Randolph-Macon College

Ashland, Virginia

Academic Catalog

2012-2013

Visiting Randolph-Macon

Students, parents, alumni, and friends are cordially invited to visit Randolph-Macon College. Administrative offices, including the admissions office, are open weekdays from 8:30 a.m. to 5:00 p.m. In addition, the admissions office is open most Saturdays until noon from October through April. Interviews and tours of the campus may be scheduled in advance by appointment. For prompt attention, please address inquiries for information to the following offices:

General Policies (804) 752-7211	Robert R. Lindgren *President*
Academic Affairs (804) 752-7268	William T. Franz *Provost and Vice President for Academic Affairs*
Admissions (804) 752-7305 or 800-888-1RMC	David L. Lesesne *Dean of Admissions and Financial Aid*
Records & Transcripts (804) 752-7227	Alana R. Davis *Registrar*
Athletic Department (804) 752-3609	Jeff Burns *Director of Athletics*
Student Affairs, Housing (804) 752-7266	Grant L. Azdell *Dean of Students*
Counseling and Career Planning (804) 752-7270	D. Craig Anderson *Director of Counseling and Career Planning*
Disability Support Services (804) 752-7343	Jack Trammell *Director of Disability Support Services*
Financial Assistance (804) 752-7259	Mary Y. Neal *Director of Financial Aid*
Financial Affairs, Payment (804) 752-7264	Paul T. Davies *Vice President of Administration and Finance*
College Advancement (804) 752-7218	Diane M. Lowder *Vice President for College Advancement*
Alumni Affairs (804) 752-7221	Susan H. Donavant *Executive Director of Alumni Relations*
Marketing/Communications (804) 752-7317	Anne Marie Lauranzon *Director of Marketing and Communications*

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Ashland, Virginia 23005-5505

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For offices not listed above,
call (804) 752-7200

For Your Information

Randolph-Macon College values the complexity and diversity of the world in which we live and seeks to be a community that recognizes the dignity and inherent worth of every person. The college is committed to the principles of fairness and respect for all and believes that a policy embodying these principles creates a community that favors the free and open exchange of ideas and provides its students, faculty, and staff with a place for study, work, and fellowship that is free of discrimination.

The promise of higher education is to engage students in a community that values diversity of ideas, viewpoints, experiences, cultures, and peoples. Such a community fosters interaction and dialogue through its stated curricular goals to "encourage openness and flexibility of mind" and "increase open-mindedness and respect for diverse cultures, persons, and ideas." Through admissions, employment, academics, programming, and services, Randolph-Macon College is committed to encouraging diversity within its student body, faculty, and staff, and to raising overall awareness of and respect for the expression of difference.

In compliance with Title IX of the Education Act Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other federal, state, and local equal opportunity laws, Randolph-Macon College does not discriminate on the basis of race, gender, disability, age, national origin, religion, or sexual orientation, in any phase of its admissions, financial aid, educational, athletic, or other programs or activities, or in any phase of its employment practices. The Provost of the college is the individual designated by the college to coordinate its efforts to comply with equal opportunity regulations and laws. Questions or concerns regarding equal opportunity matters should be directed to the Office of the Provost, Randolph-Macon College, Peele Hall, P.O. Box 5005, Ashland, Va., 23005-5505, (804) 752-7268, or to the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202.

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Randolph-Macon College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor of arts and bachelor of science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Randolph-Macon College.

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The provisions of this catalog are not to be regarded as an irrevocable contract between Randolph-Macon College and the student. The college reserves the right to change any provision or requirement at any time.

Randolph-Macon College Mission Statement

Randolph-Macon is an undergraduate, coeducational college of the liberal arts. The purpose of a Randolph-Macon education is to develop the mind and the character of its students. They are challenged to communicate effectively, to think analytically and critically, to experience and appreciate the creative process, to develop qualities of leadership, and to synthesize what they know with who they are.

At Randolph-Macon College, the liberal arts constitute a comprehensive educational opportunity. The curriculum includes exposure both to broad perspectives and specific concepts. Students explore the natural and social sciences, the arts, and the humanities, while they also achieve a deeper understanding of the single discipline in which they major. They are guided in this endeavor by a faculty of teacher-scholars who are dedicated to the liberal arts and active in their professional disciplines and in the extra-curricular life of the campus.

