D. • English (Coordinator)

Amy Orr, Ph.D. • Sociology (Coordinator)

Faculty

Hillary Crane, Ph.D. • Anthropology

In successfully completing a minor in Global Health, a student will:

- demonstrate an understanding of theories, concepts and practices of 21st Century Health Administration, including social determinants of health, population health, planning and policy, the use of digital information to improve prevention and health care delivery, leadership, integrated health systems, cultur

A major in one of these languages focuses on two types of proficiency: linguistic and cultural. Students will have acquired the productive vocabulary, structure, and cultural competence necessary to:

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Global Languages and Cultural Studies

Chinese Studies minor; at least one Chinese Studies content course taken at Linfield should be taken after the student returns from study abroad.

FRENCH STUDIES AND FRANCOPHONE AFRICAN STUDIES

French Studies

For a major in French Studies: 40 credits in language courses numbered 202 and above, including GLCS 380, GLFR 485, and GLCS 483 or GLCS 490, as well as one course in Francophone African Studies. The third year abroad normally yields at least 20 of the 40 required. The semester abroad yields at least 15 of the 40 credits required.

For a minor in French Studies: 20 credits in courses numbered 202 and above. Up to twelve credits may be available during the semester abroad, depending on program offerings.

Francophone African Studies

For a major in Francophone African Studies: 40 credits in courses numbered 202 and above, including GLFA 230 and 240; GLFR 301 and 302; GLCS 380; GLCS 483 or GLCS 490 (Honor Thesis – by departmental invitation only); GLFA 486; and 2 additional courses taught in English by other departments on campus (see below) or at Gaston Berger in Senegal. Courses with a significant content related to Africa or people of African descent include: ARTS 210; ANTH 111; ENGL 305, 365; HIST 123, 125, 318; MUSC 080, 253; SOAN 265; courses with the same theoretical framework as African Studies (Postcolonial Studies, Gender Studies, Postmodern Studies, etc.) or that can be used as background to understand African realities include: EDUC 302; PHIL 430 (if topic pertains to African Studies); POLS 210, 370 (if topic pertains to African Studies), 384; RELS 140, 310. While two semesters of study spent in Senegal, yielding at least 16 of the 40 required credits, are recommended, candidates for the major may need to study only one semester in Senegal. The required length of stay depends upon their French language proficiency and placement which will be determined by the French faculty when entering Linfield.

For a minor in Francophone African Studies: 23 credits including GLFR 202 and 301; GLFA 230 or 240; one course from another Linfield department from among those listed above for the major; and 9 credits taken abroad.

Study abroad: Majors and minors in French Studies study in France (Angers, Aix, or Marseille). Majors and minors in Francophone African Studies study in Senegal (Dakar and St. Louis).

GERMAN AND GERMAN STUDIES

German

For a major in German: 40 credits in German courses numbered 202 and above, including GLCS 380 and 483. The two semesters of study abroad normally yield at least 20 of the 40 required credits. By departmental invitation, students may substitute GLGR 490 (Honor Thesis) for 483.

For a minor in German: 20 credits in courses numbered 202 and above. One semester of study in Vienna, Austria. (The German course taken abroad in August does not count toward the minor.)

German Studies

The German Studies major and minor aim to foster in students the integrative perspective of a range of academic disciplines from the arts and humanities and the social sciences. Central to the German Studies program are cooperation and collaboration among departments, the insistence on a high level of German language proficiency, a significant study abroad experience (at least one semester), and the opportunity for an

internship abroad.

For a major in German Studies: 40 credits including GLGR 202; 212 or 312; 301; 302; GLCS 483 or GLGR 490; four years of German, or equivalent level of proficiency (ACTFL Intermediate High); and 18-20 credits taken abroad in addition to course work in associated departments on the Linfield campus. One semester or more of study abroad or possible internship.

For a minor in German Studies: 27 credits including GLGR 202; 212 or 312; 301 and 9-12 credits taken abroad in addition to course work in associated departments on the Linfield campus. One semester or more of study abroad or possible internship.

Study abroad: Minors normally study in Vienna, Austria, and majors in Heidelberg, Germany.

JAPANESE AND JAPANESE STUDIES

Japanese

For a major in Japanese: 40 credits in language courses numbered 202 and above, including GLCS 380 and 483. By departmental invitation, students may substitute GLJP 490 (Honor Thesis) for 483. Two semesters of study abroad are required, normally yielding at least 20 of the 40 required credits.

For a minor in Japanese: 20 credits in courses numbered 202 and above. Students normally earn 10 credits toward the minor during the required semester in Japan. (The Japanese course taken abroad in August does not count toward the minor.)

Study abroad: For minors: fall semester in Yokohama. For majors: full year in Tokyo or Kyoto.

Japanese Studies

The Japanese Studies major encourages students to make connections between the study of Japanese language and culture and coursework in other disciplines across the Social and Behavioral Sciences and Arts and Humanities divisions. Students are encouraged to speak with Japanese instructors about our cooperative agreements with other departments. Although the major is administered by the Department of Global Languages and Cultural Studies, we work closely with other departments to meet the needs of individual students. Like all majors offered by our department, the Japanese Studies major requires a high level of language proficiency and a significant study abroad experience.

For a major in Japanese Studies: 40 credits including GLJP 201; 202; 240; 301; 302; 360; GLCS 483; three years of Japanese, or equivalent level of proficiency (ACTFL Intermediate High) including one 300- or 400-level Japanese language course taken after study abroad; at least 12 credits taken abroad in Japan; at least one course from among the following: TCCA 230, HIST 124, HIST 210, POLS 210, RELS 160/ PHIL 160, RELS 218, PHIL 375, or PHIL 470. One semester or more of study abroad.

Study abroad: Students pursuing a major in Japanese Studies generally study abroad in the fall semester at Kanto Gakuin University in Yokohama, but may choose to study at one of other partner institutions in Japan.

SPANISH AND LATIN AMERICAN/LATINO STUDIES

The majors in Spanish and Latin American/Latino Studies and minor in Spanish offer students opportunities to effectively develop cultural and linguistic abilities to function productively in the global, 21st century world. The majors and the minor are completed in a 3-step cycle: 1) preparation to effectively benefit from experiences abroad; 2) 1-2 semesters of study abroad; 3) course(s) to reflect and integrate those experiences upon return.

Spanish

For a major in Spanish: 40 credits in language courses numbered 202 and above, including GLCS 380 and 483, and GLSP 280 and 485. By departmental invitation, students may substitute GLSP 490 (Honor Thesis) for GLSP 485. The two semesters of study abroad will yield no more than 20 of the 40 required credits.

Candidates for the major who have spent a year abroad before coming to Linfield (as well as Spanish-English bilingual students) may need to study only one more semester in a Spanish-speaking country. This depends on their proficiency level upon entering Linfield, to be determined by placement exam and oral proficiency interview.

Because majors studying abroad take courses in the host language, they should complete course work up to and including the 302 level before undertaking foreign study.

For a minor in Spanish: 22 credits in courses numbered 202 and above, including GLSP 280. No more than 12 credits taken during the semester abroad will count toward the minor. Students must consult with Spanish faculty early in the process before choosing a study abroad site. Upon returning from study abroad, students will need to take GLSP 302 or another appropriate higher-level course.

Latin American/Latino Studies

For a major in Latin American/Latino Studies: 40 credits need to be completed as follows: at least 8 credits in Spanish language courses numbered 201, 202, 301 or 302; GLSP 280 and at least 3 credits in Latin American peoples and cultures (selected from SOAN 226 and GLSP 312 or another appropriate course at a study abroad site); at least 3 credits in Latino studies (selected from HIST 314, SOAN 270 and GLSP 350 – when topic deals with U.S. Latino literature); up to 12 credits completed during a semester abroad in Ecuador or Costa Rica; additional elective credits (at least 11) to be chosen as needed from Latin American history offerings (including HIST 213, 214, 215, 304, 314, 315 and 318) and, advanced content courses in Spanish (including 350, 360 and 362); and 3 credits in GLSP 485.

The Linguistics minor is housed in the Global Languages and Cultural Studies Department. The minor is interdisciplinary with requirements in Global Languages and Cultural Studies, Anthropology, Education, Psychology, English and Religious Studies. Refer to page 88 for further information and the requirements for the Linguistics minor.

For information about Linfield's semester abroad programs in Austria, China, Costa Rica, Ecuador, England, France, Germany, Ireland, Japan, Korea, Senegal, and Spain, see the section on International Programs in this catalog.

Because majors studying abroad take courses in the host language, they should complete course work up to and including the 301 level before undertaking foreign study.

The Department of Global Languages and Cultural Studies gives the Juliette Barber French Award, the Hildegard Kurz Award, and the Doña Marina Spanish Award to outstanding students. Linfield College also has a chapter of Pi Delta Phi, the French Honor Society, as well as the Japanese National Honor Society.

The ACTFL target levels referred to in the course descriptions below are those proficiency levels described in detail in the Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages. These target levels imply a median performance in the four skills of listening, speaking, reading, and writing. Teaching in elementary and intermediate courses is proficiency-based, i.e. with a practical orientation and not a theoretical one. up to 12 credits costudentsased,

GLCS 370 Global Languages and Cultural Studies Research Methods – Practical preparation for designing and carrying out significant thesis-length research project; introduction to key methodologies and theoretical approaches used in both humanities and social science disciplines. Offered Spring. 2 credits.

GLCS 380 Abroad Portfolio – Preparatory work for GLCS 483, GLFR 485, GLJP 485, and GLSP-485. Construction of a portfolio during the year abroad including self assessment of progress in all skills and increased cultural understanding, representative coursework, and oral interviews. See Majors Manual for specific requirements related to each language. All required items must be turned in on time as a prerequisite for admittance to GLCS 483. 2 credits.

GLCS 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. May not be repeated for credit. Prerequisites: Application and consent of instructor. 3 credits. (S/U) (EL)

GLCS 483 Advanced Cross-Cultural Seminar – Integration of students' personal experiences living and studying abroad with the course work completed on campus and abroad for the language major. Emphasis on the role of language, both verbal and non-verbal, in cross-cultural interactions. Prerequisites: senior standing, acceptance as a language major, and GLCS 380. 2-4 credits. (MWI)

GLCS 487 Internship – Practical experience in a work setting drawing upon the specialized skills developed by language students. Additional expertise as required for a given internship setting (marketing, communications, leadership potential, etc.). Preference given to language majors and minors. 40 hours on-site for each enrolled credit. Prerequisites: Advanced language proficiency, complete preapplication, departmental approval. 1-3 credits. (S/U) (EL)

GLCS 490 Senior Thesis – By invitation from language faculty on the basis of an interview and examination. Long (8,000 words minimum) research paper pertaining to a literary, linguistic, or cultural aspect of the target culture. Written in the target language in close contact with the thesis director. Culminates in an oral defense before the language faculty. 5 credits.

GLCH 101 Elementary Chinese I – Chinese phonetics and Pinyin Romanization system. Development of vocabulary, structures and strategy essential to basic comprehension, speaking, reading, and writing. Situation-based practice in asking and answering questions; identifying and describing people and things; expressing wants and needs. Four class hours per week. \$20 fee.

the analysis of salient political and artistic movements. Study of African cinema, cultural achievements and contributions to the world; consideration of representation of Africa and questions inherent in dealing with other European images of Africa and Africans in the world beyond. Sources include literature, film, and political writing. Conducted in English. \$15 fee.

GLFR 202 Introduction to French Civilization II (in English) – Survey of French history and civilization of the French Republic from the revolution of 1848 to the present. Conducted in English. \$15 fee.

GLFR 203 Philosophical Foundations of the French Republic (in English) – Survey of the twentieth century, and the challenges the French Republic had begun to encounter during the first half of the century. Study of cultural achievements, political history, and contributions to the world; consideration of special issues inherent in dealing with other European images and the world beyond (colonialism); presentation of French literature, film, and political writing. Conducted in English. \$15 fee.

GLFR 204 Introduction to African Cinema – Survey of African cinema with particular attention to the Sub-Saharan Africa. Comprehensive exploration of films from different regions of Africa in order to capture their richness and diversity. Study of political, economic and cultural significance. Conducted in English. \$15 fee.

GLFR 205 African Film Institutions with particular attention to contemporary African societies and global cinema. Conducted in English. \$15 fee.

GLFR 206 African Literature and Society: An African Perspective (in English) – Discussion, in a historical perspective, of issues of race, class, and the human in précolonial, colonial, and postcolonial Africa. Analysis of the categories of difference and otherness in African thought. Conducted in English. \$15 fee.

GLFR 207 Introduction to African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 208 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 209 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 210 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 211 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 212 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 213 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 214 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 215 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 216 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 217 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 218 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 219 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

GLFR 220 African Studies – Interdisciplinary study of African studies. Survey of main figures of African studies with a particular attention to historical periods and geographical particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity of understanding "Africans" in their proper human historical and cultural context. Conducted in English. \$20 fee. 4 credits. (CS or GP)

Intermediate high. Prerequisite: 301 or college equivalent. Offered spring. 4 credits. (CS or GP)

GLFR 311 French Civilization I – Introduction to the major events and important periods of French history from the Middle Ages to 1789, including political, social, and artistic development which have marked French civilization. Examination of the way these historical periods have influenced life in contemporary France. Conducted in French. \$15 fee. Prerequisite: 302 or equivalent. Offered fall. 3 credits. (CS or VP or GP)

GLFR 312 French Civilization II – Examination of various aspects of French history and culture from 1789 to the present, including the structure of French society, its institutions, social categories, patterns of work, values, and attitudes. Study of the physical geography of France and its economic and social ramifications. Conducted in French. \$15 fee. Prerequisite: 302 or consent of instructor. Offered spring. 3 credits. (CS or VP)

majoring in French. \$15 fee. Offered spring. 3 credits. (CS or GP, MWI)

GLFA 486 Senior Seminar in African Studies – Analysis of a particular theme in Africana studies from multiple disciplin-

changes. \$15 fee. 3 credits. (CS or GP)

GLGR 360 Topics in German Civilization – Selected aspects of culture and change important in determining the nature of contemporary German-speaking cultures. Study and discussion of printed and broadcast sources from various humanistic and social scientific fields. Recent topics: The Folklore of the Alps and 20th Century German Society on Film. In German. Repeatable for credit when the topic changes. \$15 fee. Prerequisite: 312 or consent of instructor. 3 credits. (IS or GP)

GLGR 365 Austrian Politics and Society in a European Context (offered in Austria) – Conducted in English. Not for German major or minor credit. Offered fall in Vienna. 3 credits. (VP or GP)

GLGR 370 German Language Practice V (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. Offered summer. 3 credits.

GLGR 371 German Language Practice VI (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. Offered fall. 5 credits.

GLGR 373 The Politics of European Integration (Offered in Austria; also listed as POLS 373) – Fundamental definitions, facts, and concepts relating to European integration. History of European integration from 1945 to the present. Strengths and weaknesses of the current political and economic institutions at both the national and transnational level. Prospects for a further (dis)continuation of the integration process. Offered fall. 4 credits. (GP)

GLGR 480 Independent Study – A flexible course suited to the needs of the individual student. Reading, research, and writing on a special topic. Prerequisites: 302 and consent of instructor. 1-5 credits.

COURSES: JAPANESE

GLJP 101 Elementary Japanese I – Development of vocabulary, structures and speaking strategies essential to basic language use. Situation-based practice in asking and answering questions, identifying and describing things, shopping and asking directions. Practical use of katakana and hiragana syllabaries. \$25 fee. ACTFL target: Novice Mid. Offered fall. 4 credits.

GLJP 102 Elementary Japanese II – Continuation of 101. Talking about activities, plans, and personal life, expressing wants and needs, basic conventions of social interaction with Japanese people, including appropriate use of formal and informal speech styles. Study of kanji characters with an emphasis on kanji most useful for daily life. \$25 fee. ACTFL target: Novice High. Prerequisite: 101 or placement test. Offered spring. 4 credits.

GLJP 201 Intermediate Japanese I – Review of skills described in 101 and 102. Vocabulary, expressions, and structures for more complicated interactions in social, business, and home environments. Preparation for living in Japan. Continued study of kanji. Four class hours per week. \$25 fee. ACTFL target: Intermediate Low. Prerequisite: a grade of C or better in 102 or 106 placement test. Offered fall. 4 credits.

GLJP 202 Intermediate Japanese II – Continuation of 201. Practice in obtaining and giving detailed information, problem solving and expressing opinions and emotions in culturally appropriate ways. Continued study of kanji. Four class hours per week. \$25 fee. ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 201 or placement test. Offered spring. 4 credits.

GLJP 230 Japanese Language Practice I (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. Offered fall. 4 credits.

GLJP 231 Japanese Language Practice II (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad

Program. For students who have taken 102 before going abroad. Offered fall. 3 credits.

GLJP 232 Japanese Language Practice III (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. Offered fall. 3 credits.

GLJP 240 Japanese Culture Today – Selected aspects of culture and cultural change that have been especially important in determining the nature of today's Japanese society. Conducted in English. \$15 fee. 3 credits. (GP)

GLJP 250 Contemporary Japan Through Film and Anime – Introduction to contemporary Japanese society and the cultural values that inform it through an analysis of contemporary film and anime. Topics of investigation include family and marriage, work and workplaces, gender and sexuality, religion and beliefs, homogeneity vs. heterogeneity, nationalism and nostalgia, and techno-scientific utopia. Acquisition of tools of visual literacy in conjunction with inquiry into representations of culture through film. Screenings of films, student presentations, lectures and discussions. Conducted in English. Offered Spring. 4 credits. (CS or GP)

GLJP 301 Japanese Composition and Conversation I – Vocabulary building and kanji for reading and discussion of a wide variety of topics, narrative and descriptive compositions, listening practice and enhancement of cultural competence through viewing of videotapes from Japanese network television. Three class hours per week. \$20 fee. ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. Participation in Linfield's study abroad program in Yokohama strongly recommended. 4 credits. (MWI)

GLJP 302 Intermediate Japanese Conversation II – Enhancement of listening and conversational skills through situational role playing, watching the news, a television drama, and through in-class presentations. Three class hours per week. \$15 fee. ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. 3 credits. (MWI)

GLJP 306 Japanese Culture and Society (offered in Japan) – Understanding Japanese culture by organizing ideas in writing on such topics as "ambiguity" vs. "clarity," seasonal flux, group consensus vs. individual ego, patriarchy, ritualistic etiquette, attitudes toward past and future. Taught in English. Offered fall. 3 credits.

GLJP 307 Japanese Political and Economic Institutions (offered in Japan) – Political, economic, and social institutions that facilitate economic growth in Japan. Taught in English. Offered fall. 3 credits. (GP)

GLJP 309 Intermediate Written Japanese – Development of reading and writing skills through magazine articles and short stories designed for native speakers. Writing of synopses and brief opinion pieces. Two class hours per week. \$10 fee. ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. Participation in Linfield's Study Abroad Program in Yokohama strongly recommended. Concurrent enrollment in 302 and 309 is possible. 2 credits.

GLJP 330 Japanese Language Practice IV (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. Offered fall. 4 credits.

GLJP 331 Japanese Language Practice V (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. Offered fall. 3 credits.

GLJP 332 Japanese Language Practice VI (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. Offered fall. 3 credits.

GLJP 350 Topics in Japanese Literature (in English) – A survey of representative works of Japanese literature in English translation. Readings reflect a variety of genres including fiction, poetry, and drama. No background in Japanese language is required. \$15 fee. Prerequisite: INQS 125. 3 credits. (CS or GP)

GLJP 360 Topics in Japanese Civilization (in English) –
Selected aspects of culture and cultural change that have been

Hispanic American Literature, The Modern Mexican Novel, and Latin American women authors and poetry. In Spanish. Repeatable for credit when the topic changes. \$15 fee. Prerequisite: 302 or completion of semester abroad or consent of instructor. 3 credits. (CS or GP)

GLSP 360 Topics in Hispanic Civilization –

HEALTH, HUMAN PERFORMANCE AND ATHLETICS

Faculty

Deborah Canepa, Ph.D.
Sarah Coste, Ph.D.
Larry Doty, M.Ed.
Emily Eaton
Dawn Graff-Haight, Ph.D.
Greg Hill, M.S.
Laura Kenow, Ph.D.
Tara Lepp, M.S.
Jeff McNamee, Ph.D. (Chair)
Bruce Patnoudes
Janet Peterson, Dr.P.H.

Lab Coordinator

Elizabeth DeVisser

Instructional Associates

Casey Bunn
Elizabeth DeVisser
Duane Duey
Kathryn Hickman
Kyle Kimball
Shane Kimura

Health, Human Performance and Athletics

- o provide health care information and counsel athletes, parents, and coaches on matters pertaining to the physical, psychological, and emotional health and well-being of the physically active individual.