At Randolph-Macon the maturation and testing of the skills, values, and character required for a lifetime of challenges extend beyond the classroom. Students are encouraged to meet with faculty both socially and intellectually, and they have the opportunity to participate in a variety of extra-curricular activities. Interaction within the college community is assured by a residential environment and an enrollment of approximately 1,250. Located in Ashland, Virginia, Randolph-Macon College offers a curriculum and a cultural life enriched by the close proximity of metropolitan Richmond and Washington, D.C.

A Randolph-Macon education conveys a sense of life defined by historical continuity and ethical responsibility. Founded by Methodists in 1830, Randolph-Macon is an independent college that maintains a relationship with the United Methodist Church. Through this living tie, the college draws strength from a religious tradition that nurtures creative social change and personal accountability.

Randolph-Macon believes that a liberal arts education challenges the intellect, imagination, and character. Graduates of the college have the capacity to realize their potential as professionals, leaders, and lifelong learners. The comprehensive nature of a liberal arts education at Randolph-Macon College prepares students to respond to changing career opportunities and to meet life's challenges with confidence, enthusiasm, and ethical awareness.

History and Impact of the College

By the 1820s the Virginia Conference of the Methodist Church recognized the need to educate its clergy both for their required examinations and to communicate with more learned, urban congregations. In 1830 the Virginia legislature approved a charter for Randolph-Macon College to be located in Boydton, Virginia, near the border of North Carolina. The college, named for John Randolph, a Virginia statesman, and Nathaniel Macon, a North Carolina statesman, moved to Ashland after the Civil War destroyed railroad transportation to Boydton. The move challenged the college's spirit and stimulated new growth. The students themselves raised most of the funds to construct the first major building on the new campus, Washington and Franklin Hall, now a national historic landmark, which was renovated in 1987. Randolph-Macon became the founding institution of what became a Randolph-Macon "system," including three preparatory schools and Randolph College (formerly Randolph-Macon Women's College). The two colleges and one remaining preparatory school are now separate, independent institutions.

Today Randolph-Macon is a coeducational college which attracts and educates outstanding students of all faiths. The campus has grown to more than 60 major buildings (three of which are on the National Register of Historic Places) on 116 acres. With an extensive liberal arts core curriculum and 32 majors, the academic program exposes students to broad perspectives and specific concepts. Internships, an extensive study abroad program, independent study, undergraduate research opportunities, an honors program, and interdisciplinary majors insure that each student's education is rigorous, individualized, and varied. Students are guided by a faculty of teacher-scholars who are dedicated to the liberal arts and active in their professional disciplines and in the extra-curricular life of the college.

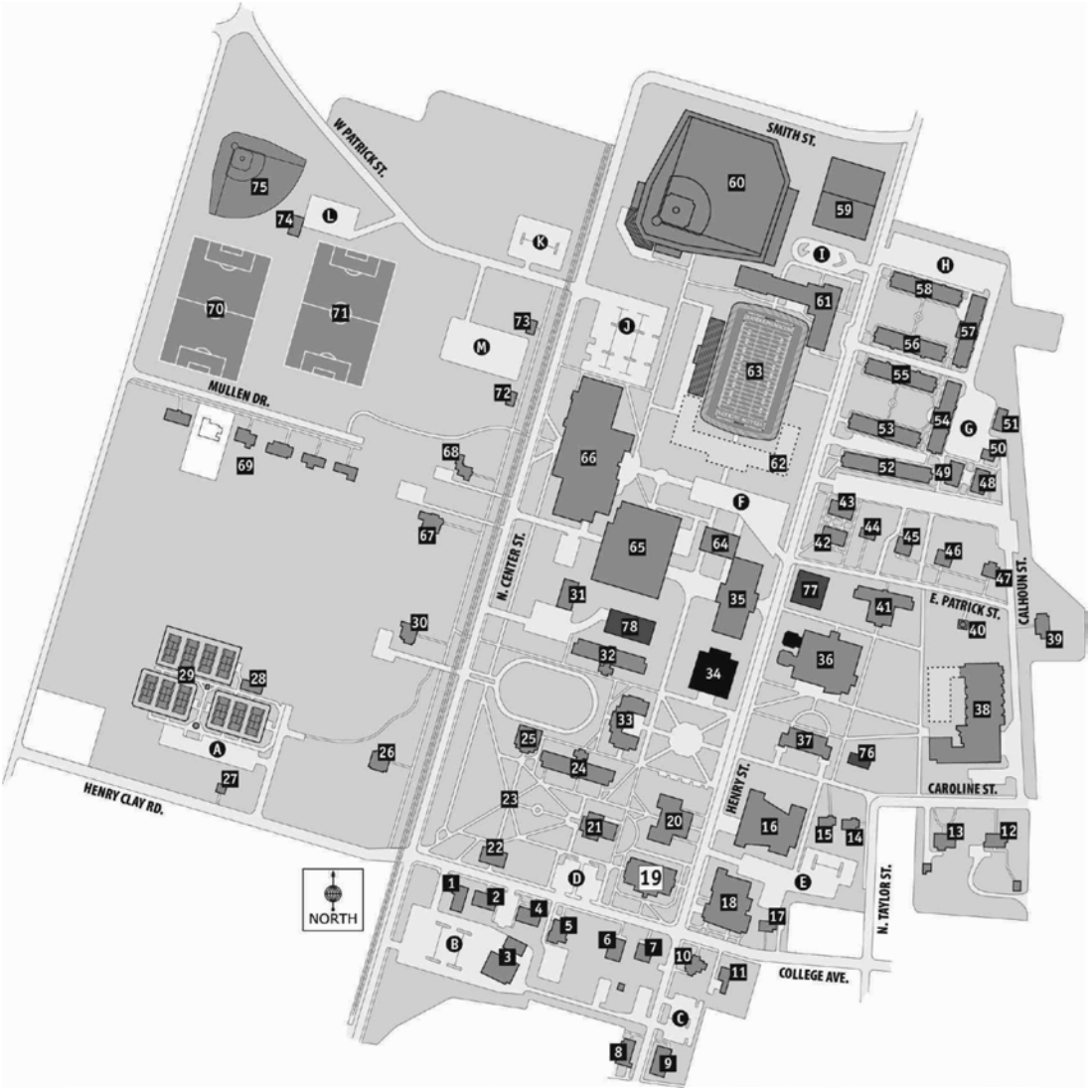
Randolph-Macon, which has had a chapter of Phi Beta Kappa for more than 75 years, is classified by the Carnegie Foundation as a Baccalaureate I, national liberal arts college. The first college in the country to require laboratory work in connection with science courses, Randolph-Macon is the founding institution of Chi Beta Phi, the national science honorary.

At Randolph-Macon the maturation and testing of the skills, values, and character required for a lifetime of challenges extend beyond the classroom to a wide variety of extra-curricular activities. Interaction within the college community is assured by a residential environment and an enrollment of approximately 1,250 students. With an ideal location, Randolph-Macon College offers an academic and cultural life enriched by the close proximity of metropolitan Richmond and Washington, D.C.

Graduates of Randolph-Macon can be found in leadership positions across the United States and throughout the world. Typically, 30 percent of Randolph-Macon graduates go immediately to graduate or professional school; 60 percent do so within five years. Randolph-Macon alumni have attained successful careers in such areas as politics, medicine, law, business, public service, religion, and the arts.

Randolph-Macon College

Ashland, Virginia



Subject to change based on future construction.