Human Performance: Exercise Science, Physical Activity and Fitness Studies, and Physical Education

In successfully completing a concentration in Exercise Science, a student will be able to:

- understand and apply the underlying scientific foundations of the sub disciplines of exercise science;
- demonstrate the ability to administer, evaluate, and interpret assessment techniques and protocols inherent in exercise and sport science;
- design appropriate exercise prescription for diverse populations which account for possible modifications due to environmental conditions and special needs of the subjects;
- engage in health promotion activities including physical assessments, interpretation of assessments, and program design and delivery; and
- pursue ongoing professional development in exercise and sport science or related professional fields through further education, employment and participation in professional organizations

In successfully completing a concentration in Physical Activity and Fitness Studies, a student will be able to:

- administer, evaluate, and interpret health and fitness assessment protocols;
- plan and implement exercise prescription for apparently healthy individuals, youth, seniors and special populations;
- evaluate current literature to support evidence based practices in health and fitness for a wide range of populations;
- communicate effectively with clients, colleagues and health care professionals and
- apply theoretical concepts from core kinesiology classes to best implement health and fitness programs.

In successfully completing a concentration or minor in Physical Education, a student will be able to:

- understand physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social and emotional development;
- understand how individuals differ in their approaches to learning and create appropriate instruction adapted to diverse learners;
- use their understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- use their knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings;
- plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals;
- understand and use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity;
- be a reflective practitioner who evaluates the effects of his/her actions on others (eg., learners, parents/guardians, and other professionals in the learning community) and seek opportunities to grow professionally; and
- foster relationships with colleagues, parents/guardians, and community agencies to support the learners' growth and well being.

Health Education

In successfully completing a major or minor in Health Education, a student will be able to:

-

For a major in Human Performance – Physical Activity and Fitness Studies: 49 credits including 165 or 210, 183, 261 or 262, 263, 280, 284, 287, 297, 342, 350, 352, 360, 395, 440, 442, 445, 482 and 487. Prerequisites: BIOL 212 and 213, EDUC 150 and PSYC 101. A grade of C- or better is required in all physical activity and fitness studies and prerequisites.

For a major in Human Performance – Physical Education: 47 credits including 165 or 210, 183, 261, 262, 263, 280, 284, 287, 297, 350, 352, 360, 395, 445, 455, and 487 (at least 3 credits) -OR- Oregon Initial Teaching Licensure via the Linfield Teacher Education Program. Prerequisites: BIOL 212 and 213, EDUC 150 and PSYC 101. A grade of C- or better is required in all physical education major coursework, including prerequisites.

For a major in Health Education: 41-42 credits including 100, 180, 242, 250, 280, 284, 381, 383, 422, 470; 487 (at least 3 credits) -OR- Oregon Initial Teaching Licensure via the Linfield Teacher Education Program; BIOL 108 or ENV 201; BIOL 212, 213. A grade of C- or better is required in all health education major courses and prerequisites.

For Oregon Preliminary Teaching Licensure in Health or Physical Education a student must complete the Linfield Teacher Education Program requirements (see page 60). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

For a minor in Physical Education: 31 credits including BIOL 212 and 213; HHPA 165 or 210, 261, 262, 284, 287, 352, 395 and 455. A grade of C- or better is required in all courses applied towards a physical education minor

For a minor in Health Education: 30 credits including BIOL 212 and 213; HHPA 100, 242, 250, 280, 284, 381, 383 and 470. A grade of C- or better is required in all courses applied towards a health education minor.

For a minor in Coaching – HHPA Major Track: 20 credits including 184, 305, 485, 487 and one coaching theory course from the following: 310, 315, 320, 335, 336, 340, 345, or a tutorial in a sport not listed; and electives from the following: 210, 287, 390, 410, 425, 465, or may take an additional coaching theory course (recommended following 305) from 310, 315, 320, 335, 336, 340, 345. Proof of current certification in first aid and CPR is required. A grade of C- or better is required in all courses applied toward a coaching minor.

For a minor in Coaching – Non-HHPA Major Track: 20 credits including 184, 270, 305, 485, 487, and one coaching theory course from the following: 310, 315, 320, 335, 336, 340, 345, or a tutorial in a sport not listed; and electives from the following: 210, 287, 390, 410, 425, 465, or may take an additional coaching theory course (recommended following 305) from 310, 315, 320, 335, 336, 340, 345. Proof of current certification in first aid and CPR is required. A grade of C- or better is required in all courses applied toward a coaching minor.

For an interdisciplinary minor in Sport Management: Refer to page 126 for further information and requirements.

For interdisciplinary minors in Global Health and Health Administration: Refer to page 71 for further information and requirements.

ORGANIZATIONS AND HONORS

The HHPA department recognizes graduating seniors who achieve at least a 3.500 GPA and have performed service in their field.

COURSE/LAB FEES

Many HHPA paracurricular and academic courses have

associated fees. Please consult your registration materials for fee assessment.

PARACURRICULAR COURSES

HHPA 001 Through 099

Repeatable for credit. No more than four paracurricular courses from a single department may be counted toward graduation.

Intercollegiate sports	010	Track
001 Football	011	Baseball
003 Cross Country	012	Softball
004 Soccer	013	Tennis
005 Volleyball	014	Golf
006 Basketball	015	Lacrosse
008 Swimming	016	Cheerleading
Activities (\$70 fee is assessed for the following except where indicated.)		
020 Badminton		and Softball (spring)
021 Aqua Aerobics	055	Racquet Sports
022 Aquatic Training and Conditioning (\$210 fee)	060 062 065	Aquatic Fitness Aerobic Fitness Speed,Agility, Quickness
023 Tennis		Scuba (\$365 fee plus equipment and open dive costs)
024 Power Lifting	067	Advanced Scuba (\$265 fee plus equipment and open dive costs)
025 Weight Training		Yoga: Mindfulness
026 Handball		Yoga: Vinyasa
027 Racquetball	068	Yoga: Exploratory
028 Volleyball		Pilates
029 Cycling		Advanced Tennis
030 Soccer		Backpacking (\$50 fee)
033 Pickleball	071a	Winter Track & Field
034 Personal Defense	071b	Rescue Diver (\$265 fee plus equipment and open dive costs)
035 Capoeira	071c	Topics in Health and Fitness
036 Downhill Skiing (\$250 fee)	073 086	
040 Community Service	088	
042 Basketball Activity		
047 Beginning Indoor Rock Climbing	091 093	
051 Team Building and Outdoor Pursuits (fall)	099	
053 Volleyball, Soccer and Golf (fall)		
054 Basketball,Speedball		

COURSES: HHPA

HHPA 100 Drug Use in the United States – Overview of problems, issues, and research surrounding use and misuse of alcohol and other drugs in the United States. Emphasis on effective approaches toward prevention. 3 credits. (US)

HHPA 164 Lifeguard Training – Skill acquisition and background content for lifeguards as prescribed by the American Red Cross, including water safety, artificial respiration, actions appropriate to choking, management of spinal injury, first aid and CPR. \$50 fee. 2 credits.

HHPA 165 Water Safety Instruction – Swimming skills and aquatics teaching progressions as prescribed by the American Red Cross for Water Safety Instruction Certification. \$50 fee. 2 credits.

HHPA 170 Peer Health Education Methods: Wellness – Information, methods, and resources for planning and implementing peer health education programs in wellness. 2 credits.

HHPA 171 Peer Health Education Methods: Informed

on American society and the social order. The cultural response to sports in this country and abroad. 3 credits. (IS)

HHPA 431 Professional Experience VI: Strength, Conditioning and Professional Preparation – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. \$50 fee. Prerequisites: 421, junior or senior standing, and consent of instructor. Offered spring. 3 credits.

HHPA 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. May be repeated for up to 5 credits. Prerequisites: application and consent of instructor. 1-3 credits. (S/U) (EL)

HHPA 440 Exercise Prescription & Testing – Hands-on approach for learning the principles of exercise testing and prescription. Laboratory procedures and tests used to evaluate health-related fitness and athletic performance. Interpretation of fitness testing results as a base for providing a sound exercise prescription in athletic and apparently healthy populations. Lecture and laboratory. \$25 fee Prerequisites: 352 and 360 (may be taken concurrently). 2 credits.

HHPA 442 Senior Seminar – Field or laboratory research on topics in Human Performance. Data collection, statistical analysis and discussion of results. Written report in scientific journal format and oral presentation required. Possibility for presentation at regional/national conferences and/or publication. \$55 fee. Prerequisite: 297, 342 and senior standing. 1 credit. (MWI)

HHPA 445 Motor Learning and Motor Development – An examination of fundamental motor learning principles and theory. Application of those principles toward physical education, coaching, and the therapeutic setting. Analysis of current motor developmental models and viewpoints. Prerequisites: BIOL 212, 213; PSYC 101, and 283 or 286. 4 credits.

HHPA 452 Applied Biomechanics of Sport and Exercise – Mechanical laws and principles applied to the human body; forms of motion, linear and angular kinematics and kinetics; quantitative and qualitative analysis of sport techniques. Lecture and laboratory. \$10 lab fee. Prerequisite: 352. 3 credits.

HHPA 455 Adapted Physical Education – Principles and practices of adapted physical education emphasizing the nature and needs of exceptional persons. History, recent legislation, growth and developmental factors, assessments, and individualized education plans related to adapted physical education. Service project in the community serving special needs populations. 3 credits.

HHPA 465 Mental and Social Variables in Sport and Performance – Principles of the behavioral sciences applied to studying and enhancing human physical performance. Socialization, motivation, personality, anxiety and stress management, concentration and attention styles. Application to sport performance at all skill levels and to fitness, health, and rehabilitation. 3 credits.

HHPA 470 Mental Health – Topics designed to lead students through a self-growth process. Lecture-discussion on individual personality traits, self concept, and learned defense mechanisms and coping devices. 2 credits.

HHPA 480 Independent Study – Opportunity to pursue special interests, conduct research, or obtain work experience. Credit often dependent upon submission of a paper. Prerequisite: departmental approval. 1-5 credits.

HHPA 482 Applied Exercise Physiology – Study of acute and adaptive physiological responses to exercise in regard to nutrition, bioenergetics, cardiovascular, clinical and environmental effects on performance. Specific focus includes the study of hemodynamic function in diseased and stressed states, clinical exercise physiology and environmental influences. Laboratory components include electrophysiology, stress testing, and wellness programming. \$35 lab fee. Prerequisites: 280, 360, 440, and PSYC 101 or 28X. Offered spring. 4 credits.

HHPA 485 Coaching as a Profession – The special needs and responsibilities of today's coach of intercollegiate and interscholastic athletic teams. Role playing, discussion, and application of methods and materials for today's coach. Planning a season, operating a budget, organizing a team, fund raising, problem solving, and developing personal skills in dealing with people. \$20 fee. 3 credits.

HHPA 486 Practicum – Application of evidence-based practices. Firsthand experiences with feedback from a mentor. Reflection on implementation of specific evidence-based practices in physical activity and sport settings. Prerequisite: consent of instructor. 2 credits.

HHPA 487 Internship – Practical experience delivering programs in athletic training, health, exercise science, and interscholastic performance. Prerequisite: consent of instructor. 1 credit.

content. Prerequisite: Determined by instructor for each specific course. 3 credits.

HSCI 301 Human Biology I – Lecture and laboratory for students in the Health Sciences Administration major focusing on basic principles of the science of the human body in health. Topics include: Fundamentals of Chemistry Biology of the Cell and Human Anatomy and Physiology. 4 credits. (NW)

HSCI 302 Human Biology II – Lecture and laboratory course for students in the Health Sciences Administration major focusing on biology of human disease processes, their treatment and their relationship to the environment. Topics include: Microbiology, Genetics and Evolution, Pathophysiology, Pharmacology, and Environmental Health. Prerequisite: 301. 4 credits. (NW)

HSCI 310 Research Methods – Methods used in conducting research on problems arising in health care. Exploration of a research topic that includes collecting and analyzing data, writing a research report, and presenting results of research. Prerequisite: MATH 140. 4 credits. (MWI)

HSCI 320 Health and Social Policy – Examination of U.S. health and social policy. Analysis of the public policy process, major public social and health programs, special interests, and political differences. The role of federal, state, as well as local governments and the legal system in policy implementation. Understanding complex health and social problems as they are translated into standards of conduct. 3 credits. (MWI)

HSCI 325 Scientific Illustration (Also listed as ARTS 325) – Application of the scientific method to the artistic process to increase visual awareness of scientific subject matter. \$30 fee. Offered spring of odd-numbered years. Prerequisites: ARTS 120 and BIOL 210, or consent of instructor. 3 credits. (CS)

HSCI 330 Global Health – A multi-disciplinary introduction to key public health issues in the developed world, the emerging world, and developing world. Intended for students from any major who want a foundation in global health issues from a science, social, political, economic and business perspective. 3 credits. (IS or GP)

HSCI 340 Health Care in America – Exploration of the history, structure, economics, politics, and technology of health, health care, and health care delivery in the U.S. from the mid-1700s to the present. Corequisite: 310. 3 credits. (MWI)

HSCI 360 Science: A Candle in the Dark – Seminar examining how science has changed our view of our world and the universe in which we live through critical examination of some of our most fundamental beliefs and cultural practices. Possible topics: science as a method of discovery; scientific discoveries that change the way humans perceive themselves, their world, and the universe; connections between natural sciences, social sciences, and humanities. Emphasis on historical conflicts between science and religion including evolution and creationism. 3 credits. (UQ)

HSCI 370 Geographical Information Systems – Geographical Information Systems concepts and techniques for creating maps and analyzing spatial and attribute data. Emphasis on using GIS to examine issues and problems in epidemiology, public and environmental health, and health care administration. Lecture and lab. Prerequisite: MATH 140 or consent of instructor. 3 credits. (IS or QR)

HSCI 395 Great Books in the Discipline – Readings from recent books explaining new scientific discoveries in biology, information science, physics, chemistry, and cosmology. Discussion focuses on the impact of these discoveries on society, our unexamined assumptions about our beliefs, cultural practices, and our social responsibilities. 3 credits. (UQ)

HSCI 410 Health Information and Quality Improvement – Theory course focusing on process management, systems improvement concepts, organizational research, objective decision making, problem solving, leadership for quality, program

implementation and evaluation in health care organizations, and statistical process control (SPC) as an analysis tool. Prerequisite: 310. 3 credits.

HSCI 420 Health Administration – Introduction to concepts of health care administration. Focus on U.S. health care system, general concepts of health care management, and aspects of leadership as they apply to the health care system. Theories of motivation, budgeting concepts, strategic planning, quality improvement principles, control in health care service organization, health care reform, government regulations, and private, state, and local health care insurance structures. 3 credits.

HSCI 431 International Health – Examines health, health care, and health care delivery in developed, developing, and newly developed countries and regions of the world. Diseases (old and emerging), disease processes, health care practices and beliefs, and international world health organizations. Prerequisite: 340. 3 credits. (IS, GP, MWI)

HSCI 440 Epidemiology (also listed at ENVS 440) – Introduction to epidemiology of disease. Acute and chronic diseases are discussed from a population point of view. Topics include modes of transmission, outbreak of investigation, surveillance of acute infections and chronic diseases, and microbial and environmental causes. Prerequisites: ENVS 201 or BIOL 210; BIOL 285 or MATH 140. Offered fall of odd-numbered years. 3 credits.

HSCI 450 Environmental Health (also listed as ENVS 450) – Study of the effects of water and air pollution, food additives, pesticides, heavy metals, organic solvents, mycotoxins, and radiation. Examines concepts of toxicology, epidemiology, risk assessment, safety control, and environmental law. Prerequisite: 201 or BIOL 210. Offered fall of even-numbered years. 3 credits. (IS or GP)

HSCI 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. 1-5 credits.

HSCI 485 Senior Seminar in Health Sciences – Capstone course exploring issues related to health care in the United States and throughout the world. Topics include health care delivery, health care reform, and interdisciplinary exploration of global public health issues. Prerequisite: senior standing. 3 credits.

HSCI 487 Internship – Intensive learning experience on-site in health-related organization. Prerequisites: senior standing. 2-5

OCE & PORTLAND COURSES

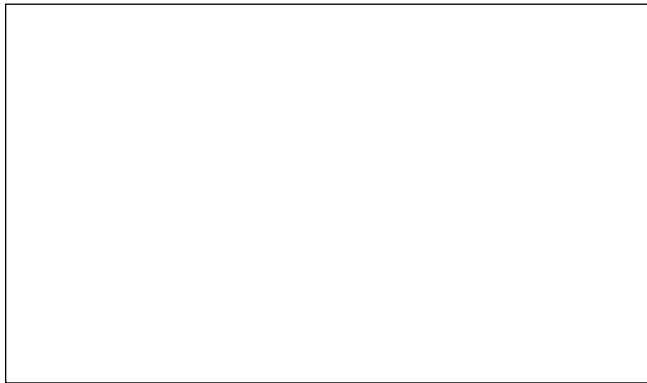
Courses offered only through Online and Continuing Education or on the Portland Campus:

- HHPA 038 Sailing – 2 credits.
- HHPA 039 Beginning Tai Chi – 1 credit.
- HHPA 041 Advanced Tai Chi – 1 credit.
- HHPA 050 Stress Management Practice – 1 credit.
- HHPA 064 Basic Massage – 1 credit.
- HHPA 085 Quigong and Taijiquan – 1 credit.
- HHPA 215 Introduction to Yoga (also listed as RELS 215) – Overview of philosophy, history and practice of yoga; discussion of its progression and incorporation in the west over last 100 years; emphasis on benefits of yoga and mindfulness for the individual. Lecture. Prerequisites: HHPA 071a or instructor consent. 2 credits.

HHPA 305 Coaching Theory – An examination of the current fundamental techniques and coaching strategies involved with successful performance in interscholastic sports. 2 credits.

HHPA 308 Health Care Field Experience in Kenya – Off-campus service learning experience focusing on health care outreach in rural areas of Eldoret, Kenya with an Open Arms International medical team. In addition to health promotion activities, students gain cultural insights and understanding through collaboration with local partners; visit historical and cultural sites; and engage in integrative group discussions. Prerequisite: consent of instructor. Offered summer. 3 credits. (IS or GP)

HISTORY



Education Department faculty member each semester prior to registration.

The Walter Irving Young History Award

Mr. Young established this award as a statement of appreciation for the help and encouragement he received as a History major at Linfield. The income from the endowed fund is granted annually to the outstanding graduating History major. Consideration is given to the student's grade point average, interest in the subject as shown by departmental research, ability to interpret and synthesize historical data, and facility in writing about historical subjects.

Phi Alpha Theta

Linfield's chapter of the national history honor society, Phi Alpha Theta, is open by invitation to any interested student in history with appropriate academic qualifications.

Thomas Branigar Award

A cash award to fund student travel to an archive to perform primary research.

In successfully completing a major/minor in history, a student will possess:

- a sensitivity to the values and attitudes of other times and places;
- an appreciation of basic continuities in human affairs;
- the ability to observe and analyze significant change over time;
- an awareness of multiple causation;
- the recognition that history is an ongoing and incomplete search for truth;
- the relativist character of the discipline; and
- the skills necessary to research and write well.

The history major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 40 credits including 285, 485, and at least one course (200 level or higher) in each of the following areas: (1) Europe and the Mediterranean; (2) Asia and the Pacific; (3) North America; (4) Latin America and the Caribbean.

For a minor: 20 credits including at least 12 credits at the 200 level or higher.