Campus Map Legend

Campus Facilities

1 Sigma Phi Epsilon
2 103 College Avenue
3 Physical Plant Complex
4 Phi Delta Theta House
5 Sigma Alpha Epsilon House
6 Theta Chi House
7 Alpha Gamma Delta House
8 St. Ann's Building
9 Marketing & Communications
10 Kappa Alpha Theta House
11 Phi Kappa Sigma House
12 President's House
13 303 Caroline Street
14 Education Department (Mabry House)
15 Campus Safety Building
16 Blackwell Auditorium & Cobb Theatre
17 Ragland-Henry House
18 Duncan Memorial Methodist Church
19 Admissions/Financial Aid/Center for Personal and Career Development/ Brock Residence Hall (Thomas Branch Building)
20 Administration Building (Peele Hall)
21 Old Chapel
22 Washington and Franklin Hall
23 Jordan Wheat Lambert Historic Campus
24 Moreland Residence Hall
25 Pace-Armistead Hall
26 Sociology and Religious Studies Departments (206 N. Center Street)
27 110 Henry Clay Road
28 Tennis Court Restrooms
29 Tennis Courts Complex
30 Advancement/Alumni/Development
31 Kappa Alpha House
32 Conrad Residence Hall
33 Mary Branch Residence Hall
34 Brock Commons (under construction)
35 Estes Dining Hall
36 McGraw-Page Library includes Werner Pavilion
37 Fox Hall
38 Copley Science Center (shown with future construction)
39 Guest House (Macon House)
40 Keeble Observatory
41 Haley Hall
42 Birdsong Townhouse
43 Clements Townhouse
44 Honors House
45 Higgins Academic Center and Communication Studies Department (Neville House)
46 Counseling Center (Pannill House)
47 Delta Zeta House
48 Flippo Townhouse
49 Cochrane Townhouse
50 Student Apartments
51 Student Apartments
52 Starr Residence Hall
53 Irby Residence Hall
54 Jones Residence Hall
55 Olin Residence Hall
57 Garland Residence Hall
58 Bennett Residence Hall
59 Practice Field
60 Hugh F. Stephens Field at Estes Park
61 Andrews Residence Hall
62 Birdsong Residence Hall (future construction)
63 New Day Field
64 Athletic Annex
65 Crenshaw and Alumni Gyms
66 The Brock Center
67 Business/Treasurer's Office
68 Special Interest Housing
69 Faculty Housing
70 Soccer/Lacrosse/Hockey Field
71 Soccer/Lacrosse Field (Nunnally Field)
72 Special Interest Housing
73 Special Interest Housing
74 Athletic Utility / Restrooms
75 Softball Field
76 Macon Coffee (temporary location)
77 Bookstore/Student Mail Room (temporary location)
78 Contractor/Material Storage (temporary location)

Parking (V - Visitor Parking)

A Tennis Court Parking Lot (V)
B Physical Plant Parking Lot (V)
C Welcome Center Parking Lot (V)
D Old Chapel Parking Lot - Admissions Visitor Parking Lot (V)
E Blackwell Auditorium Parking Lot (V)
F Day Field Parking Lot (V)
G Jones Parking Lot
H Bennett Parking Lot
I Andrews Parking Lot
J North Brock Parking Lot (V)
K 500 N. Center Street Parking Lot (V)
L Athletic Fields Parking Lot
M Temporary Parking

Subject to change based on future construction.

Campus Highlights

The Randolph-Macon College campus is located in Ashland, Virginia, a community of 6,000 just 15 miles north of Richmond and about 90 miles south of Washington, D.C. The 116-acre campus, amid a fine grove of oaks and maples, has more than 60 buildings and major facilities, including the following:

The New Day Field (2012) is home to the football and men's and women's lacrosse teams, and is also used for intramural competition.

The New Hugh Stephens Field at Estes Park (2011) features permanent grandstand seating, a new scoreboard and a 16 foot wall in left field. Other design features are similar to those at legendary Fenway Park.

The New Tennis Complex (2010) features ten courts, stadium seating, a gazebo, a shallow marsh storage water management pond, and lighted courts.

Andrews Hall (2011) is environmentally friendly featuring geo-thermal wells for the heating and ventilating system, an additional system to collect rain water for irrigation, a 1,500 square foot common room, 108 beds, laundry, and study areas.

The Randolph-Macon College Center for Performing Arts houses Blackwell Auditorium (1953) and the Cobb Theatre.

The Brock Center (1998) contains a field house with three courts for intramurals, a one-tenth-mile running track, a swimming pool, racquetball and squash courts, a climbing wall, and weight and fitness rooms.

The Brock Commons student center (2013) will include a movie theater, a bookstore, dining services, a balcony, a portico, a student mailroom, and multi-purpose rooms and spaces.

Cochrane, Clements, Flippo, and ***Birdsong*** (1994) are townhouse apartments housing 64 upperclass students.

Copley Science Center (1972) provides laboratory, instructional, office, and research space for biology, chemistry, physics, computer science, mathematics, and psychology.

Crenshaw Gymnasium (1964), renovated in 2005, is connected to the older Alumni Gym. Together, the two structures provide facilities for basketball and physical education with a seating capacity of more than 1,200.