For Oregon Preliminary Teaching Licensure in Social Studies: a student must complete the Linfield Teacher Education Program requirements (see page 60). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an

HIST 120 Western Culture to 1500 – Explores the history of the Mediterranean world and of central and western Europe from antiquity to 1500. Focus on the political, cultural, and intellectual history of ancient Greece, ancient Rome, and medieval Europe. 4 credits. (VP or GP)

HIST 121 Western Culture since 1500 – Explores the history of central and western Europe since 1500. Focus in the first part of the course on the sources of European power after 1500 and on European encounters with other peoples and societies. Principal themes of the second part of the course are the Enlightenment, gender and sexuality in nineteenth-century Europe, and the experience of total war in the twentieth century. 4 credits. (VP)

HIST 122, 123 History of World Civilizations I and II – The history of world civilizations from antiquity to the present, with topical emphasis on political, cultural, and intellectual history. 4 credits. (VP)

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John SagerChair)

HIST 124 East Asia Before 1800 – China, Japan, and Korea from earliest times to 1800. Topics include Chinese Confucian and Buddhist philosophy; the Japanese samurai; Korean family and social hierarchies; and developments in East Asian literature and art. 4 credits. (VP or GP)

HIST 125 East Asia Since 1800 – China, Japan, and Korea from 1800 to the present. Topics include Western imperialism, nationalist and communist revolutions; the Second World War in the Pacific; rapid economic development and contemporary Asian popular culture. 4 credits. (VP or GP)

HIST 126, 127 Introduction to Eurasian Civilizations I and II – Explores the history of eastern Europe and central Asia from the tenth century to the present. Major topics include conflict, trade, and cross-cultural encounters in Eurasia; agriculture, nomadic pastoralism, and urban development; the development of Orthodox Christianity, Islam, and other religious traditions; and the formation of states and empires, including Kievan Rus', the Mongol empire, the Russian empire, and the Soviet Union. Attention also to European travelers and exploration, and to the European image of the peoples, realms, and religions of Eurasia. 4 credits each semester. (VP or GP)

HIST 150 Survey of U.S. History – The United States from the 17th to the 20th century. Emphasis on social, cultural, economic, and political developments and America's changing role in international affairs. 5 credits. (VP)

HIST 152 Environmental History of the United States – Explores how humans have both thought about and interacted with the natural world throughout the history of the United States. Focus includes how the natural world/environment shaped historical events and available opportunities. Themes include how the natural world and natural resources shaped patterns of life in the United States, the evolution of thinking about the natural world, and attempts to alter the landscape, with consideration of the political consequences of these actions. 4 credits. (VP or US)

HIST 170 Latin American History and Politics – See GLSP 170. Offered fall in Costa Rica. 3 credits.

HIST 200 Modern China – Analysis of Modern Chinese history during the late Qing (1842-1911), Republican (1912-1949), and early Communist (1949-1976) periods. Chief focus on politics and foreign relations. 4 credits. (VP or GP)

HIST 201 Topics in U.S. History – Focus on special areas of importance in the complex and multifaceted history of the United States such as: party systems, social and demographic change, class politics, social movements, and foreign diplomacy. May be repeated with different topic and consent of the instructor. 4 credits. (VP)

HIST 206 Austrian Cultural History: Art, Literature, and Society (Offered in Austria) – See GLGR 206. 4 credits. (VP or GP)

HIST 210 Modern Japan – Analysis of Modern Japanese history in the late Tokugawa (1800-1868), Meiji (1868-1912), Taisho (1912-1926), and early Showa (1926-1945) periods. Chief focus on political, economic, socio-cultural developments, and foreign relations. 4 credits. (VP or GP)

HIST 213 Colonialism and Slavery in Latin America – Explores the dynamics of Spanish and Portuguese imperialism in the Americas and the development of forced labor systems. Some consideration of the pre-Hispanic past but emphasis upon the interactions between indigenous peoples, Europeans, Africans, and their descendants between 1492-1810. 4 credits. (VP or GP)

HIST 214 Independence and Inequality in Latin America – Examines social/political change and conflict beginning with

History

with what consequences, the nature of women's work, women's participation in politics, and how medical knowledge (or lack thereof) critically shaped women's lives. 4 credits. (VP or US)

HIST 276 Native American History – Overview of Native American history from the pre-contact period to the present. Emphasis on the diversity of Native peoples in North America, the consequences of contact with incoming Europeans, and the ways in which indigenous people adapted to centuries of rapid change. Themes include cultural contact and exchange, shifting race relations, changing federal policies, and Native peoples' resilience over time. 4 credits. (VP or US)

HIST 285 Methods of Historical Research – Training in the methods of researching and writing history. Required of all History majors and double majors; recommended for minors. 4 credits.

HIST 300 Topics in Asian History – Focus on special areas of importance in Asia's complex and multifaceted history such as: Imperial China; Feudal Japan; the Islamic Middle East, 620 to 1945; the Vietnam War. May be repeated if topic differs. Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)

HIST 301 Topics in European History – Focus on special areas of importance in Europe's complex history such as: Victorian England, History of the Third Reich, and Military History of WWII. May be repeated if topic differs. Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)

HIST 303 Topics in World History – Focus on special areas of importance in history, with specific attention to global and/or comparative approaches, such as: History of the Atlantic World; Comparative Colonialisms: Gender, Empire, and Narrative; Introduction to the History of the Middle East. Prerequisite: Sophomore standing or above. 4 credits. (VP)

HIST 304 Topics in Latin American History – Focus on special areas of importance in Latin America's complex and multifaceted history such as: The Culture of Cities in Latin America, The Cuban Revolution, Contemporary Latin American History Through Film, Central America: From Colony to Revolution. May be repeated if topic differs. Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)

HIST 310 History of Religion of the Middle East (also listed as RELS 310) – See RELS 310. 4 credits. (UQ or VP or GP)

HIST 314 The U.S.-Mexico Border Region – Explores the historical experience of individuals and groups in the U.S.-Mexico border region. Overview of the Mexican colonial period and the historical background to the relationship between the United States and Mexico from the 19th century onward. Topics to be covered include the foundation of the border, border life and culture, labor issues, racial discrimination, immigration, border economics, the drug trade, environment, and the future of border relations. Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)

HIST 315 Modern Mexico – Examines the historical experience of modern Mexicans as a nation from 1824 to the present. Key events covered include the Wars for Independence, the War of Northern Aggression, the Porfiriato, the Mexican Revolution, and the "Mexican Miracle" and its consequences for the 21st century. Special attention paid to the way in which race, class, and gender have shaped Mexican history, along with the continuities between the colonial and modern eras, regionalism in Mexican history, the ideological and practical struggles between tradition vs. modernity, and the contested project of shaping national identity. Prerequisite: Sophomore standing or above. Offered spring of even-numbered years. 4 credits. (VP or GP)

HIST 318 History of Women in Latin America (also listed as GENS 318) – Examination of the history of women in Latin America from the Conquest to the present. Emphasis on a series of concepts, institutions, and factors that have influenced the lives of Latin American women, and how women have reacted to and shaped these experiences. Special attention to the study of race and class, along with gender, as major categories of analysis. Prerequisite: Sophomore standing or above. 4 credits. (VP)

HIST 320 Empire and Aftermath in Asia – Survey of indigenous kingdoms in east and southeast Asia. Experiences of colonial domination. Twentieth century nationalist and Communist resistance movements. Cold War superpower rivalry's aggravation of conflicts in Vietnam and other countries. Post-colonial search for stability, prosperity, and human rights. Prerequisite: Sophomore standing or above. Offered spring of odd-numbered years. 5 credits. (VP or GP)

HIST 322 Gender and Social History of East Asia (also listed as GENS 322) – Historical development of Confucian, Buddhist, and other beliefs shaping conceptions of femininity, masculinity, and social status in China, Japan, Korea, and Vietnam. Effects of imperialism and globalization on diverse notions of progress and human rights. Prerequisite: Sophomore standing or above. Offered spring of even-numbered years. 5 credits. (VP or GP)

HIST 325 Colonial and Revolutionary America – The foundations of the United States, from its colonial beginnings to the establishment of a national government. Native Americans, European exploration and colonization, African-Americans, cultural life, revolution, and government in the new nation. Prerequisite: Sophomore standing or above. 4 credits. (VP or US)

HIST 330 History of Religion in America (also listed as RELS 330) – See RELS 330. 4 credits.

HIST 333 Medieval Women and Men – Study of medieval European women's letters, diaries, mystic visions, poems, and tales of love to explore the society and culture of medieval times, including views of gender and their impact on social organization and individual experience. Extensive comparisons with men's writings and material from medieval Japan. Prerequisite: Sophomore standing or above. 4 credits. (VP)

HIST 335 The Civil War in Black and White – The rise of industrialism, examination of slave narratives, the Civil War as the central event in U.S. History. Significant attention to postwar race relations and socio-cultural life, including farm labor. Prerequisite: Sophomore standing or above. 4 credits. (VP or US)

HIST 345 The Emergence of Modern America – Analyses of the crisis of the 1890s, the New Imperialism, corporate reconstruction of American capitalism, the Progressives, liberal internationalism, the "Roaring '20s," the Great Depression, the New Deal, and World War II. Prerequisite: Sophomore standing or above. 5 credits. (VP or US)

HIST 353 How the West Fed the United States – Explores the history of what we eat, why, and how that has changed over time. Illuminates the critical role the U.S. West has played in the evolution of our national foodways. Topics include: the history of agriculture, the meat and fish processing industries, and the ethical and environmental issues surrounding where Americans have historically acquired their food. Prerequisite: Sophomore standing or above. 4 credits. (VP or US)

HIST 355 American Empire – Examination of major developments since World War II in politics, diplomacy, economics, and popular culture. Emphasis on the consequences flowing from the new American hegemony. Prerequisite: Sophomore standing or above. 4 credits. (VP or US)

HIST 357 History of American Labor – History of the changing nature of work and the working class from Colonial times to the present. Examination of labor unions and political movements of workers. Includes significant materials on women and minorities. Prerequisite: Sophomore standing or above. 5 credits. (VP or US)

HIST 360 History of Modern Britain – Study of the historical issues that have impacted the British Isles from 1700 to present. Includes development of Britain as industrial state, colonialism and imperialism, Britain at war, Celtic nationalism, and gender, race, and class in industrial society. Prerequisite: Sophomore standing or above. Offered spring of odd-numbered years. 4 credits. (VP or GP)

HIST 361 Modern England – English social, cultural, political, and economic history from 1500 to the present, emphasizing institutional change in such areas of English life as government and

education. Prerequisite: Sophomore standing or above. 4 credits. (VP)

HIST 362 History of Ireland – Study of Ireland from prehistoric times to present. Includes major social, cultural, political, and theological beliefs which have shaped experience of the Irish people, with special consideration given to English colonization, Catholic identity, and the conflict between modernization and the retention of Celtic culture. Examines Irish immigration to North America, including motives and experiences of immigrants. Prerequisite: Sophomore standing or above. Offered January term of odd-numbered years. 4 credits. (VP or GP)

HIST 364 Modern Germany – German history from the formation of the Empire in 1871 to reunification in 1990. Particular emphasis is placed on the dilemmas of German nationhood and nationalism, and on the origins, structure, and consequences of Hitler's Third Reich. Prerequisite: Sophomore standing or above. 5 credits. (VP or GP)

HIST 365 Ethnic Diversity in Eastern and Central Europe (also listed as GLCS 365) – History and politics of Southeast, East Central, and Central Europe from the 1500s to the present. Consideration of ethnic, religious, cultural, and linguistic diversity from Ottoman expansion westward to Habsburg heritage of modern Austria. Taught in German. Offered fall in Vienna only. 4 credits. (IS or VP or GP)

HIST 366 History of Irish America – Examines origins of Irish migration, history of Irish people and their descendants in America, and connections and interactions between the Irish at home and abroad. Major themes include migration and settlement, labor and class, race and gender, religion, politics, nationalism, culture and, encompassing all of these, the evolution of ethnic identity. Prerequisite: sophomore standing or above. Offered spring of odd-numbered years. 4 credits. (VP or US)

HIST 370 Race and Minority Culture in the United States – Indian, Spanish-speaking, African-American, and Asian ethnic groups in United States history. Cross-cultural comparisons. Prerequisite: sophomore standing or above. 5 credits. (VP or US or GP)

HIST 375 History of Baseball – Baseball as a reflection of American society. Origins of the game, player unions, deadball era, Golden Age, racial integration, and the modern period. Includes biographical project and statistical analysis. Prerequisite: Sophomore standing or above. 4 credits. Offered spring of odd-numbered years (VP or US)

HIST 377 The Soviet Union, 1917-1953 – Soviet history from 1917 to the death of Stalin in 1953. Central problems include the formation of the characteristic ideology, practices, and institutions of the Soviet state; the Communist aspiration to build a socialist society and create a new Soviet person; the impact of the multinational structure of the Soviet state; and the experiences of ordinary Soviet citizens. Sophomore standing or above. 4 credits. (VP or GP)

HIST 378 The Soviet Union and the Cold War – Explores the Soviet side of the Cold War from the aftermath of the Second World War to the disintegration of the Soviet Union in 1991, devoting attention both to the Soviet Union itself and to the Soviet-dominated states in central and eastern Europe (principally the German Democratic Republic, Poland, and Czechoslovakia). Considers both the Cuban Missile Crisis and the Soviet war in Afghanistan in the 1980s, but otherwise focuses on the Cold War in Europe. Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)

HIST 379 Genocide and Ethnic Cleansing in Modern Europe – Exploration of ethnic cleansing and political mass murder in twentieth-century Europe. Particular emphasis on outlook and experiences of both perpetrators and victims, as well as on dilemmas of memory, justice, and reconstruction in aftermath of violence. 4 credits. (VP or GP)

HIST 390 Slavery in the Americas – Comparative study of slavery in the Americas. Attempts to discover what slavery was like in the American South, Brazil, and the insular Caribbean. Historio-

graphical approach includes work with primary source documents. Prerequisite: Sophomore standing or above. 4 credits. (VP)

HIST 400 History of the People's Republic of China – Analysis of Chinese history since 1949, with emphasis on political, ideological, institutional, socio-economic, and cultural developments in Chinese society, and China's changing role in international affairs. Prerequisite: Sophomore standing or above. 4 credits.

HIST 463 Modern France – French national history from 1500, with emphasis on the period from 1789 to the present. The French monarchy, social and intellectual stress in the 18th century, the Revolution and Napoleon, Romanticism and the development of social consciousness, French politics and statecraft in the modern world. Prerequisite: Sophomore standing or above. 5 credits.

HIST 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. 1-5 credits.

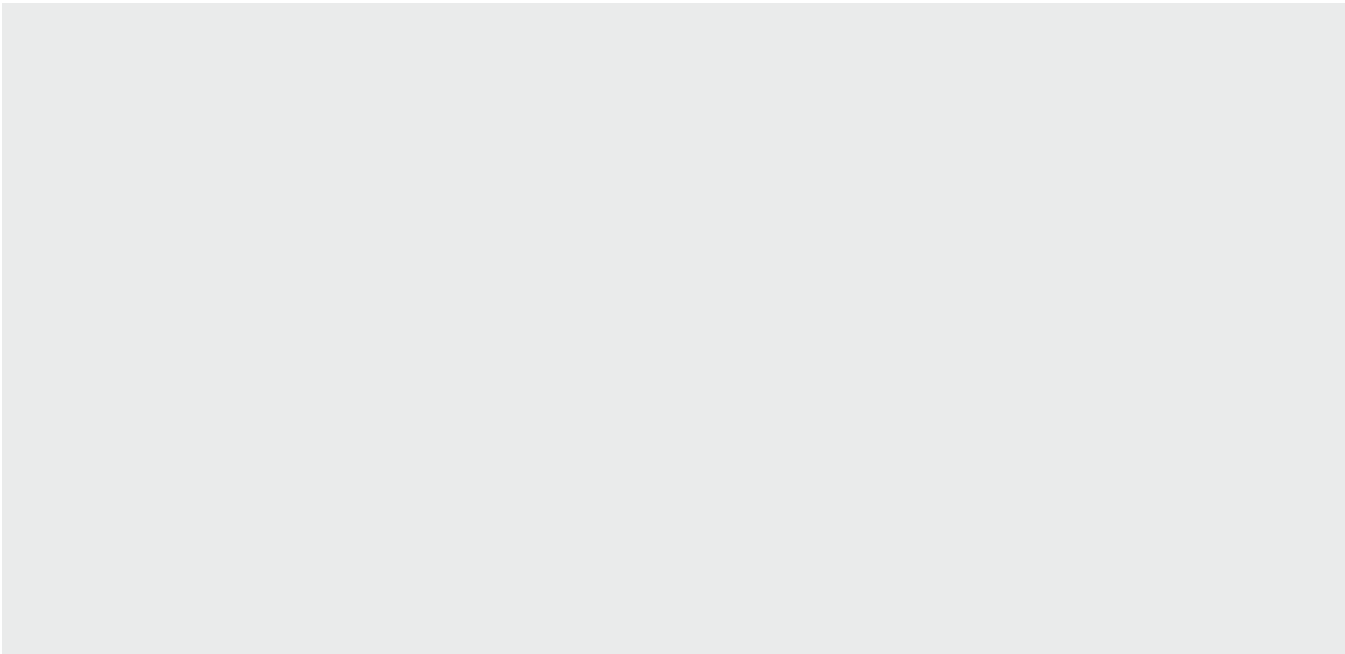
HIST 485 Senior Seminar – The capstone course in the History curriculum. Examination of method, interpretation, and philosophy of history via major research project. Required for majors. 4 credits. (MWI)

HIST 487 Internship – An experiential learning course offering practical experience in areas where the skills of research and writing and project management are in demand. Directed by faculty advisor with involvement and evaluation by an on-site supervisor. May be repeated for credit. Prerequisite: approval of faculty advisor. 2-5 credits. (EL)

HIST 490 Research – An opportunity for students to pursue historical research under the direction of a member of the faculty. 3-5 credits.

JANUARY TERM OFF-CAMPUS COURSES

HIST 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Australia – From Colony to Asian Power; The Cold War; Sicily – Crossroads of History; Hong Kong in Transition; Emergence of Modern Ghana. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.



phy, student development theory including leadership development, multicultural understanding, communication skills, social responsibility and collaboration.

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IDST 007 First-Year Colloquium – Becoming a successful college student. Focus on the transition to Linfield's liberal arts environment, the resources of the Linfield community, and the process of setting goals and making intentional decisions. Conducted by faculty and peer advisors. Must be attempted by all fall semester first-year students. No retake permitted. \$25 fee. 1 credit. (EL)

IDST 009 Transfer Colloquium – Becoming a successful Linfield College student. Focus on the transition to Linfield, the resources of the Linfield community, and the process of making sound academic and career choices. Must be attempted by all fall semester transfer students and spring semester transfer and first-year students who enter Linfield College (McMinnville campus) with fewer than 60 transferable credits or without an Associate Transfer Degree or equivalent. Graded Satisfactory/Unsatisfactory with no retake permitted. \$25 fee. 1 credit. (EL)

IDST 010 Learning Skills – Enhancement of academic skills including listening, textbook reading, exam preparation, writing. Introduction to the psychology of learning through a blend of theory and practice. Discovering preferred learning styles and ways to access the mind's enormous capacity for storage and recall. 1 credit. (EL)

IDST 012 Experiential Leadership Seminar – Seminar for students involved in any type of leadership position. Focus on learning styles, reflection on leadership experiences. Training for more effective leadership through application of skills and theories presented in course. Offered through the Office of College Activities. 1 credit. (EL)

IDST 031 Intercultural Communication: Departure and Reentry – This course is required of all who study at one of Linfield's semester-abroad sites. 1 credit. (EL)

IDST 035 Perspectives on Japan – Introduction to a wide range of perspectives on Japan through the arts and sciences, law, medicine, architecture, and engineering. For Linfield Semester Abroad students attending Kanto Gakuin University. 1 credit. (EL)

IDST 050 Career Exploration – A structured process for learning more about majors and careers. Development of personal career plans. Especially designed for students needing help in deciding on majors. Offered by the Office of Career Services. 2 credits. (EL)

IDST 052 Career Planning and Preparation – The transition from campus to career success. Goal-setting, decision-making, and job hunt preparation (resumé writing, interview techniques, and job hunt strategies). For senior students. Offered by the Office of Career Services. 2 credits. (EL)

IDST 060 Resident Advisor Training – Skills and techniques required of Resident Advisors (RAs). Student personnel philoso-

compass use, shelter building, and food selection. Opportunities for study of geology, geophysical processes, and ecological balance. Focus on the development of self-confidence in coping with new problems and environments. Offered during Summer and January Terms. Prerequisites: passing a pre-course physical and meeting instructor's performance requirements, MATH 105 or equivalent, or consent of instructor. 4 credits.

IDST 211 An Overview of Careers in the Helping Professions – Overview of professions in the social and human services including social work, psychology and related fields. Professional roles and settings; educational, supervision and licensure requirements; ethical and legal standards; skill bases and typical career paths. A brief history of social services. Experiential in nature with guest speakers and field trips. 3 credits.

IDST 270/271 (in English/in Spanish) Topics in Latin America: Arts and Humanities – Field-based course taught in Latin America with a national and regional emphasis on art and humanities. Includes an emphasis on the pre-conquest, mestizo, indigenous, and contemporary arts and humanities, using field trips and relevant studio and written practices to assist students in exploring these issues. May include courses focusing on historical images of Mexican art, the study of folklore and mythology, local and regional literature, historical and regional music. May be repeated once for credit with different content. 4 credits. (IS or VP or GP)

IDST 274/275 (in English/in Spanish) Topics in Latin America: Society/Culture – Field-based course taught in Latin America with a national and regional emphasis on social and cultural life. Includes an emphasis on the historical nature of current socio-cultural organization, with use of field trips to assist students in exploring these issues. May include courses in linguistics, cultural anthropology, sociology, economics and history. May be repeated once for credit with different content. 4 credits. (IS or VP or GP)

IDST 280 Practices in Community Interaction – Observation of and participation in communal as well as family traditional activities such as town festivities, family gatherings, religious celebrations, meal preparation. Acquisition of skills to interact with members of diverse ethnic communities. Required participation in the Oaxaca program. Applicable for the Spanish minor or major. 2-3 credits.

IDST 281 Independent Research in San Ramon, Costa Rica – For students studying abroad in Costa Rica. Offered fall. 2 credits

IDST 285 Service Learning Practicum – Interdisciplinary

activity providing opportunity to partner closely with community-based project or program with supervised academic reflection, integration, and application. Active participation in civic service experiences that applies hands-on experience, knowledge, and skills to local, national, or international communities and organizations. Includes a minimum of 40 hours of service with a community partner. May be repeated once for credit. 2-4 credits.

IDST 287 Career Exploration Internship – Internships specifically devoted to career exploration. Open to all students. Offered by the Office of Career Services. Prerequisite: approval of the Office of Career Services. 2-5 credits. (EL)

IDST 290 Career Exploration Topics – Structured experiential process for learning more about careers via the perspective of a selected field. Development of goal setting, self-marketing, information gathering, and job and internship search strategies and skills. Site visits, informational interviewing, and guest speakers offering meaningful interaction with employers. Additional fee required. Prerequisite: Consent of instructor. Offered January. May be repeated once for credit with different topic. 4 credits.

IDST 295 Interdisciplinary Science and Mathematics Seminar – Discussions of scientific thinking and approaches originating from different disciplinary perspectives, including interdisciplinary problem-solving that clearly recognizes and reflects the value of broadly-trained teams of scientists. Prerequisite: BIOL 210 or CHEM 210 or PHYS 210 or MATH 170. Offered January term. 1 credit.

IDST 387 Interdisciplinary Regional Internship – Internship opportunities with regional organizations that provide an interdisciplinary focus for students. Interdisciplinary seminar integrates their experiences. May be repeated for credit. Prerequisite: approval of departmental internship supervisor. 2-5 credits. (EL)

INTERNATIONAL BUSINESS

Coordinator

Michelle Nelson, Ph.D.

The interdepartmental major in International Business is designed for the student who wants to understand the field of business in its international dimensions and ramifications. The

program includes both core and internationally focused courses in economics and business; course work in another field with an international subject matter, such as political science, geography or anthropology; foreign language study and a study-abroad experience.

The requirements for a major in International Business appear in the Business Department section of this catalog.

above) international history course

4-credit Theory and Practice of International Politics requirement from: POLS 315, 361, 362, 370, 371, 384, or 385, plus corresponding POLS 498 1-credit proseminar course

3- to 4-credit Comparative Culture, Philosophy, and Ethics

Requirement from: ANTH r -1o(sECgHIL 161o(sEC180r3Hn4y92.118 -1.235-d

In successfully completing a major in International Relations, students will be able to:

- think critically, systematically, and creatively about international issues by employing a variety of different disciplinary tools and perspectives;
- exhibit a fundamental grasp of the major problems facing the world today and their complexity;
- communicate in clear, cogent, and literate fashion to a range of audiences both written and orally;
- achieve proficiency in a foreign language;
- apply their coursework to their own experiences through study abroad and beyond;
- demonstrate an understanding of different global perspectives – social, cultural, political, and economic.

The international relations major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

NOTE: all courses are 4 credits unless otherwise specified.

For a major: 44 credits distributed as follows:

Common Core: 18 credits including POLS 210; 390 or SOAN 350; POLS 489 (3 credits), POLS 490 (3 credits); ECON 210. Foreign language proficiency through a second-year level and successful completion of a foreign study abroad program of at least one semester approved in advance for this purpose (relevant courses taken abroad may count toward IR electives).

At least 15-16 additional credits distributed as follows:

4-credit Methods requirement: POLS 230 or HIST 285 or SOAN 307 (subject to approval from HIST or SOAN for double majors).

4-credit History requirement: An upper division (300 level or

Administrative Coordinator
Chris Keaveney, Ph.D.

Students may develop international and global perspectives in their courses of study at Linfield in several ways: through area studies minors, described below; through study abroad, described under International Programs; or through specific courses located in various departments and programs across the curriculum.

Asian Studies, European Studies, and Latin American Studies are interdepartmental minors which may be elected by students to complement or add international dimensions to their major fields of study.

The Asian Studies, European Studies, and Latin American Studies minors have several components: study abroad, language, area studies proper, and contextualizing coursework. Advised by a faculty working group for each area studies minor, the faculty coordinators keep an updated list of courses fulfilling each requirement. Each student shall form a committee to supervise completion of the minor and its linkage with the student's major. The committee shall consist of at least one member of the appropriate faculty program committee (Asian Studies, European Studies, or International Dimensions) and one member of the

REQUIREMENTS

For the study-abroad requirement in the minors described below, non-Linfield programs may be substituted for Linfield's programs with advanced approval of the program committee.

Coordinators
Chris Keaveney, Ph.D.
John Sagers, Ph.D.

Following geographic convention, "Asia" encompasses four cultural areas: Japan; China and its neighbors (Mongolia, Taiwan, the Koreans); insular and mainland Southeast Asia; and the Indian subcontinent, including Pakistan, Bangladesh, and the Himalayan "kingdoms."

For a minor in Asian Studies: 27-29 credits and one semester of study abroad. Specific requirements include six credits abroad in courses dealing with the history, culture, ecology, and/or politics of the country or region (satisfied by GLJP 306 and GLJP 307 for students who undertake Linfield's program in Japan); successful study of an Asian language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in Asian studies beyond those taken while abroad, selected from a list maintained by the faculty coordinators; and IDST 090 in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

Coordinators
Peter Richardson, Ph.D.
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(For major or minor in German Studies, see Global Languages and Cultural Studies, page 96.)

Following geographic convention, "Europe" encompasses the British Isles, the western Mediterranean region, and northern and eastern Europe.

For a minor in European Studies: 27-29 credits and one semester of study abroad. Specific requirements include 20 credits abroad distributed about equally between European study and appropriate language coursework (for students who undertake Linfield's programs in Austria, England, or France, the exact distribution of credits varies somewhat from program to program and year to year); successful study of a European language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in European studies beyond those taken while abroad; and IDST 090, in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

Coordinators
Thomas Love, Ph.D.
Sonia Ticas, Ph.D.
Tania Carrasquillo Hernández, Ph.D.

Following geographic convention, "Latin America" encompasses: Mesoamerica (Mexico and Central America) and South America.

For a minor in Latin American Studies: 27-29 credits and one semester at one of Linfield's Latin American study abroad sites (Costa Rica or Ecuador). Specific requirements include 9-11 credits abroad dealing with the history, culture, ecology and/or politics of the country or region; successful study of a Latin American language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in Latin American studies beyond those taken while abroad, selected from a list maintained by the faculty coordinators; and IDST 090 in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

Information about the Latin American/Latino Studies major can be found in the Department of Global Languages and Cultural Studies section.

In successfully completing the Law, Rights, and Justice minor, a student will:

- exhibit a fundamental grasp of the major reasons that have been offered in defense of the rule of law, individual rights, and competing conceptions of justice;
- exhibit a fundamental grasp of the major reasons that have been offered in critique of the rule of law, individual rights, and competing conceptions of justice;
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COURSES

ANTH 111 Cultural Anthropology – 4 credits. (IS or GP)
 ANTH 340 Introduction to Linguistics (also listed as GLCS 340) – 4 credits.
 ANTH 341 Language and Culture – 4 credits. (IS or GP)
 EDUC 245 Educational Linguistics and Language Acquisition for ESOL – 3 credits.
 PSYC 288 Psychology of Language – 4 credits.
 ENGL 425 History of the English Language – 3 credits.
 GLGR 360 Topics in German Civilization (when the topic is History of the German Language) – 3 credits. (IS or GP)

GLLA 101 Elementary Latin I – 4 credits.
 GLLA 102 Elementary Latin II – 4 credits.
 RELS 200 New Testament Greek – 5 credits.
 RELS 201 Greek Readings – 3 credits.
 RELS 202 Hebrew I – 5 credits.
 RELS 203 Hebrew II: Readings in Biblical Hebrew – 3 credits.
 RELS 204 Elementary Sanskrit I – 4 credits.
 RELS 205 Elementary Sanskrit II – 4 credits.
 RELS 367 Scribes and Schools: Recording Ancient Wisdom – 4 credits. (UQ)

In successfully completing a major in mass communication, students will:

- create entertaining, informative, and/or persuasive media content;
- analyze and evaluate media content;
- understand the effects of media on audiences and
- understand the structures and functions of mediated communication.

The media studies minor is designed for students whose interests in communication are focused on the origins, structures and implications of the media in culture and society. Students critically examine issues related to the power of media in our social, political and legal systems and in popular culture.

The mass communication major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major in Mass Communication: 40 credits, including the following:

- Core courses (27 credits): 150, 175, 180, 230, 275, 321, and 485.
- Experiential learning (1 credit): either 111 or 112.
- Advanced writing (4 credits): from among 370, 375, 377, and 378.
- Media studies (8 credits): from among 327, 330, 335, 337, 343, 345, 347, 349, 351, 353, 450, and others as approved by department chair. One off-campus January term course (198, 298, 398, 498) offered by the department may be counted toward this requirement.
- Elective options: 187, 360, 425, 429, 487.

No more than 48 credits from Mass Communication can be counted toward graduation. While 111 and 112 may be taken more than once, only one credit may be applied toward a Mass Communication major. Only courses in the major completed with a grade of C- or better may be used to meet prerequisite requirements or count toward the major.

For a minor in Media Studies: 20 credits including 8 credits from 111 or 112, 150, and 230; and 12 credits chosen from among 327, 330, 335, 337, 343, 345, 347, 349, 351, 353, 450, and others as approved by department chair. One off-campus January term course (198, 298, 398, 498) offered by the department may be counted toward the minor. Courses must be completed with a grade of C- or better to count toward the minor. The Media Studies minor is not available to Mass Communication majors.

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The Linfield Review is the independent, student-operated

social media as theorized by communication scholars. Hands-on experience in the planning and implementation of ethical and effective social media strategies for journalists and public relations practitioners. Prerequisites: 150, INQS 125, and sophomore standing. 4 credits.

MSCM 345 Mass Media, Politics, and Public Opinion (also listed as POLS 345) – The role of the mass media in shaping and changing American public opinion and in the political and electoral processes. Examination of the links between mass media and government, and between the media and the individual citizen. Explorations of the interactions between media and attitudes, agendas, and behaviors. Focus on presidential and congressional election campaigns. Prerequisite: INQS 125. Offered fall of even-numbered years. 4 credits.

MSCM 347 Principles of Public Relations – Development and role of public relations in mass communication discipline and professions. Contributions of mass communication, public opinion and persuasion theories to public relations. Importance of ethics and social responsibility in practice. Public relations research techniques, planning, strategic analysis and application in a variety of situations and organizations, including government, corporate, and not-for-profit. Prerequisite: INQS 125. Offered fall. 4 credits. (IS)

MSCM 349 Principles of Advertising – Introduction to field of advertising and its importance to mass communication. Research techniques, strategic planning, audience segmentation, creative development, media planning, implementation and evaluation of advertising effectiveness. Analysis of social effects of advertising, what makes an ad effective, and importance of ethics and social responsibility in advertising. Prerequisite: 150 or consent of instructor. 4 credits.

MSCM 351 Principles of Journalism – Overview of journalism theory and practice with particular emphasis on its role in a democratic society. Use of current issues as springboard for discussion of technological trends, economics and social responsibility of the news media. Prerequisite: INQS 125 or consent of instructor. 4 credits. (US)

MSCM 353 Literary Journalism – Readings in literary non-fiction from 1960s New Journalism pioneers, such as Tom Wolfe and Gay Talese, to contemporary authors. Students write critiques and analyses of readings. Prerequisite: INQS 125. 4 credits.

MSCM 357 Environmental Communication and Advocacy (also listed as ENV5 357 and TCCA 357) – See ENV5 357. 4 credits.

MSCM 360 Topics in Mass Communication – Selected topics in media production, content, and sociocultural impact, which may include new innovations and involve advanced study. Topics will vary and may include Sports and the Media; Media, War, and Culture; Advanced Audio Production; or Advanced Photojournalism. Lecture, seminar, and/or lab format as appropriate to course topic. May be repeated once for credit with different content. Prerequisite: INQS 125. 4 credits.

MSCM 370 Public Relations Writing – Advanced-level laboratory and field course creating and producing written materials used in public relations, including press releases, public service announcements, brochures, newsletters and speeches. \$15 lab fee. Prerequisites: 275, 347. Offered spring. 4 credits. (MWI)

MSCM 375 Reporting – Advanced-level field experience course emphasizing story ideas, sources, ethics, and legal questions. Reporting for local paper, lectures and discussions, consultations. \$15 lab fee. Prerequisite: 275. 4 credits. (MWI)

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Mathematics

numbered years. 3 credits. (QR)

MATH 130 Problem Solving – Mathematical problem solving; understanding the problem, devising a plan to solve the problem, implementing the plan, verifying and communicating the solution. Specific problem strategies and types of problems for which they are appropriate. Emphasis on communication, collaboration and problem-solving strategies. Prerequisites: High school algebra I and geometry, or equivalent. Offered spring of odd-numbered years. 3 credits. (QR)

MATH 135 Mathematics for Elementary School Teachers I – The mathematics of the elementary school. Problem solving, sets and logic, number and numeration systems, whole number operations and their properties, patterns among natural numbers, the art of guessing, fractions, decimals, ratios and portions, integers, rational and irrational numbers, and the use of calculators. Prerequisite: MATH 105 or equivalent. 4 credits. (QR)

MATH 136 Mathematics for Elementary School Teachers II – A continuation of 135. Collection and treatment of data, concepts of probability, measurement, spatial concepts including one, two and three dimensional shapes, congruence, similarity, transformations, graphic and computers including the use of Logo. Prerequisite: 135 or consent of instructor. 4 credits.

MATH 140 Introduction to Statistics – An introduction to probability and statistics including methods of summarizing and describing data, basics of probability, distribution of random variables and probability distributions including the normal curve, inferential statistics including hypothesis testing and decision making, linear

functions; sequences including Cauchy sequences; limits and continuity including uniform continuity; differentiation, the mean value theorem and Taylor's Theorem; the Riemann integral and the fundamental theorem of calculus. Prerequisites: 175, at least one of 220, 230, or 250. 3 credits.

MATH 380 Numerical Analysis – Numerical analysis involving mathematical and statistical methods, use of interactive mathematical software to solve such problems. Topics include: numerical solution of non-linear equations, numerical solution of systems of equations, numerical differentiation and integration, numerical solution of ordinary differential equations, interpolation, curve fitting, analysis of errors. Prerequisites: 200, and 250 (may be taken concurrently). Offered spring of odd-numbered years. 4 credits.

MATH 400 Topics in Mathematics – Selected topics not regularly offered at Linfield. 1-5 credits.

MATH 410 Partial Differential Equations – Fourier series and the methods of separation of variables; Sturm-Liouville problems; Green's functions; the method of characteristics; Laplace, heat and wave equations, and selected applications. Prerequisites: 200, 210. Offered fall of odd-numbered years. 3 credits.

MATH 420 Topology – Basic topics in point set topology. Product, quotient and subspace topologies; metric spaces; closed sets and limit points; connectedness; compactness; the separation axioms; introduction to fundamental group and covering spaces. Prerequisites: 200 and at least one of 220, 230, or 250. Strongly recommended: 370. Offered fall of odd-numbered years. 3 credits.

MATH 430 Graph Theory – Topics in graph theory including trees, bipartite graphs, Eulerian and Hamiltonian graphs, matchings, connectivity, coloring, planar graphs. Advanced topics selected from Ramsey theory, pebbling, competitive coloring, and matroids. Prerequisite: 220, 230, or 250. Offered spring of even-numbered years. 3 credits.

MATH 440 Probability and Statistics II – Multivariate probability distributions; functions of random variables; point estimators; maximum likelihood estimators; theory of hypothesis testing and power; method of least squares. Prerequisites: 200, 340. Offered spring of even-numbered years. 3 credits.

MATH 450 Abstract Algebra – Basic algebraic structures; groups, rings, and fields. Cosets, normal subgroups, factor groups, ideals, factor rings, polynomial rings. Homomorphisms and isomorphisms. Prerequisite: 220, 230, or 250. Offered fall of odd-numbered years. 4 credits.

MATH 460 Complex Analysis – Complex numbers and functions; the complex derivative; complex integration; Taylor and Laurent series; residue theory; conformal mapping. Selected applications. Prerequisites: 200, 370. Offered spring of odd-numbered years. 4 credits.

MATH 470 Real Analysis – Infinite Series of Real Numbers; Infinite Series of Functions including Power Series and Analytic Functions; Topology of Euclidean Spaces; Differentiability on \mathbb{R}^n ; Riemann Integration on \mathbb{R}^n ; Measurable sets and functions; Introduction to Lebesgue integration and convergence theorems. Prerequisites: 200, 250, and 370. Offered spring of even-numbered years. 4 credits.

MATH 480 Independent Study – Study of selected topics under an instructor's guidance. For advanced mathematics majors with a high degree of self-reliance. Periodic written and oral reports and, in most cases, a comprehensive final paper. 1-5 credits.

MATH 485 Senior Seminar – Department capstone course. Examination of the nature of mathematics and its role within the liberal arts. Focus on reading current mathematics, writing a survey article, and presenting results. Prerequisites: 370 and senior standing, or consent of instructor. Offered spring. 3 credits. (MWI)

JANUARY TERM OFF-CAMPUS COURSES

MATH 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Traversing the Eulerian Trail, and The Art of the Mathematics of the East. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

Courses offered only through Online and Continuing Education or on the Portland Campus:

MATH 105 Intermediate Algebra – Number systems and their properties, solving linear and quadratic equations, solving systems of equations, polynomials and factoring, graphing linear and quadratic equations, graphing inequalities, exponents and radicals, operations on rational functions. Should not be needed by students with high school algebra II. Prerequisite: high school algebra I and geometry, or equivalent. 3 credits.

MATH 161 Introduction to Finite Mathematics – Review of algebra including linear and quadratic equations, inequalities, functions, graphs. Applications in business, economics, and the social and behavioral sciences. Prerequisite: 105 or consent of instructor. 2 credits.

MATH 162 Finite Mathematics with Calculus –
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In successfully completing a

consent of instructor. 1 credit. (EL)

MUSC 079 Intermediate Tap Dance – Basic tap dance skills, concepts and techniques developing more complex skills and routines. Two hours each week. 1 credit. (EL)

MUSC 080 African Dance – An introduction to specific dances from various countries in Africa. Introduces fundamental movements and rhythms from many different styles of traditional African dance. Builds technique and flexibility. 1 credit. (EL)

MUSC 084 Intermediate Jazz Dance Technique – Continuation of studies begun in 074. Two hours each week. Prerequisite: 074 or consent of instructor. 1 credit. (EL)

MUSC 088 Stage Movement for the Musical – Stage movement to enhance the sensitivity and technique of the musical stage actor. Specialized movement for the winter musical, including choreography. Two hours each week for technique plus rehearsals for production. Prerequisite: audition. 1 credit. (EL)

MUSC 102 Applied Lessons: Dance – Available to intermediate/advanced dance students seeking to continue and expand their dance education with focused attention to individual goals. Thirty minutes each week. \$50 fee. Prerequisites: one dance class from MUSC 070-084 and permission of instructor. 1-2 credits. May be repeated for credit. Multiple sections may be offered.

MUSC 189 Understanding Dance – A survey introduction to the art of dance which emphasizes its range of expression in Western civilization. Exploration of ballet and modern dance as well as jazz and tap forms by means of lecture and discussion and video viewing of famous dance works. 3 credits. (CS)

Applied Music and Performing Ensembles

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influences on American Popular Music of the twentieth and twenty-first centuries including Jazz, Rock, Ska, Reggae, Hip Hop, Rhythm & Blues, Salsa, Heavy Metal, etc. 3 credits. (CS or US)

MUSC 140 Beginning Keyboard Skills – For music majors. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. Prerequisite: consent of instructor. 1 credit.

MUSC 141 Intermediate Keyboard Skills – For music majors. A continuation of 140 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. Prerequisite: 140 with a grade of B or better or consent of instructor. 1 credit.

MUSC 143 Intermediate Class Voice – Vocal technique for those with some previous knowledge who seek improvement as soloists and/or choral singers. Study through classical literature and classroom performances. Cannot be audited. Two hours each week. Prerequisite: 042 or consent of instructor. 1 credit.