Estes Dining Hall (1981) provides meal service to all resident students and separate dining facilities for special events.

Keeble Observatory (1964), the only observatory in central Virginia, contains a 12-inch, reflecting telescope for use by astronomy students.

Mary Branch Hall (1906), a three-story residence hall, houses approximately 150 students.

McGraw-Page Library (1987) holds some 180,000 print volumes, music CDs, videos, DVDs, and microforms and contains a computer classroom that allows student access to the Internet, an audiovisual classroom and a multimedia production room.

Old Chapel (1878), renovated in 2000, provides space for the college's expanded music, drama, and art history programs and is listed on the National Register of Historic Places.

Pace-Armistead Hall (1876), listed on the National Register of Historic Places and renovated in 1998, houses the Flippo Gallery and classrooms and offices for the studio art program.

Thomas Branch (1914), renovated in 2004, provides housing for students in the substance free (WELL) Brock Residence Hall and also houses Admissions, Financial Aid, and Career Services.

Washington and Franklin Hall (1872) is the oldest building on campus. Completely renovated in 1987 and listed on the National Register of Historic Places, the building houses the history department.

The John B. Werner Pavilion at McGraw-Page Library (2012) includes a reading room (with 24-hour access) and a second-floor classroom. The Pavilion can be cordoned off from the main library and accessed through an outside entrance.

Academic Program

The liberal arts curriculum at Randolph-Macon College is intended to cultivate those qualities of mind and character that contribute to lifelong learning. More specifically, the three basic elements of the curriculum – the collegiate requirements, the major, and electives – are intended to realize the following goals:

Curriculum Goals

1. A Randolph-Macon education should emphasize the development of critical thinking skills. This must be accomplished not only by transmitting established knowledge and skills but by fostering in students the habits of mind and character required to develop a receptivity to new ideas; a disposition for applying the most rigorous criticism to all ideas and institutions, old and new; the ability to test hypotheses and reinterpret human experience; and a desire to engage in a lifetime learning experience. These are essential attributes if our graduates are to be adaptable to the societal, environmental, and other changes they will encounter in their lifetimes. The curriculum should encourage in students those inner capacities that will be most rewarding to them in public and private life - imagination, openness and flexibility of mind, the ability to analyze and express their philosophy, and a sensitive insight into human nature.
2. The curriculum of the college must be designed to develop effective skills of oral and written communication. This means that students should become better listeners as well as better speakers, and better readers as well as better writers. Students should develop skills for writing clear, cohesive arguments, and they should learn to read critically. Furthermore, since the means of communication continue to change, students should be prepared to embrace emerging technology for effective communication. Finally, the abilities to speak and write effectively should be extended to at least one foreign language.
3. A Randolph-Macon education should increase open-mindedness and respect for diverse cultures, persons, and ideas. This means more than understanding foreign cultures. Students should develop an appreciation for differences among people, whether these differences be racial, religious, economic, or ethnic. The curriculum should encourage students to overcome the narrowness of cultural provincialism.
4. Students should develop a sense of historical perspective. An educated man or woman should have a sense of the purposes of civilization and a knowledge of its accomplishments. Furthermore, students should understand the continuity of history and develop an understanding of the interrelatedness of knowledge from a broad, historical perspective. This historical perspective should include a knowledge of the historical developments within the particular disciplines being studied.
5. The curriculum should provide avenues for creativity and aesthetic awareness. The curriculum should allow students to gain experience with the creative process as it pertains to their chosen major fields. Intellectual life is governed by more than simply critical thinking. A good education within any discipline should include an aspect of applied creativity. The artistic disciplines of painting and sculpture, music, literature, and drama are avenues for creative expression. Students should gain an awareness of these forms of expression as a part of their educational experience.
6. The curriculum should provide students with a knowledge of the major principles of natural, physical, and mathematical science, an appreciation of the powers and limitations of science, and an understanding of current issues in science and technology. The curriculum should provide students with an understanding of the natural forces and principles which determine the physical environment and how humans function in and influence their environment. Graduates of the college should be aware of technology, how it is used and how it influences society, and they should be capable of employing technology appropriately. Since mathematics and computer science are basic to much of science and technology, and to other disciplines as well, the curriculum should provide an adequate foundation in these areas.
7. The curriculum should enable Randolph-Macon students to develop a philosophy of life which seeks to serve the good of humanity through moral and ethical awareness and responsibility. Graduates of the college should be good citizens, with a knowledge of the democratic process, a deep concern for other inhabitants of this earth, and a sense of responsibility for their own actions. Since self-reflection is necessary in developing a philosophy, the curriculum must awaken in students the desire to perform this analysis.
8. The college's curriculum should emphasize active learning. The Randolph-Macon learning experience should be an education through engagement. In order to accomplish this goal, the curriculum must inspire in students a desire to explore the unknown; it must stimulate curiosity. Active learning means that students must drive the learning process in at least some portion of their studies at the college.
9. Students should gain a deep understanding in a major field. This depth is required to enable graduates to function in a world driven by information.