MUSC 145 Intermediate Class Guitar – Continuation of 044. Cannot be audited. Two hours each week. Prerequisite: 044 or consent of instructor. 1 credit.

MUSC 210 Musicianship I – First semester core requirement for all music majors and minors. Learning modules introduce essential musicianship skills in aural perception, sight singing, notation, theory, improvisation, keyboard playing and analysis. Preparation for first-year proficiency exam taken by music majors in spring semester. Prerequisites: Knowledge of note names in treble and bass clef and ability to perform basic rhythms. 4 credits.

MUSC 211 Musicianship II – Second semester core requirement for all music majors and minors. Continued study of musicianship skills in aural perception, sight singing, notation, theory, improvisation, keyboard playing and analysis. Beginning composition exercises. Preparation and review for first-year proficiency exam taken by music majors in spring semester. Must be taken in one-year sequence following MUSC 210. Prerequisite: Grade of C or better in MUSC 210. 4 credits.

MUSC 212 Songwriting – The craft of songwriting through collaboration on original music and lyrics. Examination of the role of song as an expression of modern life in the United States. Prerequisites: MUSC 100 or MUSC 210. 3 credits. (US)

MUSC 225 Music and Technology – Introduction to the practical application of computers, synthesizers and audio equipment in classical and popular music. Prerequisite: 100 or 210, or consent of the instructor. 3 credits.

MUSC 233 Music History and Literature: An Introduction – Primarily for music majors, minors, and students with strong backgrounds in music. In-depth as well as broad coverage of the following: materials, forms, and vocabulary used in music; styles and genres of music literature; representative composers from each historical period; development of listening skills. Prerequisite: 210 or consent of the instructor. 3 credits. (CS or VP)

MUSC 234 Lyric Diction – Phonetic study of Italian, French, and German. Emphasis on applying diction skills through performing solo voice repertoire. Corequisite: Applied Music – Voice. 3 credits.

MUSC 240 Advanced Keyboard Skills I – For music majors. A continuation of 140/141 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. Prerequisite: consent of instructor. 1 credit.

MUSC 241 Advanced Keyboard Skills II – For music majors. A continuation of 140/141 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. Prerequisite: consent of instructor. 1 credit.

contrapuntal forms used to refine and develop techniques begun in lower level theory. Survey of major contrapuntal forms and techniques with application to counterpoint projects. Two hours each week. Prerequisites: 311 and consent of instructor. 2 credits.

MUSC 349 Art Song – A detailed study of the art song repertoire including the German Lied; French melodie; Russian song of the Romantic Period; and contemporary American art song. 3 credits.

MUSC 354 Music History: 20th Century Music – Musical style, forms, composers, and media. Performance practice of compositions from the 20th century. Prerequisites: 310 and 233, or consent of instructor. 3 credits. (CS)

MUSC 355 Women in Music – A study of art and popular music to create awareness and inform attitudes about women's contributions. Topics include performers and composers, characterizations of women in music literature, current gender ideology, and past and present cultural values affecting women's participation in music. 3 credits. (CS or GP)

MUSC 356 Music History: Medieval, Renaissance, and Baroque Eras – Music literature, style, forms, composers, media, and performance practices of music through 1750. Prerequisites: 211 and 233, or consent of instructor. 3 credits. (CS)

MUSC 357 Music History: Classic and Romantic Eras – Musical styles, forms, composers, media, and performance practice of music from 1750 to 1900. Prerequisites: 211 and 233, or consent of instructor. 3 credits. (CS)

MUSC 360 Classical Music in the Northwest – Several days spent at a music festival. Discussion sessions and lectures about music heard. Reading about composers and genres represented on the program. 1 credit.

MUSC 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. Prerequisite: Application and consent of instructor. 1-3 credits. (S/U)

MUSC 443 Advanced Conducting – Advanced techniques in choral and instrumental conducting. Score selection with in-depth analysis. Includes final conducting project with selected group. Prerequisite: 243. 2 credits.

MUSC 447 Vocal Pedagogy – Development and practical application of techniques for teaching voice/choir in the classroom and private studio. Research and observation, with experience teaching fellow students. Three hours each week. Prerequisite: consent of instructor. Offered in alternate years. 2 credits.

MUSC 448 KeyboednW0(o assist facul asgenres represented any(Adv)18(anced techniques in)]TW88TJ /T1_1 1 Tf [(3 credits)75(.).37ces of ar

of Plotinus (6th Century BCE to 6th Century CE). Study of selected primary source readings to examine foundational Western questions and conceptions about the nature of being, the nature and limits of knowledge, and the nature and origin of politics and morality. Offered in alternate years. 4 credits. (UQ)

PHIL 245 Aesthetics – Survey of aesthetic theories that engages issues such as definition of art, relationship between art and truth, role of expression, nature of aesthetic experience, artistic creation, relevance of beauty, autonomy of art, women and art, and non-Western conceptions of art. Selections from classical and contemporary aestheticians may include figures such as Plato, Kant, Hume, Nietzsche, Danto, Dewey, Margolis, Weitz, besides others. Offered in alternate years. 4 credits. (UQ or CS)

PHIL 270 Philosophy of Education – Examination of educational philosophies operative in and/or relevant to the U.S. educational tradition. Designed to bring into focus the often unexamined ways in which educational goals, policies, procedures, methods, etc. are founded upon particular conceptions of the nature, purpose, and interrelations of human beings. Primary source readings are utilized to critically interrogate selected educational theories, practices, and outcomes through an examination of the philosophical and cultural assumptions and practices of their respective theorists and practitioners. Offered in alternate years. 4 credits. (UQ or US)

PHIL 280 Philosophy and Literature – Examination of imaginative literature as a vehicle for philosophy, examining those philosophical problems best suited to literary expression. Variable

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Philosophy/Physics

year. Minors may enroll with instructor consent. Offered every fall.
4 credits. (MWI)

PHIL 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability

The Department of Physics aims for ongoing assessment of its programs by the faculty of the department. The department measures student achievement of desired learning objectives through performance in formal course exams, labs, projects, presentations, and a senior thesis based on independent research. To the extent possible, students are tracked and surveyed after leaving Linfield College, to determine how their experience in the department has helped them establish careers. These data are helpful in maintaining high-quality programs and in keeping our focus on research involvement for all students.

In successfully completing a major in physics or applied physics, students will:

- demonstrate knowledge of the foundational principles and methods in physics
- understand that physics is a process not just a body of knowledge, and implement the process of scientific inquiry
- communicate scientific knowledge effectively both orally and in writing, and
- leave Linfield with an appreciation for the power and elegance of physics and the ability to achieve science-related goals.

The physics major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major in Physics: 43 credits in the department, consisting of 37 credits in the core courses of 210, 211, 215, 220, 385, 386, 420, 440, 441, 475, 489, 490, and six elective credits chosen from the following list: 025, 303, 315, 316, 325, 370. The Physics

major also requires MATH 170, 175, and 200, and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

For a major in Applied Physics: 43 credits in the department, consisting of 35 credits in the core courses of 025, 210, 211, 215, 220, 252, 253, 315, 385, 386, 489, and 490, and eight elective credits chosen from the following list: 303, 316, 325, 370, 420, 440, 441, 475. Core courses must be completed with a grade of C- or better to count toward the major. The Applied Physics major also requires MATH 170, 175, and 200, and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

For a minor in Physics: 20 credits in the department including 210, 211, and 10 credits in courses that apply to either the Physics or Applied Physics major. Courses must be completed with a grade of C- or better to count toward the minor.

For Oregon Preliminary Teaching Licensure in Physics: a student must complete the Linfield Teacher Education Program requirements (see page 60). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Sigma Pi Sigma

The National Physics Honor Society was founded at Davidson College in North Carolina in 1921, and became a national society in 1925. About 2,000 members are inducted annually into over 460 chapters. The Linfield College chapter was installed on April 17, 1959, with 29 charter members. New members are elected by the chapter each year from among those students who (1) have completed at least three semesters of college work, (2) rank in the

upper third of their college class in overall scholarship, (3) have completed at least three full semester courses in physics and (4) have earned a minimum grade point average of 3.000 overall and 3.200 in physics courses.

Physics

methods. Lecture and discussion. Prerequisites: 211 and MATH 200. Recommended: MATH 210. Offered fall. 4 credits.

PHYS 440 Electricity and Magnetism I – Review of vector analysis, electrostatic and magnetostatic theory, field properties in matter. Lecture and discussion. Prerequisites: 211 and MATH 200. Recommended: MATH 210. Offered fall. 3 credits.

PHYS 441 Electricity and Magnetism II – Electrodynamics, Maxwell's equations, electromagnetic waves, radiation, relativity. Prerequisite: 440. Offered spring. 3 credits.

PHYS 475 Quantum Physics – Quantum mechanics and its application in studies of atomic systems and nuclei. Lecture and discussion. Prerequisites: 215 and MATH 200. Recommended: 420, MATH 210, 250, and junior standing. Offered spring. 4 credits.

Faculty

Nicholas Buccola, Ph.D.
 M. Patrick Cottrell, Ph.D.
 Shaik Ismail, Ph.D.
 Dimitri Kelly, Ph.D.
 Dawn Nowacki, Ph.D. (Chair)

At its root, the study of politics involves the exploration of relationships between government and the governed, the powerful and the powerless, as well as the ways in which identities and interests shape these relationships. The Political Science curriculum investigates these and other thematic relationships in the context of five broad fields: American politics, comparative politics, international politics, political theory, and public law. Students are encouraged to take courses in each field, and many students choose to specialize in one.

While Political Science is one of the most flexible and diverse majors at Linfield, it is also one of the most challenging and rigorous.

Above all, the Political Science curriculum is intended to help students acquire the tool set and knowledge they need to excel in an increasingly interconnected world.

A student's education in political science is enriched through opportunities for direct experience with the political world. The department's required internship program makes it possible for students to work at local, state, national and international levels and integrate their coursework with practical, real world experiences.

In addition to providing a core foundation in the study of politics, students pursue in depth issues of particular interest to them in one required proseminar and a senior thesis, in which they work closely with faculty members on more intensive research projects. The senior thesis course concludes with a substantial revision and oral defense of an independent research project, and is accompanied by small professional development workshops designed to help seniors make the transition beyond Linfield to graduate school and/or to pursue successful careers in government, law, NGO activism, education, journalism, business, academia, and many other fields.

In successfully completing the Political Science major, students will be able to:

- think critically, systematically, and creatively about political issues by employing a variety of theoretical and methodological tools;
- demonstrate a fundamental grasp of the central political problems in local, national, and global contexts;
- communicate in a clear, cogent, and literate fashion to a range of audiences both in writing and verbally;
- apply their coursework to their own experience through January term courses abroad, internships, and/or a semester in Washington, D.C.; and
- engage productively and responsively in civic debate and discourse.

The political science major is available as a bachelor of arts

similarities and differences across movements and country cases to explain political outcomes, such as violence or moderation.

Prerequisite: 210 or consent of instructor. 4 credits. (IS or GP)

POLS 373 The Politics of European Integration (Offered in Austria; also listed as GLGR 373) – Fundamental definitions, facts, and concepts relating to European integration. History of European integration from 1945 to the present. Strengths and weaknesses of the current political and economic institutions at both the national and transnational level. Prospects for a further (dis)continuation of the integration process. Offered fall. 4 credits. (GP)

POLS 380 Topics in Political Theory – Advanced seminar in political theory. Varying topics such as concepts of justice, order,

Engineering

Coordinator – Joelle Murray, Ph.D.

Under an agreement with the engineering schools at Oregon State University, the University of Southern California, and Washington State University, students may attend Linfield for three years, pursuing courses in mathematics and the sciences in addition to the general education program in the humanities and social sciences, then apply for entrance into the professional engineering program (junior year) at the cooperating engineering school. In a minimum of two additional years, they complete all of the requirements both for the B.A. or the B.S. degree from Linfield (with an appropriate major), and for the B.S. in Engineering degree from the cooperating university. Special arrangements can be made for students wishing to enroll at other schools of engineering.

Since most four-year B.S. programs at engineering schools now take many students more than four years to complete, however, the cooperative program, often referred to as “3-2,” may take the student more than five years to complete.

Courses in the Linfield portion of the program include PHYS 210/211 and 252; CHEM 210/211; MATH 170, 175, and 210; a selection of advanced courses depending on the particular engineering field of interest; and general education requirements. Students considering the engineering program must consult with a program coordinator.

Health Professions – McMinnville Campus

Pre-Professional Advisors

Dentistry: John Syring Ph.D. (Biology)

Dietetics: Janet Peterson, Dr.P.H. (Health and Human Performance)

Medical Technology: Janet Peterson, Dr.P.H. (Health and Human Performance)

Optometry: Janet Peterson, Dr.P.H. (Health and Human Performance)

Occupational Therapy: Sarah Coste, Ph.D. (Health and Human Performance)

Pharmacy: Chad Tillberg, Ph.D. (Biology)

Physical Therapy: Greg Hill, M.S., A.T.C. and Janet Peterson, Dr.P.H. (Health and Human Performance)

Physician Assistant: Deborah Canepa, Ph.D. (Health and Human Performance)

Veterinary Medicine: J. Christopher Gaiser, Ph.D. (Biology)

Students at the McMinnville Campus may choose courses to prepare for further study in health-related fields such as medicine, dentistry, optometry, veterinary medicine, pharmacy, occupational therapy, and physical therapy.

Linfield has a long tradition of preparing students for the health professions. A large number of practicing physicians, surgeons, and dentists serving in all parts of the world began their scientific and liberal arts work at Linfield, and continued through some of the finest health professions training programs.

Students interested in health professions may declare any major. Students will work with the pre-health advisors to ensure they are also working towards completing the appropriate prerequisites for their chosen field. The basic science courses required for entrance to the health professions listed are offered at Linfield. These requirements are slightly different for each profession, but generally include one year each of biology, general chemistry, organic chemistry, physics, and mathematics.

Students in these programs have access to the expertise of both a pre-professional advisor and their major advisor. Students should consult both of these faculty members early in their academic careers to receive up-to-date information.

Engineering and Business Administration

Coordinator – Joelle Murray, Ph.D.

A substantial number of prospective students who indicate an interest in pre-engineering also have an interest in business administration. Some of these students may be attracted to a program which prepares them for graduate study leading to a master's degree in technical management.

Graduate programs in technical management are offered at a number of high quality institutions under the names of technology management, industrial engineering, or operations research. At least three preparatory options are available to Linfield students: (1) the Applied Physics major; (2) the Chemistry major with additional courses in business; (3) the 3-2 Pre-engineering program. Students should expect to take MATH 170 and 175, as well as COMP 160.

Two points need to be stressed to those considering a career in technical management. First, a business degree alone is generally not adequate preparation for a career in technical management; most people engaged in the management of technology are technically trained. Second, this is a rigorous program, most suitable for students with a record of academic success.

Law

Coordinator – John Keegan, J.D.

In recent years there have been growing numbers of students wishing to pursue careers in law. A law degree does not limit one to the practice of law – it provides excellent preparation for careers in business, government, and education as well. Students interested in law should develop skills in reading, writing, and textual analysis.

There is no prescribed pre-law curriculum or major. Students should plan to major in a discipline that they enjoy and will chal-

Students who successfully complete the psychology major will have:

Psychology

data as used in quantitative social science research, including interpretation, analysis, and communication of findings. Techniques will cover quantitative methodology for categorical and continuous variables as found in survey and experimental designs, including correlation, regression, mean differences, and tests of fit

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Stoic authors, Hellenistic Jewish texts, and early church fathers.

Prerequisite: 200. 3 credits.

RELS 202 Hebrew I – Elements of Hebrew grammar. Language tapes and class exercises to give the student experience in spoken, elementary, Modern Hebrew; readings from prose sections of the Hebrew Bible. With 203, meets the language requirement for the B.A. 5 credits.

RELS 203 Hebrew II: Readings in Biblical Hebrew – Selected passages from the prose and poetry of the Hebrew Bible. Prerequisite: 202. 3 credits.

RELS 204 Sanskrit 1 – Introduction to Sanskrit language: Reading, writing, pronunciation, basic grammar. Fulfills BA language requirement when completed with RELS 205. Prerequisite: consent of instructor. 4 credits.

RELS 205 Sanskrit 2 – Continuation of first-year Sanskrit. Continued study of basic grammar necessary to begin reading Sanskrit literature. Fulfills BA language requirement when completed with RELS 204. Prerequisite: RELS 204 or consent of instructor. 4 credits.

RELS 218 Buddhism – Selective introduction to prominent Buddhist traditions of Asia and contemporary West. Introduction to basic Buddhist doctrines, practices, institutions and material culture. Analysis of Buddhist sacred literature with attention to historical context and contemporary lived realities. 4 Credits. (UQ or GP)

RELS 219 Hinduism – Introduction to the Hindu tradition in South Asia and beyond. Analysis of representative selections of literature and film alongside ethnographic accounts of contemporary practice. Basic doctrines and practices; institutions and identity formation; tradition and modernity; nationalism and globalization. 4 credits. (UQ or GP)

RELS 220 Christianity – Prominent people, movements, and doctrines within Christianity. Special attention to primary source materials and biographies. 4 credits. (UQ or VP)

RELS 230 Religious Thinkers – Exposition of contemporary theologians through primary reading sources. 4 credits. (UQ)

RELS 254 Folklore and Mythology (also listed as ANTH 254) – Comparative anthropological study of traditional oral literature: myths, legends, folktales, riddles, proverbs, jokes. Dynamics of folklore, its creation, performance, and transmission; functions of folklore and myth in diverse cultures, including the contemporary United States. 4 credits.

RELS 309 Old Testament Prophets – Historical and critical analysis of selected Old Testament Prophetic literature, focusing on form, content, historical development and interpretation. May focus on a single Prophet, like Isaiah, or introduce several Prophets. Special attention to primary source materials. 4 credits. (UQ or VP)

RELS 310 History of Religion of the Middle East (also listed as HIST 310) – Prominent periods and events in the formation and development of the three major religious traditions of the Middle East: Judaism, Christianity, and Islam. Historical context, the prophet, conquest and empire, crisis and disaster, Holy Text. Prerequisite: sophomore standing or higher. 4 credits. (UQ or VP or GP)

RELS 315 Politics and Religion (also listed as POLS 315) – Examination of the relationship between politics and religion in varying contexts: theories of the role of religion in government and society, religious social movements, contemporary political controversies involving religion. Prerequisite: one of 201, 210, 220, RELS 110, 115, or consent of instructor. 4 credits. (UQ)

RELS 320 Pilgrimages: Sacred Journeys – A study of the role and practices of pilgrimages in major religious traditions. Exploration of symbolic pilgrimages including the use of labyrinths. Relevance for personal practice and sacred journeys. 4 credits. (UQ or GP)

RELS 325 Forgiveness and Reconciliation – A study of the theology, role and practices of forgiveness in four major religious

traditions: Buddhism, Judaism, Islam, and Christianity. Includes examination of forgiveness, revenge, reconciliation and restorative justice. Case studies will focus on individuals, group/cultures, and national contexts. Relevance for personal practice will be explored. 4 credits. (UQ)

RELS 330 History of Religion in America (also listed as HIST 330) – History of prominent religious experiences in America. Protestant empire, Native American presence, minority appropriation, post-Christian responses. Prerequisite: sophomore standing or higher. 4 credits. (UQ or VP or US)

RELS 340 Monks and Mystics – Study of western monasticism and the way of the mystic. Focus on Trappists, their community and spiritual disciplines. Visits to Trappist Abbey, dialogue with monks. Additional trip to Brigittine monastery and Benedictine convent. Academic reflection and personal exploration. 4 credits. (UQ)

RELS 342 Women in Religion (also listed as GENS 342) – Examination of the depictions of women and roles that women play in selected religious traditions. May focus on the depiction of women in a religious tradition's sacred literature or the practices and roles of women in particular historical or contemporary religious contexts. Special attention to primary source materials. 4 credits. (UQ)

RELS 360 Dead Sea Scrolls – The discovery, content, and historical context of the Dead Sea Scrolls. What the Scrolls tell us about Second Temple Judaism, the origins of Christianity, the history of the biblical text, the Qumran community. Making the scrolls available to the general public. Not open to those who have taken INQS 125: The Dead Sea Scrolls. 4 credits. (UQ or VP)

RELS 365 John and the Gnostic Gospels – Examination of the Gnostic Christian texts discovered at Nag Hammadi, Egypt, as context for the Gospel of John. Topics include: the variety of early Christian communities; roles of women in early Christian churches; the so-called Q Document; the politics of Christian canon formation; the Gospel of John as an orthodox response to Gnostic Christians. Not open to those who have taken INQS 125: John and the Gnostic Gospels. 4 credits. (UQ or VP)

RELS 367 Scribes and Schools: Recording Ancient Wisdom – The invention of the alphabet. How the Bible became a book. The Canaanite origin of the Biblical God. How to read a Northwest Semitic inscription. The ancient world of the patriarch Abraham. 4 credits. (UQ)

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Religious Studies

of advanced standing under the supervision of departmental faculty. Prerequisite: consent of instructor. 1-5 credits.

RELS 485 Senior Seminar – First course of departmental capstone sequence. Examination of academic approaches to the understanding of religious phenomena. Focus on theories and methods of analysis. Leads to completion of a proposal for the senior thesis. Prerequisite: consent of department. 4 credits.

RELS 487 Internship – Individualized learning in applied religion through working in a church, synagogue, temple, or other institution related to a denomination or ecumenical group. Letter grades. Prerequisite: consent of department. 4 credits. (EL)

RELS 490 Senior Thesis – Second course of departmental capstone sequence. Advanced research and writing in consultation with one or more members of the department. Prerequisites: 485 and senior standing. 4 credits. (MWI)

JANUARY TERM OFF-CAMPUS COURSES

RELS 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Old Testament in Israel; New Testament in Israel and Jordan; New Testament in Rome. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

OCE & PORTLAND COURSES

Courses offered only through Online and Continuing Education or on the Portland Campus:

RELS 215 Introduction to Yoga (also listed as HHPA 215) – Overview of philosophy, history and practice of yoga; discussion of its progression and incorporation in the west over last 100 years; emphasis on benefits of yoga and mindfulness for the individual. Lecture. Prerequisite: HHPA 071a or instructor consent. 2 credits.

RELS 306 Spirituality and Care for the Earth – Reflection and thought toward issues essential to our long-term survival and health. Draws on spiritual and religious traditions relevant to how humanity engages our environment. Offered spring. 4 credits. (UQ)

Faculty

Daniel Chaffee, Ph.D (Visiting)
Hillary Crane, Ph.D. (Chair)
Robert Gardner, Ph.D. (on sabbatical 2017-18)
Thomas Love, Ph.D.
Amy Orr, Ph.D.

Affiliated Faculty

William Bestor, Ph.D.
Jeff Peterson, Ph.D. • Linfield Center for the Northwest

Sociology is the historical, comparative study of society, including social relations, institutions, and practices. To possess a sociological imagination is to see the strange in the familiar – to analyze the taken-for-granted, common sense understanding of our social worlds. The department emphasizes social research methods and social theory as core building blocks of the sociological enterprise. The department has several areas of expertise, such as: race and ethnicity; political sociology (social movements, rural and urban society); environmental sociology; community; and sociology of education. The core concepts of inequality and stratification (in the United States and from a global perspective) are emphasized across the curriculum.

Social Work/Social Policy Track. While the Linfield College Department of Sociology and Anthropology does not offer a major in social work, the social work/social policy track can help to prepare students for careers or graduate education in this field. Students interested in pursuing this track are encouraged to choose among the following when selecting elective courses: SOCL 201, SOAN 205, SOAN 265, SOAN 270, SOAN 232, SOAN 330, SOAN 365, SOCL 470. Completion of an internship is strongly encouraged.

(ANTH) and Sociology/Anthropology (SOAN) courses, including ANTH 111; one world area, in the department or, with approval of SOAN chair, a world area course from another department (e.g. HIST); and at least one 300- or 400-level course.

The following core courses in the major must be completed with a grade of C- or higher: ANTH 111 or SOCL 101 (for the respective major), SOAN 307, SOAN 385, SOAN 400-level seminar, SOAN

Sociology and Anthropology

inequality (race, class, gender, and sexual orientation); sport and imperialism. 4 credits. (UQ)

SOAN 221 Religion, Society and Culture – Examines religion and religious belief as a social phenomenon. Focuses on the relationship between society and religion, and the role that religion plays in individuals' lives, with special emphasis on the larger social and cultural context of religious belief and expression in the United States. Topics to be considered include: belief and its institutionalization, religion as a social form, forms of religious organization, religion and social change, politics and religion, fundamentalism, religion in popular culture, secularization, and the shifting boundaries of religious and non-religious activity. 4 credits. (IS or UQ)

SOAN 222 Mexico, Central America, and the Caribbean: Societies and Cultures – Social organizations and cultures of Mexico, Central America, and the Caribbean. Patterns of economic, political, and social organization, including ethnicity, gender, race, class, and other social cleavages. Migration to the United States and effects on U.S. society, including Latinas and Latinos, Rastafarian influences, and U.S. migration policy. 4 credits. (IS or GP)

SOAN 225 Peoples and Cultures of North America: The Native Americans – Indigenous people of North America: prehistory and patterns of adaptation, culture areas and the diversity of cultural configurations prior to European colonization, history of Indian-white relations, Native Americans today. 4 credits. (VP)

SOAN 226 South America: Peoples and Cultures of the Least Known Continent – Social organization, cultures, and histories of the diverse peoples of South America. Current patterns of economic, political, and social organization, including countryside and cities; ethnic, class, and other social cleavages; local, national, and international levels of integration. 4 credits. (IS or GP)

SOAN 229 Contemporary Chinese Societies – Overview of Chinese society, drawing on insights from anthropology, sociology, history, political science, religion, gender studies, and economics. Continuity and change in Chinese cultural traditions and the unity and diversity of Chinese culture both within Chinese national borders and with overseas Chinese. Orientalism, religion, marriage, kinship, gender, ethnicity, traditional medicine, understandings of the body, the usefulness of a "timeless Chinese" concept, and the possibility of a "Chinese sense of self." \$35 fee. 4 credits. (IS or GP)

SOAN 230 Peoples and Cultures of South Asia – Peoples and cultures from Afghanistan to Thailand, their social, economic, and religious institutions, regional disputes and conflicts. Forces for change, urban and rural strategies for survival and development, roles of women. 4 credits.

SOAN 232 Medicine and Culture – Cultural bases of illness and curing; ethnographic examination of how non-Western societies perceive and treat illness and how knowledge of non-Western practices can be used to critique and inform the management of our own health problems. Meanings of sickness, nature of relationships between patients and healers, and effects of culture on health. 4 credits. (IS or GP)

SOAN 240 Utopias and Dystopias: Sociology of Science Fiction – Exploration of theory of utopic and dystopic thought, social theory and their representation in works of science fiction. Specific areas of focus include gender and sex, sexual orientation, race, societal structure, war, terrorism, peace, inequality and political theory. 4 credits. (IS or UQ)

SOAN 244 The Other Europe – Marginalized populations of the European subcontinent and their cultures in historical and anthropological perspective: East Europeans, Basques, Roma, Jews, Irish, recent Asian and African immigrants, and European underclasses. Views of pre-modern and modern European Civilization from core and periphery. Other Europeans and the U.S. 4 credits. (IS or GP)

SOAN 250 Environment, Society, and Culture (also listed as

Offered fall, spring. 4 credits (2 per semester).

For a minor: Completion of 6 courses (22-24 credits), distributed as follows: BNSS 250, 350; ECON 210; ECON 321, 322, or 323; and two courses (6-8 credits) from the following: PHIL/SOAN 210, HHPA 350, 390, 410, 425, 485, 487, MSCM 347, 370, and 375 (note MSCM courses subject to approval by SMG coordinator). To receive elective credit for MSCM 347, 370, and 375, students must petition the SMG coordinator and provide a signed agreement between the student and the relevant course instructor stating that at least 1/3 of the course grade was devoted to sport or sport-related issues. The SMG coordinator must approve the petition before the Registrar will accept the elective credit.

In successfully completing a minor in Sport Management, a student will:

- Demonstrate an understanding of theories of marketing, management, and organizational behavior and how these theories are applied to sports enterprises;
- Identify the basic principles of economics and finance and apply them to the sport industry;
- Examine the social and cultural significance of sport in society; and
- Analyze legal, ethical, and philosophical issues related to the field of sport management.

THEATRE AND COMMUNICATION ARTS

Faculty

Janet Gupton, Ph.D.
Lindsey Mantoan, Ph.D.
Brenda DeVore Marshall, Ph.D. (Chair)
Tyrone Marshall, M.F.A.
Jackson Miller, Ph.D.

Instructional Associates

Laurel Peterson, M.F.A.
Robert Vaughn, M.F.A.

The programs in the Department of Theatre and Communication Arts seek to connect learning, life, and community by exploring human interactions. Whether expressed creatively from the theatrical stage, rhetorically from the speaker's platform, or interpersonally within diverse social relationships, appreciating and reflecting upon these interactions are essential to an understanding of a multicultural society and ourselves. Faculty, staff, and students seek this understanding by integrating creative and intuitive skills, imagination and scholarship, public presentation and private introspection. Through such individual and collaborative engagement in scholarly and creative research communities, the department demonstrates its strong belief in integrated teaching and learning and the centrality of its disciplines within the liberal arts.

Beyond service to students enrolled in courses, the department contributes to the broader community through its public performances and community discussions, engagement with local, regional, and global organizations, and participation in professional associations. Such events

and activities promote thoughtful dialogue about the human condition in a climate of mutual respect and genuine commitment to varied ways of learning and understanding.

More specifically, the various programs in theatre arts endeavor to develop students who understand the multi-disciplinary facets of the theatre process within the context of the broader liberal arts; to help students learn the various theatrical skills and integrate those skills in public theatre presentations; and to prepare students for entry-level positions in theatre and theatre-related activities, for graduate school if they so choose, or for a life-long avocational but informed activity in theatre.

The communication arts and forensics programs strive to develop students who realize that the ability to use symbols to interact with one another is one of the defining characteristics of humans; that through this symbolic process self and social reality are created; and that if humans are to realize their potential, they must be able to produce and receive those symbols in meaningful and responsible ways with respect for both similarities and differences among people and cultures.

Course work and experiential learning opportunities in paracurricular and co-curricular activities, the department's internship program, and its community service opportunities

Theatre and Communication Arts

For an Intercultural Communication major: 49-54 credits including 31-32 credits in Communication Arts courses 130, 220, 230, 233, 255, 335, 476, and 140 or 340, and 332 or 353, and 420 with cultural content or 430 with cultural content. In addition, students complete ANTH 111 (4 credits) and select four cultural courses (14-18 credits) in other disciplines including two courses selected from among courses providing disciplinary perspectives on culture including ANTH 341, ENGL 305 or 365, HIST 267 or 370, PHIL 160 or 375, POLS 210, RELS 140 or 310, SOAN 265 or 375; one course selected from among courses providing contemporary social and cultural perspectives including GLFR 312, GLGR 312, GLSP 312, GLJP 360, SOAN 222, 225, 226, 229, 230, or 244; and one course selected from among courses providing historical social and cultural perspectives including HIST 300, 315, 318, 320, 322, 400, GLFR 311. Semester Abroad with public presentation upon return. U.S. Community Diversity Project with public presentation. With approval of advisor, students may substitute an appropriate class taken abroad for one of the cultural courses focused on contemporary perspectives or for one of the cultural courses focused on historical perspectives. Students must earn a grade of C- or higher in courses meeting major requirements. As part of the department's assessment program, intercultural communication majors participate in a sophomore conference with faculty and a senior interview. Intercultural Communication majors are encouraged to take language courses beyond those required for the B.A. degree.

Notes: 1) As appropriate, students may elect to earn community service or internship credit for the community diversity project. 2) Given the fluidity of the curriculum, including the frequent addition of one-time special topics courses, students, with the approval of the Communication Arts faculty, may make course substitutions.

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theatre presentation during semester. Application of principles from THTR 365. Intense experiential activity that also requires research and creative contributions.

of ideas to an audience. Issues of First Amendment rights and responsibilities and the role of persuasive discourse in effecting individual and societal change. Theory and practice of audience adaptation, message organization, language use, and delivery. Classroom speeches and evaluation. 3 credits. (IS)

TCCA 151 Public Speaking Events Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. 1 credit. (EL)

TCCA 152 Public Speaking Events Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. 1 credit. (EL)

TCCA 153 Public Speaking Events Practicum 3 – Active participation in the Linfield Forensics Program through practice sessions and level three public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. 1 credit. (EL)

TCCA 157 Debate Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. 1 credit. (EL)

TCCA 158 Debate Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. 1 credit. (EL)

TCCA 159 Debate Practicum 3 – Active participation in the Linfield Forensics Program through practice sessions and level three debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. 1 credit. (EL)

TCCA 220 Performing Literature – Performance studies approach to performing literature. Analysis and performance of selections from various literary genres with emphasis on works of diverse voices in U.S. literature. Offered spring semester. 3 credits. (CS or US)

TCCA 230 Intercultural Communication: Global Perspectives – Theory and practice of human communication in a multicultural world. Interdisciplinary and global perspectives on social and cultural contexts of communication. Emphasis on perception, values, enculturation, acculturation, verbal and nonverbal communication. 3 credits. (IS)

TCCA 230 Intercultural Communication: Global Perspectives – Theory and practice of human communication in a multicultural world. Interdisciplinary and global perspectives on social and cultural contexts of communication. Emphasis on perception, values, enculturation, acculturation, verbal and nonverbal communication. 3 credits. (IS)

fall of even-numbered years. 3 credits. (IS or @PUS depending on topic)

TCCA 455 Rhetorical Theory and Criticism –

<p>Coordinator Jeff Peterson, Ph.D. • Sociology and Anthropology, Linfield Center for the Northwest</p> <p>Faculty Virlena Crosley, D.B.A • Business Rob Gardner, Ph.D. • Sociology Brian Gilbert, Ph.D. • Chemistry Brenda DeVore Marshall, Ph.D. • Theatre and Communication Arts Thomas Reinert, Ph.D. • Chemistry Susan Currie Sivek, Ph.D. • Mass Communications Sharon Wagner, Ph.D. • Business Lisa Weidman, Ph.D. • Mass Communications Jeremy Weisz, Ph.D. • Biology</p>	<p>Wine Studies is an interdisciplinary program designed to allow students the opportunity to obtain knowledge about the history, culture, production, business, science and appreciation of wine. Courses in this minor encourage understanding and critical analysis of the cultural, social and economic significance of wine in Oregon and around the world. Students who complete a minor in Wine Studies will be better prepared for graduate studies in viticulture, enology or wine business. They will also be well positioned to pursue careers in the wine industry or the hospitality industry.</p>
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Students completing a minor in Wine Studies will:

- Demonstrate an interdisciplinary understanding of the wine industry;
- Apply their understanding to the unique aspects of the wine industry in our region;
- Employ specialized skills in (and to) the wine industry through experiential learning or in-depth research.

For a minor: Completion of six courses (20-25 credits), distributed as follows:

Required Courses (13-16 credits)

BNSS 250, TCCA 140, WINE 205, a capstone experience: IDST 387; a department-specific Internship (487) or Independent Study (480).

Elective Courses: At least two courses from the following list: BIOL 112, CHEM 300, WINE 234, WINE 290, WINE 325.

One course from the list below may be substituted as an elective course if approved by the Wine Studies Coordinator. At least 1/3 of the grade must be devoted to wine-related topics.

- BNAC 461 Cost Accounting
- MSCM 343 Social Media Theory and Practice
- MSCM 347 Principles of Public Relations
- TCCA 340 Persuasion and Social Influence
- Approved Jan term study-abroad course focused on wine
- Approved topics course focused on wine from any department. (4-5 cr.)

To receive elective credit for any of these courses, students must petition the Wine Studies coordinator and provide a signed agreement between the student and the relevant course instructor stating that 1/3 of the course grade was devoted to wine-related topics.

If a student believes a course not listed above might be an acceptable alternative elective course, he or she should check with the coordinator of the program by the second week of the

semester.

Only two courses counted for the Wine Studies minor may also be counted toward Linfield Curriculum, major requirements or other minor requirements.

Due to overlap in course content, BNSS 250 waived for students completing the 24-credit BUSN co ET BT oET B18 t5(At)TJ T* [(least 1/3 of the

NURSING

Faculty

Holly Andreosky, M.S.N. (Visiting)
 Mary Bartlett, D.N.P.
 Jennifer Bransfield, M.S.N. (Visiting)
 Henny Breen, Ph.D.
 Virginia Connell, M.S.N. (Visiting)
 Kathryn Crabtree, M.S.N. (Visiting)
 Jake Creviston, D.N.P.
 Michelle Dedeo, D.N.P.
 Beverly Epeneter, Ed.D.
 Julie Fitzwater, M.N.E. (Visiting)
 Nancy Foraker, M.N.E. (Visiting)
 Ingrid Flander, M.N. (Visiting)
 Marcella Gowan, Ed.D.
 Monica Haj, M.S.N. (Visiting)
 Carmen Ingulli, M.N. (Visiting)
 Kimberly Kintz, D.N.P. (on sabbatical spring 2018)
 Cheryl Langford, M.S.N.
 Lisa Manthey, M.N. (Visiting)
 Patrice O'Donovan, M.L.S.
 Melissa Robinson, Ph.D. (on sabbatical spring 2018)
 Laura Rodgers, Ph.D.
 Joanna Rowe, Ph.D.
 Keondra Rustan, M.S.N. (Visiting)
 Jan Selliken, N.D.
 Paul Smith, Ph.D.
 Elizabeth Straus, M.N. (Visiting)
 Morgan Torris-Hedlund, M.P.A., M.S.
 Ericka Waidley, M.S.N.
 Jacqueline Webb, D.N.P.
 Pam Wheeler, Ph.D. (on sabbatical fall 2017)
 Mindy Zeitzer, Ph.D. (Visiting)

Interim Deans of Nursing

Beverly Epeneter, Ed.D.
 Joanna Rowe, Ph.D.

Clinical Facilities Assistant

Jessie King, M.B.A.

Experiential Learning Center

Kama Stout, M.S.N., Director
 Barbara Van Ness, M.S., Coordinator

Simulation Operations Manager

Christopher Griffith, M.B.A.

Simulation Technicians

Michele Renninger, B.S.N.
 Mesa Taing

Director of Pre-Licensure Program

! FROM A BACCALAUREATE

To meet the needs of diverse populations seeking the B.S.N. degree, Linfield College and the School of Nursing offer three programs which are based on the same foundational principles and have the same student outcomes. Two of these are pre-licensure programs. The generic pre-licensure program comprises a 4-semester curriculum intended for students who have not completed a bachelor's degree and come to the School of Nursing as undergraduate transfer students. The accelerated pre-licensure program is designed for students who have completed a baccalaureate degree and is offered over the span of 15 calendar months – summer term, fall semester, spring semester and summer term. The R.N. to B.S.N. online program admits licensed registered nurses who have completed a nursing program from a regionally accredited college. The program may be completed in four semesters.

Outcomes for the nursing major:

- Integrates knowledge from liberal arts, sciences and nursing science as a basis for professional practice.
- Applies critical reasoning and evidence-based practice in the provision of safe, quality holistic client-centered care.
- Communicates effectively and collaboratively in a professional practice.
- Uses information and technology to communicate and manage
-

prerequisite science courses (includes Biology/Chemistry, Anatomy, Physiology, and Microbiology).

5. At the time of application and the date posted on the application calendar, a minimum 2.700 GPA in Anatomy and Physiology courses.
 6. Only one repeated grade for any Anatomy or Physiology course will be used in the calculation of the minimum GPA requirements. In the case where a student has more than one repeated course or more than one repeat on a single course, only the grade from the first repeated course will be used in the calculation and the original grade for other courses will be used. A withdrawal (W) from either an Anatomy or Physiology course will be counted as an attempt under this rule. If a student withdrew from one of these courses for reasons other than poor academic performance, the student may consult with the registrar's office on how to petition for an exception.
 7. By the date posted on the application calendar, a minimum 62 semester credits or 93 quarter credits of transferable coursework completed.
4. Provide proof of health insurance or annual purchase of such insurance through the college.
 5. Students are required to purchase professional liability insurance coverage through Linfield College. An annual, renewable fee is due each year at the time of registration. This insurance only covers individuals in their clinical practice as students in nursing courses.
 6. Provide annual completion of ACEMAPP learning assessments and documentation of clinical site specific requirements.
 7. Indicate consent or withholding of consent for use of student papers.
 8. Complete criminal background checks and drug screen through approved vendor prior to t

Additional provisions:

- For students who are progressing towards completion of academic requirements admission decisions are contingent upon successful completion of all requirements prior to the deadline posted on the application calendar
- Linfield students currently enrolled on the McMinnville Campus or the Online and Continuing Education (OCE) Program will be admitted to the nursing major pending space availability if they are in good standing at the college and meet all nursing admission requirements. Admission will be competitive, based on college academic record and supporting application materials if there are more applicants than spaces available. McMinnville Campus/OCE students are required to submit a Linfield College Intercampus Nursing Application by the nursing application deadline. Students who transferred to the McMinnville Campus/OCE from another program must show that 30 semester hours will be completed at Linfield in order to be considered a resident Linfield student.
- Students transferring from other institutions may obtain application information from the School of Nursing admission website: www.linfield.edu/portland/admission/nursing.
- Students who have been denied admission to the School of Nursing from the general application pool are not eligible to gain entry to the nursing major by establishing resident student status through enrollment at the McMinnville Campus or OCE programs. Such a student may only reapply for admission to the nursing major through the general application pool.
- All admitted nursing students will be assigned to a specific curriculum plan based on prior academic work completed and available space. Start terms include summer, fall and spring.
- Applicants previously enrolled in any nursing program may apply for admission provided they meet the application criteria and provide a letter from the dean/director of the previous school stating the student was in good standing when they left the program and would have been allowed to continue enrollment in the nursing program.

After admission to the nursing major, students must:

1. Submit a health information form from a health care provider including proof of appropriate immunizations . (Requirements subject to change)
2. Provide TB screening test. An annual TB screening test is required until completion of the nursing program.
3. Submit documentation of current CPR certification –

Nursing

- credits or 4 quarter credits)
- College Writing (minimum of 3 semester or 5 quarter credits)
-

Nursing

NURS 245 Evolution of Nursing – Exploration of selected aspects of nursing history, including the contributions of religious orders and culturally and ethnically diverse nurses, and their effects on contemporary nursing. 3 credits. (VP)

NURS 291 Holistic Nursing: Practicing Healthy Living and Healing – Theories and concepts necessary for understanding holistic principles. Recognition that holism is a way of being. Application of holistic principles in students' personal and professional roles. 2 credits.

NURS 312 Feminist Ethics in Health Care – Exploration of issues and methods in health care ethics that have arisen from the influence and perspectives of women. Includes overview of feminine ideology and examination of the foundations of bioethics in relation to gender and power. 3 credits.

NURS 343 Health Disparities – Culture and socioeconomic status are the foundation for exploring the health of social, ethnic, cultural, and other vulnerable populations. Influences that dictate access to and utilizing of health care resources that contribute to health disparities are explored through critical analysis and dialogue. 3 credits. (IS)

NURS 358 HIV Nursing: Caring and Concepts – Overview of HIV infection including current concepts and analyses of societal impact from both global and local perspectives. Examination of development of therapeutic tools and skills to educate, reduce risks, control infection, and affect care and healing of adult and children clients, family members, and community from a nursing perspective. 3 credits. (UQ)

NURS 360 Family Violence and the Nurse's Role – Family

violence as a multifaceted problem within the broader social context, with focus on theories, research, and nursing practice. The nurse's role in working with those involved in partner, child, and elder abuse. Prerequisite or corequisite: 395. 2 credits.

NURS 362 Palliative Care Nursing –

Linfield College is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Linfield College to advertise, recruit and offer field placements for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Except when the contrary is explicitly indicated, all provi-

Online and Continuing Education

Adjunct faculty are selected by the academic departments of the college to deliver the quality education long associated with the traditional residential program of Linfield.

BUSINESS MAJORS

ACCOUNTING

MANAGEMENT

MARKETING

INTERNATIONAL BUSINESS

Outcomes for the Core Curriculum

In successfully completing a major in the department of business, students must:

- Appreciate ethical, legal, and global aspects of business,
- Apply knowledge of the management and strategy of organizations
- Demonstrate literacy in accounting,
- Understand the role of marketing, and
- Demonstrate competency in financial analysis.

Requirements

For a major in Business: See Business section of catalog.

BUSINESS INFORMATION SYSTEMS

Outcomes for the Major

The major in Business Information Systems is an interdepartmental program combining studies in computer information systems from the Department of Computer Science with business courses from the Department of Business. The curriculum, based on the Data Processing Management Association model, places strong emphasis on business problem solving through systematic analysis and management of the system development process.

In successfully completing a major in business information systems (BIS), a student will demonstrate:

- understanding of the fundamental principles and concepts of computer science;
- in-depth knowledge of software development, networks and systems development and administration, and information management;
- ability to plan, design, implement, and maintain a hardware, software, or networked project both individually and as part of a group;
- ability to work in multiple programming environments, software development languages, and design paradigms;
- ability to orally present information and write clearly;
- ability to develop in-depth understanding of at least one specialty area of computer science through independent research and, wherever possible, internships;
- ability to understand and function well in an industrial or commercial environment through attachments or internship; and
- ability to develop personal skills planning and time management skills, problems solving and decision-making skills.

Requirements

For a major in Business Information Systems: COMP 101, 152, 250, 302, 310, 382, 400, 404, 484; ECON 210; BNAC 260, 261; BNMG 310; BNMK 321; BNFN 341. At least 12 credits of computer course work and 9 credits of business course work must be taken from Linfield. Students majoring in BIS must also meet the Business Department mathematics and statistics proficiency requirements.

GLOBAL STUDIES

The Global Studies major aims to educate students about particular regions around the world, including the United States, from a global perspective, through the examination of historical and contemporary trends of global society and events. Using different disciplinary perspectives, including History, Religious Studies, Political Science and Communication Studies, students majoring in Global Studies will be exposed to diverse historical, cultural, religious, social, and political dimensions of various geographic regions, and prompted to consider their broader significance to the world.

Outcomes for the Major

Students will demonstrate some familiarity with diverse historical, socio-cultural, religious and political contexts around the globe, including the United States, Latin America, Europe, and Asia.

Students will demonstrate sustained engagement, from one or more disciplinary perspectives, including History, Religious Studies, Political Science, Communication Studies, or other disciplines, with the ideas, value systems, practices, and social formations of a particular culture or region, historically or contemporarily (or both)

Students will demonstrate an appreciation for the contribution of different disciplinary perspectives to the understanding of local and global issues and their complexities.

Students will demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

Students will develop the skills necessary to examine critically a broad range of historical, cultural, and religious traditions and to assess how the values associated with those traditions shape people's lives.

Students will demonstrate proficiency in research and communication skills, both oral and written, which promote critical thought and personal growth.

Requirements

For a major, in Global Studies: completion of 43 credits, distributed as follows. In mapping out the shape of their particular Global Studies major, students will demonstrate a high level of agency and responsibility in the development of their plan of study.

1. Foundational Courses (11 credits) – RELS 110 (4 credits), TCCA 230 (3 credits); HIST 122 or 123 (4 credits).

2. Capstone Requirement (8 credits) – IDST 485, 490.

At least 24 additional credits, as follows. Students can take no fewer than 4 credits from any grouping; at least 8 credits must be at the 300 level or above. Given the interdisciplinary nature of Global Studies, students may select additional coursework from several different disciplines. At minimum, students must take 4 credits from each of the following groupings; thereafter, students should work closely with their academic advisor to ensure a focused course of study. For example, if a student is interested in foreign language study or studying abroad, and opportunities are available for pursuing such studies, then the advisor will help the student to integrate such coursework into a personalized curriculum. The courses listed below represent only an indication of those currently offered in OCE, and are not inclusive; where appropriate, students may, in consultation with the Global Studies coordinator, petition to include other coursework taken (either through OCE or elsewhere) to count toward the major requirements:

Historical and Cultural Studies: HIST 200, 210, 214, 302 (can be repeated if topic differs), 304 (can be repeated if topic

differs), 314, 360, 362, 390; GLCH 211, 212.

Religious Studies and Philosophy: RELS 120, 130, 140, RELS/
PHIL 160, 218, 309, 310, 360, 365, 367.

Political Science: POLS 210, 315, 330, 372, 384, 386.

PROJECT MANAGEMENT

The Project Management major aims to provide students with a comprehensive overview of the project management field according to the Project Management Institute (PMI), the leader in project management practice and scholarship. Students will study the main areas of competency as outlined by the PMI: project integration, scope and planning, scheduling, costs, quality, human resources, communication, monitoring and procurement.

Outcomes for the Major

In successfully completing a major in Project Management, a student should be able to:

- Plan and manage complex projects using appropriate technologies and tools
- Demonstrate an understanding of and ability to apply project management principles and best practices to plan, execute and complete a project.
- Demonstrate the ability to manage change throughout the life of the project.
- Effectively communicate with diverse groups and populations within an organization.
- Demonstrate an ability to plan for human capital needs, acquire and develop skills needed for projects, motivate the project team, and measure the project team's performance
- Employ successful project team development and management strategies.
- Explain how project management practices can support organizational effectiveness
- Demonstrate an understanding of how scheduling, budgeting, procurement, risk management and personnel management impact the success of a project.
- Learn the latest Project Management Body of Knowledge

writing of fiction, poetry, literary nonfiction, and scripts.
For a certificate in Creative Writing:

Helping students enroll in and graduate from Linfield College is the mission of the Office of Financial Aid. Financial aid is based on the financial situation of the student and family. Over ninety percent of the students attending Linfield receive some form of financial assistance. Seventy percent of the students attending receive financial assistance based on their financial aid eligibility, or “financial need.”

Academic scholarships are available to the best-qualified applicants each year. Linfield offers several different academic scholarships, explained in the section headed “Academic Scholarships for First-Year Students or Transfers.” Athletic participation is not considered in the awarding of any financial aid.

Financial aid is available after determining a student’s financial aid eligibility. These financial aid types are explained in the section headed “Need-Based and Non Need-Based Financial Aid.” Eligibility for and packaging of need-based and merit financial aid will be comparable for students admitted under Early Action and Regular Decision admission programs.

The Linfield Office of Financial is located on the McMinnville campus and processes financial aid for all three campuses – McMinnville Campus, Online and Continuing Education Programs, and Good Samaritan School of Nursing Portland Campus.

Linfield Legacy Awards of \$500 will be awarded to new students (freshman or transfer) who list family members who attended Linfield College on their application for admission. Linfield Legacy Awards of \$1,000 will be awarded to new students (freshman or transfer) who currently have a sibling enrolled at Linfield College. For the remainder of the sibling’s enrollment he/she will also receive the Linfield Legacy Award of \$1,000 per academic year. (Incoming students will have up to \$1,000 of Linfield Legacy Award.)

Linfield offers a number of academic scholarships to entering first-year students attending full time. The scholarships are for undergraduate study only, and are awarded on a semester-by-semester basis for the first eight semesters of a qualified student’s full-time attendance, as defined by a minimum of 12 credit hours per semester. These scholarships are awarded regardless of financial need. Eligibility begins at a 3.200 high school weighted GPA and is determined at the time of admission, and other factors including board scores, either the SAT Reasoning Test or ACT exam, and strength of schedule will be used to determine scholarship eligibility. To receive priority consideration for all merit scholarships, the student’s application for admission must be complete by the priority deadline. Students must meet Satisfactory Academic Progress (SAP) for renewal of awards listed in this section, explained in the Section headed Satisfactory Academic Progress.

Linfield Merit Award

Students who are Finalists in the National Merit Scholarship Corporation Program, and who list Linfield as their first choice college, and are eligible for a college sponsorship through National Merit, will be awarded a Linfield Merit Award. The amounts range from half tuition on a no-need basis, to full tuition with sufficient financial need. The award is guaranteed through the sophomore year, and renewed for the junior and senior years if the student maintains a 3.350 Linfield cumulative GPA, is a full-time student, and applies for renewal of financial aid in a timely manner.

Linfield Scholarships

Linfield Scholarships are available for a selected number of outstanding incoming freshman students attending full time, at least 12 credits per semester. Scholarship decisions are based on the student’s academic record including grades, test scores and strength of schedule. Information submitted on the Application for Admission to Linfield is used to determine scholarship eligibility. A separate application is not required. At some point Linfield may change this award to a Linfield Endowed Scholarship for the same award amount and with similar renewal criteria. A portion of Linfield’s institutional dollars are funded by over 200 endowed scholarships. Below are the amounts and names of the Linfield Scholarships:

\$22,500 and \$23,500	Linfield Trustee Scholarships
\$20,500 and \$21,500	Linfield Presidential Scholarships
\$18,500 and \$19,500	Frances R. Linfield Scholarships
\$16,500 and \$17,500	Linfield Faculty Scholarships
\$15,500	Linfield Achievement Awards

Eligible students may receive ONE of the above academic scholarships.

Linfield Academic Competitive Scholarships

Department-sponsored competitions for prospective first-year students are held on the McMinnville Campus. Participation is by invitation only. For students applying fall 2017, the completed application for admission and the Academic Competitive Scholarship Application form must be submitted by December 1, 2016. Invited students can compete with the opportunity to win a scholarship, ranging from \$12,000 - \$20,000. Each award is distributed equally over eight semesters of attendance. For example, for a \$20,000 award, a student will receive \$5,000 for the first year and each of the following three years. A Competitive Scholarship may be received in combination with one of the other academic scholarships.

Music Scholarships

The Music Department offers scholarships available by audition for music majors and minors (Music Achievement Awards) and majors, minors and non-majors (Music Participation Awards) who attend full time. Auditions enable the Music Department to recognize and provide scholarship assistance to students who have had successful participation in music. Eligible applicants must have applied for admission. Students intending to major or minor in music will be considered for both Music Achievement and Participation Awards. Students not intending to major or minor in music will be considered for Music Participation Grants only. Music Participation Awards are \$2,000 per year for students with special talent in music upon the recommendation of the Music Department. Music Achievement Awards range from \$5,000-\$6,000 annually and are renewable based on continued participation in music performance and a recommendation from the Department of Music. Interested students will be required to

Transfer Scholarships

Admitted transfer students with at least a 3.000 transferrable GPA will automatically be considered. Transfer Scholarships are awarded to selected McMinnville Campus students who have attended two- or four-year accredited colleges and universities. No separate application is required and students will be eligible for the following awards:

3.850 - 4.000 GPA:	\$23,500 Transfer Scholarship
3.700 - 3.840 GPA:	\$21,500 Transfer Scholarship
3.400 - 3.690 GPA:	\$19,000 Transfer Scholarship
3.000 - 3.390 GPA:	\$17,000 Transfer Scholarship

Information submitted in the Application for Admission to Linfield is used to determine scholarship eligibility. Semesters attended at another college count towards the eight semester maximum eligibility for this scholarship. Students must meet Satisfactory Academic Progress (SAP) for renewal of awards listed in this section, explained in the Section headed Satisfactory Academic Progress.

Honor Society Scholarships

funds donated in perpetuity, often as a memorial or recognition of a special person. They are administered by the Director of Financial Aid. These scholarships have been made possible by alumni and other friends closely related to Linfield. It is hoped that some recipients of this generosity, later and when circumstances permit, will decide to aid others by continuing such scholarships for the benefit of students of future generations. No separate application forms are required for these scholarships. All students who apply for financial aid are automatically considered for each of the scholarships, in accordance with the wishes of the donors and college policies relating to financial aid. At some point Linfield may replace a Linfield Scholarship or Linfield College Grant with these funds.

Federal Sources of Financial Aid

The Federal Pell Grant, Iraq and Afghanistan Service Grant (IASG), Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal TEACH Grant (TEACH Grant) are all grants that are awarded to eligible undergraduate students at Linfield, who do not have their first bachelor's degree, that meet the student eligibility criteria based upon completion of the Free Application for Federal Student Aid (FAFSA), www.fafsa.gov, and other student eligibility criteria that Linfield will confirm upon enrollment. Grants are often called "gift aid" because they are free money – financial aid that does not have to be repaid. Grants and Linfield's Financial Aid Office will determine if you are eligible for federal financial aid. The maximum amount of federal financial aid that you can receive is determined by your financial need, your enrollment status, and the type of aid you are applying for. The maximum amount of federal financial aid that you can receive is determined by your financial need, your enrollment status, and the type of aid you are applying for.

Unsubsidized Federal Direct Stafford Loan

Students who do not show financial need, and therefore may not borrow under the Subsidized Federal Direct Stafford Loan Program, may borrow funds through the Unsubsidized Federal Direct Stafford Loan Program. Students who borrow under this loan program are responsible for all interest accrued during periods of enrollment, their grace period and through repayment. Students can choose to pay the interest while in school, during grace periods and deferment or forbearance periods, or students can allow the interest to accrue and be capitalized (that is, added to the principal amount of the loan). If students choose not to pay the interest as it accrues, this will increase the total amount they have to repay because they will be charged interest on a higher principal amount.

Federal Direct Parent PLUS Loan (PLUS Loan)

on WebAdvisor, as well as the FAFSA (or ORSAA) annually. Students receiving an academic scholarship and/or student employment are required to submit the Linfield Application for Financial Aid (LAFA). Renewal depends on academic performance, the reestablishment of financial need, or both. Aid may be increased or decreased, depending on the annual financial need analysis and meeting prescribed priority dates. Aid may be withdrawn if a student fails to make Satisfactory Academic Progress, fails to report financial aid from sources outside Linfield College, owes a refund on a federal or state grant, or is in default on a student loan.

Priority dates are established by the Office of Financial Aid each year and students will need to meet these dates to ensure the best opportunity for renewal of scholarships and financial assistance.

These short-term loan programs are available to regularly enrolled students to assist with educational expenses during the year they borrow the funds. These loan funds require repayment prior to the start of the next academic year, or, for graduating seniors, prior to graduation. Linfield employees are excluded from borrowing these loans, unless they are enrolled in courses and are eligible. These funds are managed and awarded jointly by the offices of Financial Aid and Accounting.

Linfield College is mandated to qualitatively and quantitatively evaluate the academic progress of financial aid recipients. The standard is cumulative and includes all periods of enrollment, even those in which the student did not receive financial assistance. All financial aid is awarded with the understanding that the student will maintain Satisfactory Academic Progress (SAP). The specific requirements necessary to remain eligible for financial aid assistance differ slightly depending on whether the aid is institutionally based or federally funded, but the general policy applies to all types of aid. Linfield monitors satisfactory academic progress annually for programs lasting longer than one year. For programs lasting one year or less, Linfield monitors SAP at the end of each payment period. In order to maintain SAP the student must: 1) have a grade point average which meets the minimum requirements for continuation of study at Linfield, 2) earn a minimum number of credits for each academic year, and 3) complete all degree requirements within a specified time frame. In the event a student's performance is found to be unsatisfactory, the student is placed on financial aid suspension and Linfield College's Office of Financial Aid notifies the student of their status to their Linfield College email account and by mailing a letter to the student's home address.

Qualitative Standard

Students are expected to maintain at least a 2.000 cumulative grade point average (GPA). Students with less than a 2.000 cumulative grade point average will be placed on academic probation and have one semester to improve their academic record before being suspended from Linfield College. GPA requirements are monitored by the Registrar's Office and is fully described in the Linfield College course catalog under Academic Policies and Procedures. Students on academic probation are eligible to receive financial aid, as long as they meet other Quantitative standards.

Quantitative Standard

Full-time students must complete at least 12 credit hours per semester, 24 credit hours by the end of the academic

year if enrolled for fall and spring semesters. Minimum credit requirements per semester obligate students to be enrolled in a minimum of 12 credit hours each semester in order to retain full-time financial aid eligibility. Students enrolled in fewer than 12 credits per semester will be reviewed per semester per the credits they attempted and based upon the number of credits their financial aid was calculated upon. For example, a half-time student (6-8 credits) must complete at least 6 credits per semester; a three-quarter time student (9-11 credits) must complete at least 9 credits per semester; a less-than-half-time student (5 or fewer credits) must attempt and complete exactly the amount of credits they attempted and their financial aid was calculated upon. If a student is part-time with no Federal Pell Grant eligibility, they must complete at least 6 credit hours per semester to meet this standard. All credit hours must be completed at Linfield College, or through an approved consortium agreement, or through a foreign study program approved by the college.

"No credit" designations such as "W" (Withdrawal), "AUD" (Audit), "I" (Incomplete), and "IP" (In Progress) are considered attempted but not considered satisfactory completion of a course for the purposes of financial aid. Course grades of "I" (Incomplete) require a contingency grade and are treated as both attempted and completed credits if there is a contract on file with the Registrar's Office with a contingency grade of D or better. If the contingency grade is an "F", or if no contract is on file with the Registrar's Office, the "I" will be treated as attempted but not completed successfully. Students are required to complete the course requirements within the time prescribed by the college.

Maximum Time Frame

Matriculated students are eligible to receive federal financial aid for a maximum of 150% of the time required to complete a degree or certificate program. For example: A minimum of 125 credits are required to earn a baccalaureate degree. The maximum number of credits for which a student may be eligible to receive federal financial aid is 187.5 (125 x 150%). All credits attempted are included in credits toward completion and are considered in the calculation for maximum time frame eligibility. Repeated courses (along with the original attempt) must be counted towards the maximum time frame. Students may receive federal financial aid one time for retaking previously passed coursework. Students who have attempted more than 150% of the credits required for their program of study are not considered to be making SAP and therefore, are ineligible for financial aid. Also, a student is ineligible when it becomes mathematically impossible for a student to complete their program within 150% of the length of half-time am oc.

Financial Aid

Unsatisfactory Academic Progress

Students that do not meet SAP standards are placed on financial aid suspension and are no longer eligible for institutional or federal financial aid.

Appealing Financial Aid Suspension

Students failing to achieve SAP requirements are given the opportunity to appeal the suspension of their financial aid. The appeal letter must be in writing to the attention of the Office of Financial Aid with documentation of the extenuating circumstances. The Appeal and documentation may be submitted to finaid@linfield.edu, faxed to 503.883.2486, or mailed to the Office of Financial Aid.

Extenuating circumstances that may be considered include: personal illness or accident, serious illness or death within immediate family, or other circumstances beyond the immediate control of the student. The appeal letter must include 1) the reason why the student failed to make SAP, and 2) what has changed since reason why

COMMUNITY — NAMES OF PERSONS HOLDING APPOINTMENTS AS OF JULY 1, 2017

Susan Agre-Kippenhan
2011, Vice President for Academic Affairs/Dean of Faculty.
B.S. Skidmore College; M.F.A. The School of the Art Institute of Chicago.

Thomas L. Hellie
2006, President. B.A. Luther College; Ph.D. University of Missouri-Columbia.

Susan Hopp
2010, Vice President for Student Affairs and Athletics/Dean of Students. B.A. Stetson University; M.S. Indiana University.

John N. McKeegan
2010, Vice President and General Counsel. B.A. Bucknell University; J.D. University of Notre Dame.

Daniel J. Preston
1983, Vice President for Enrollment Management. B.A. Linfield College; M.Ed. Western Washington University.

Mary Ann Rodriguez
2013, Vice President for Finance and Administration/Chief Financial Officer. M.B.A. California State University, Dominguez Hills.

Sarah Coste
2006, Chair, Institutional Animal Care and Use Committee and Assistant Professor, Health and Human Performance.
B.A. Linfield College; M.S., Ph.D. Oregon Health and Science University.

Betty Henninger
2013, Title IX Coordinator and Director of Human Resources.
B.S. Marylhurst University.

Susan Hopp
2010, Title IX Coordinator and Vice President for Student Affairs and Athletics/Dean of Students. B.A. Stetson University; M.S. Indiana University.

Jeff Mackay
1988, Title IX Deputy Coordinator and Associate Dean of Students/Housing Director. B.S. Linfield College; M.S. Portland State University.

Brenda DeVore Marshall
1987, Title IX Deputy Coordinator and Professor of Theatre and Communication Arts. B.A. University of Denver; M.S. North Texas State University; Ph.D. Southern Illinois University.

Lisa Macy-Baker
2013, Title IX Deputy Coordinator, NCAA Compliance Officer and Head Women's Tennis Coach. B.S. Oregon State University; M.S. Portland State University.

Christopher Adams
2007, Associate Director of Conference and Event Planning.

Kristen Andersen
2016, Residence Life Area Director. B.A. University of Minnesota Twin Cities, M.S. Oregon State University.

Michael Backus
2010, Library Evening Supervisor. B.S. Oregon State University.

Jennifer Ballard
1999, Director of Institutional Research. B.A. Carleton College; M.A.S. The Pennsylvania State University.

Tom Barker
1989, Utilities Trades Supervisor.

Ben Belleto
2015, Tennis Program Director. M.S. Azusa Pacific University.

Kellie Berger
2015, Administrative Assistant for Institutional Advancement. B.S. Northland College.

Kelly Bird
1989, Director of Sports Information. A.A.S. Portland Community College.

Laura Brener
2014, Director of Online and Continuing Education. B.A., M.A. SUNY-Stony Brook.

Lisa Burch-Windrem
2005, Assistant Dean of Students/Director of Student Life, Portland Campus. B.A., M.Ed. Azusa Pacific University.

Keri Burke
1997, Director of Financial Aid. B.S. Linfield College.

Mary Champion
2008, Programmer Analyst. B.S. Western Oregon University.

Rick Carruth
1983, Buildings and Trades Supervisor.

Consuelo Christianson
2010, College Public Safety.

Brian Clark
2015, Senior Development Officer. B.A. Linfield College.

Kent Cline
2003, Head of Access and Collections Services, Portland Campus.
B.A. Marylhurst University.

Kathy Cook
2002, Administrative Assistant to the President. B.S. Linfield College.

Greg R. Copeland
1997, Director of Budget and Financial Analysis. B.A. Washington State University; C.P.A.

Mindy Cowan
2007, Assistant Director of Admission, Portland Campus.
B.A. Lone Mountain College; M.A. University Without Walls.

Diane N. Crabtree
2013, College Registrar. B.S. University of California, Los Angeles; M.S. California State University, Fullerton.

Ellen N. Crabtree
2003, Director of Academic Advising. B.A. University of Idaho; M.S. Portland State University.

Jennifer Knight
2011, Associate Director of Financial Aid. B.S. Western Oregon
University.

Lisa Knodle-Bragiel
1990, Director of Admission. B.A. Linfield College.

Kristen Kreskey
2011, Director of Advancement Research. B.A. Willamette
University; M.S.S. University of Mississippi.

Deborah Lisk
2006, Administrative Services Supervisor, Facilities.

Craig Luis
1992, Computer Support Technician. B.S. Oregon State
University.

Jeff Mackay
1988, Associate Dean of Students/Director of Residence Life.
B.S. Linfield College; M.S. Portland State University.

Kristianne Mackay

Community

Philip D. Seth

1980, Associate Director of Administrative Computing Center.
B.A. Linfield College.

Rick Snaric

2015, Network Engineer. A.A. Clark College.

Timothy D. Sofranko

2017, College Photographer. B.S. The College of Saint Rose,
M.F.A. The State University of New York at New Paltz.

Tim Stewart

1987, Cleaning Services Manager.

Suzannah Stotts

2013, Counselor. M.A. George Fox University.

Carol Stowell-Heller

2013, Assistant Controller. B.S. California State University,
Long Beach.

Ann Sukalac

2000, Academic Advisor. B.A. Linfield College; M.Ed. University
of Portland.

Carl Swanson

2001, Director of Student Conduct and Community Standards/
Title IX Investigator/Tennis Coach. B.A. Pomona College; J.D.
University of Oregon School of Law.

Sharon Sweeney

1989, Loan Coordinator. B.A. Linfield College.

Joanne Swenson

2011, Academic Advisor. B.S. Northwest Christian College; M.S.
Capella University.

Meridith Symons

1994, Administrative Assistant for Academic Affairs. B.A. Albion
College; M.Ed. Linfield College.

Aaron Tabacco

2015, Director of Pre-Licensure Program. B.S.N. University of
Portland.

Amy K. Thomson

2017, Assistant Director of Academic Advising. B.A. Antioch
College; M.S. University of Illinois at Urbana-Champaign; M.S.
Oregon State University.

Virginia Tomlinson

2014, Chief Technology Officer. B.A. Oglethorpe University;
M.S. Georgia State University.

Michele L. Tomseth

2000, Assistant Director of International Programs/Study Abroad
Coordinator. B.A. Pacific Lutheran University; M.Ed. Oregon
State University.

Rebecca Wale

2011, Director Environmental Health & Safety. B.A. Randolph-
Macon Woman's College; M.B.A. Washington State University
Vancouver.

Cheri White

2009, Program Director of Learning Support Services. B.A.
Marylhurst University; M.A.E. University of Connecticut.

Susan Barnes Whyte

1990, Library Director and Associate Professor of Mass Commu-
nication. B.A. Earlham College; M.L.N. Emory University.

Jane Wilde

2015, Instructional Designer. B.S. Syt Tf 0 Tw 0 -uer.tian College;

2009, Ph.D. (Assistant Professor of Learning or) 100miDir.A. Earlh 1 TET BT /Span<</ActualText (b))>>BDC 8.5 TD0 8.5 472.6845 684.2799 Tm ist1 TEM

Charles U. Walker
1975-1992, President Emeritus. B.A. University of Pittsburgh;
M.A. Columbia University; Ph.D. Stanford University; D.Litt.
Kanto Gakuin University; L.H.D. Linfield College.

Bruce D. Wyatt
2002-2013, Vice President Emeritus of College Relations.
B.A., Knox College; M.A. University of Iowa.

Art
Brian Winkenweder

Biochemistry and Molecular Biology
Megan Bestwick

Biology
Chad Tillberg

Business
Denise Farag (Spring)
Sharon Wagner (fall)

Chemistry
Elizabeth Atkinson

Computer Science
Martin Dwomoh-Tweneboah

Economics
Jeffrey Summers

Education
Mindy Larson

Electronic Arts
Liz Obert

English
Barbara Seidman

English Language and Culture Program
Wendy Sagers

Environmental Studies
Nancy Broshot

Global Languages and Cultural Studies
Masayuki Itomitsu (Co-chair)
Sonia Ticas (Co-chair)

Health, Human Performance and Athletics
Jeff McNamee

History
John Sagers

Humanities and Social Sciences, Portland Campus
William Bestor

International Relations
Patrick Cottrell

Mass Communication
Michael Huntsberger

Mathematics
Charles Dunn

Global Languages and Cultural Studies
Cochairs: Masayuki Itomitsu and Sonia Ticas

Music
Faun Tiedge (spring)
Anna Song (fall)

Nursing, Portland Campus
Beverly Epeneter, Joanna Rowe

Philosophy
Jesús Ilundáin-Agurruza

Physics
Michael Crosser

Political Science
Dawn Nowacki

Psychology
Jennifer Linder

Religious Studies
John Sagers

Sociology/Anthropology
Hillary Crane

Theatre and Communication Arts
Brenda DeVore Marshall

Holly Andreosky
2015, Visiting Assistant Professor of Nursing. B.S. University of
Oregon; B.S.N. Linfield College; M.S., University of California,
San Francisco.

José Araguz
2017, Assistant Professor of English. B.A. The College of Santa Fe;
M.F.A New York University; Ph. D. University of Cincinnati.

Elizabeth J.O. Atkinson
1997, Professor of Chemistry. B.S. Creighton University; Ph.D.
University of Arizona.

Kena Avila
2007, Associate Professor of Education. B.A. University of California,
Santa Cruz; M.S. Portland State University; Ph.D. Oregon State
University.

Andrew Baggett
2017, Assistant Professor of Chemistry. B.S. LeTourneau Univer-
sity; Ph.D. Boston College.

Mary Bartlett
2015, Assistant Professor of Nursing. B.A., M.S.N., D.N.P. Yale
University.

T. Lee Bakner
1992, Professor of Psychology. B.A. Shippensburg University of
Pennsylvania; M.A., Ph.D. Kent State University. (Spring Sabbati-
cal)

Kaarina Beam
1999, Assistant Professor of Philosophy. B.A. Bellarmine College;
M.A., Ph.D. Purdue University.

Anton Belov

Community

Megan Bestwick

2013, Assistant Professor of Chemistry. B.S. Southern Oregon University; M.S. University of Washington; Ph.D. University of Utah.

Andrew Black

2017, Visiting Assistant Professor of Biology. B.S. Metropolitan State University of Denver; Ph.D. Lehigh University.

Jennifer Bransfield

2017, Visiting Assistant Professor of Nursing. B.A. California State University, Long Beach; B.S.N. Concordia University; M.S.N. Western Governors University.

Henny Breen

2011, Associate Professor of Nursing. B.S. Ryerson Polytechnic University; M.Ed. University of Toronto; M.S. University of Hawaii; Ph.D. University of Hawaii.

Stephen Bricher

1993, Professor of Mathematics. B.A. Linfield College; Ph.D. University of Colorado, Boulder.

Nancy Broshot

2001, Professor of Environmental Studies. B.S., M.S., Ph.D. Portland State University.

Nicholas Buccola

2007, Professor of Political Science. B.S. University of Santa Clara; M.A., Ph.D. University of Southern California.

Peter Buckingham

1988, Professor of History. B.A. Gettysburg College; M.A., Ph.D. Washington State University.

Deborah Canepa

1983, Associate Professor of Biology. B.S. Eastern Mennonite College; Ph.D. Oregon Health Sciences University.

Tania Carrasquillo Hernández

2014, Assistant Professor of Spanish. B.A. Conservatorio de Musica de Puerto Rico; M.S. Southern Connecticut State University; Ph.D. University of Iowa.

Daniel Chaffee

2016, Visiting Assistant Professor of Sociology. B.A. Wesleyan University; M.A. University of Kent; Ph.D. Flinders University.

Virginia Connell

2016, Visiting Assistant Professor of Nursing. B.S. Oregon State University; B.S.N., M.S.N. University of Portland.

Sarah Coste

2006, Assistant Professor, Health and Human Performance. B.A. Linfield College; M.S., Ph.D. Oregon Health and Science University.

Patrick Cottrell

2008, Associate Professor of Political Science. B.A. University of California, Davis; M.A. Johns Hopkins School of Advanced International Studies; Ph.D. University of Wisconsin-Madison.

Kathryn Crabtree

2017, Visiting Assistant Professor of Nursing. B.S.N., M.S.N. Lourdes University; D.N.P. American Sentinel University.

Hillary Crane

2007, Associate Professor of Anthropology. B.A. Seattle University. M.A., Ph.D. Brown University.

Jake Creviston

2015, Assistant Professor of Nursing. B.S.N. Linfield College; M.N., D.N.P. Oregon Health & Sciences University.

Virlena Crosley

2011, Assistant Professor of Business. B.S. Linfield College; M.S. Lewis & Clark College; D.B.A., George Fox University.

Michael Crosser

2006, Professor of Physics. B.S. Centre College; M.S., Ph.D. Michigan State University.

Malek Daaboul

2014, Visiting Assistant Professor of Mathematics and Business. B.S., M.S. University of Toledo.

Michelle Dedeo

2015, Assistant Professor of Nursing. B.S.N. University of Wisconsin; D.N.P. University of Washington.

Larry Doty

1987, Associate Professor of Health and Human Performance. B.S., M.Ed. Linfield College.

Nancy Drickey

2001, Professor of Education. B.S., M.S., Ph.D. Utah State University.

Charles Dunn

2002, Professor of Mathematics. B.A. Lewis & Clark College; M.S. University of Illinois; Ph.D. Arizona State University.

Thierry Durand

1995, Professor of French Studies. Maîtrise, University of Lyon; Ph.D. Washington University. (Spring Sabbatical)

Reshmi Dutt-Ballerstadt

2004, Professor of English. B.A. College of St. Catherine; M.A., Ph.D. University of Minnesota.

Martin Dwomoh-Tweneboah

1996, Professor of Computer Science. B.S. University of Science and Technology, Kumasi, Ghana; M.S. University of Trondheim, Norway.

Beverly Epeneter

1984, Interim Dean of Nursing and Professor of Nursing. B.S.N. M.N. Oregon Health Sciences University; Ed.D. Portland State University.

Denise Farag

2009, Associate Professor of Business. B.A. Linfield College; J.D. Willamette University.

Leonard Finkelman

2014, Assistant Professor of Philosophy. B.A. University of Virginia; Ph.D. City University of New York.

Ingrid Flanders

2017, Visiting Assistant Professor of Nursing. B.S.N. Northern Michigan University; M.S.N. Oregon Health and Science University.

William Fleeger

2015, Senior Scholar of Environmental Studies. B.A. University of Oregon; M.S., Ph.D. University of New Hampshire.

Julie Fitzwater

2014, Visiting Assistant Professor in Nursing. B.A. Pennsylvania State University; B.S.N. Linfield College; M.N.E. Oregon Health & Sciences University.

David Fiordalis

2011, Associate Professor of Religious Studies. B.A. Carleton College; M.A. University of Chicago; Ph.D. University of Michigan. (Year Sabbatical)

Narcy Foraker

2017, Visiting Assistant Professor of Nursing. B.S. Linfield College; M.N.E. Oregon Health and Science University.

Community

Lisa Manthey

2016, Visiting Assistant Professor of Nursing. B.S.N. Washington State University; M.N. Louisiana State University Health Sciences Center.

Lindsey Mantoan

2017, Assistant Professor of Theatre. B.A. Princeton University; M.A. University of Texas, Austin; Ph.D. Stanford University.

Brenda DeVore Marshall

1987, Professor of Theatre and Communication Arts. B.A. University of Denver; M.S. North Texas State University; Ph.D. Southern Illinois University-Carbondale.

Tyrone Marshall

1987, Professor of Theatre Arts. B.A. North Texas State University; M.F.A. Southern Illinois University-Carbondale.

David L. Massey

2001, Chaplain. B.A. Linfield College; M.Div. Colgate Rochester Divinity School; D.Min. San Francisco Theological Seminary.

Tom Mertes

2012, Assistant Professor and Competitive Scholarships Advisor. B.A. Carroll College; C.Phil. Northern Illinois University.

Mark S. Michelini

2016, Visiting Assistant Professor of Business. B.S., M.B.A. Eastern Illinois University; Ed.D. Northern Illinois University.

Jackson Miller

2001, Professor of Communication Arts. B.S., M.A. Ohio University; Ph.D. Southern Illinois University.

Christian Millichap

2015, Assistant Professor of Mathematics. B.S. Dickinson College; Ph.D. Temple University.

Ronald Mills

1979, Professor of Art. B.A. University of California, Santa Barbara; M.F.A. Claremont Graduate School. (Year Sabbatical)

Joelle Murray

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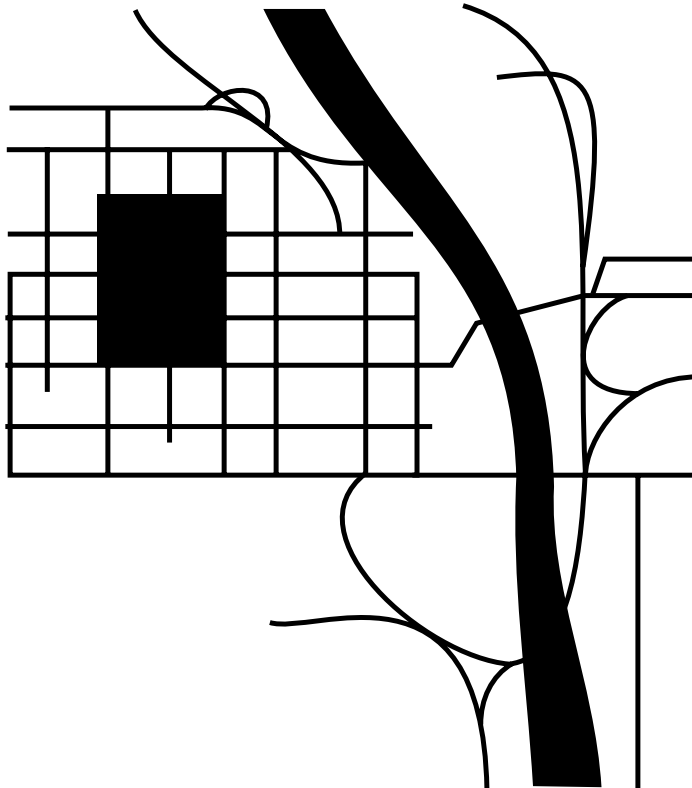
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1. melrose hall
Academic Advising; Academic Affairs; Administration; Career Development; Enrollment Services; Financial Aid; Human Resources; Ice Auditorium; Institutional Advancement; Jonasson Hall; Learning Support Services; Registrar; Student Accounts; Student Affairs; Wine Studies
2. riley campus center
ASIC; Bookstore; College Activities; Community Engagement and Service; Fred Meyer Lounge; Game Room; Meeting Rooms; Multicultural Programs; Starbucks
3. walker hall
Anthropology Museum; Archaeology Lab; Classrooms; International Programs; Global Languages and Cultures; Political Science; Sociology-Anthropology; Student Health, Wellness and Counseling Center
4. mac hall
Information Technology Services
5. graf hall
Physics
6. murdock hall
Biology; Chemistry
7. taylor hall
Mathematics
8. t.j. day hall
Business; Economics; English; Linfield Center for the Northwest; Philosophy; Writing Center
9. malthus hall
English Language and Culture Program; Online and Continuing Education (OCE)
10. michelbook house
Office of Admission
11. online and continuing education admission (oce)
12. emmaus house
Campus Ministry
13. president's house
14. pioneer hall
Classrooms; History; Psychology; Religious Studies; Residence Hall
15. newby hall
Student Apartments
16. greenhouse
17. storage
18. cozine hall
College Public Safety
19. delta psi delta fraternity
20. potter hall
Early Childhood; Elementary and Secondary Education; Preschool; Residence Hall
21. theta chi fraternity
22. pi kappa alpha fraternity
23. kappa sigma fraternity
24. whitman hall
Residence Hall
25. campbell hall
Residence Hall
26. grover hall
Residence Hall
27. jane failing hall
Residence Hall
28. latourette hall
Residence Hall
29. cook hall
Anat

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