Majors should be of sufficient strength for bright students to gain graduate school admissions in the field of their choice. Depth of instruction should also enable those qualified and seeking professional careers in medicine or law to gain admission to these post-graduate opportunities. One aspect of depth of study within a major is an experience which culminates the study. Each student should participate in some activity which draws together principles from various courses of study, examines a topic of special interest using skills and abilities drawn from several courses, or invites comparisons and contrasts about components of the major courses of instruction.

10. An educated person should possess more than discrete bits of information and a disjointed set of skills. Thus, the concepts of synthesis and integration must be engendered within the educational program of the college. Students should be able to see connections in knowledge and relationships among various disciplines. As such, the curriculum of the college should include multiple opportunities for students to synthesize and integrate the information they have learned and the skills they have mastered.

The Collegiate Requirements

The collegiate requirements are those courses all students must successfully complete in order to receive a degree from Randolph-Macon College.

FIRST-YEAR EXPERIENCE (FYE) – The three-course First-Year Experience (FYE) is required of all freshmen. The three courses comprising an FYE include a two-course First-Year Colloquium and the First-Year Seminar in Exposition and Argument (ENGL 185).

First-Year Colloquia (FYC)

First-Year Colloquia are two-semester, interdisciplinary courses open only to freshmen and eligible transfer students.

First-Year Seminar in Exposition and Argument

The First-Year Seminar in Exposition and Argument (ENGL 185) is a four credit-hour course that provides an intensive introduction to all of the skills that go into good writing: critical reading, framing arguments for different audiences, mechanics, style, and research. The seminar is taken in conjunction with the First-Year Colloquia.

AREAS OF KNOWLEDGE (AOK) - All students must successfully complete the requisite number of courses from each of the areas of knowledge. Randolph-Macon is dedicated to the full development of a student's skills in written and oral communication. Therefore, all courses that meet the Areas of Knowledge requirements will be attentive to developing a student's competence in writing and/or speaking as appropriate to the context of the course. Courses designated to satisfy these requirements are listed at http://www.rmc.edu/new-collegiate-curriculum/AOKCarbyDept.aspx. An abbreviated list can be found after the course descriptions of this catalog.

Civilizations - All students must successfully complete a total of four approved courses: two history (HIST 100 and HIST 101 or ARTH/CLAS 210 OR HIST 111 and 112), and two from religious studies and/or philosophy.

Arts and Literature - All students must complete a total of three approved courses, at least one of which must be in the arts and at least one of which must be in literature. If a student chooses to fulfill the Area of Knowledge requirement in Arts and Literature by completing one literature and two art courses, then at least one of the art courses must be a 3-credit or 4-credit offering.

Social Sciences - All students must complete two approved courses in the social sciences.

Natural and Mathematical Sciences - All students must complete four approved courses from the natural, mathematical, and computer sciences, at least one of which must be in mathematics (excluding statistics) and at least two of which must have a laboratory component. Among the courses with laboratory components at least one course must be in the natural sciences.

Foreign Language - All students are expected to demonstrate proficiency in at least one foreign language. Except in the case of those students who receive advanced placement and credit,* students must satisfy this requirement by completing successfully a language through the second-year level. The college offers instruction in Arabic, Chinese, French, German, Greek, Japanese, Latin, and Spanish. Normally the collegiate requirement is fulfilled by completing any of these languages through the 211-212 sequence or through a single accelerated course, 215. Students normally enroll in a foreign language during their first year, but in any case they should complete the requirement by the end of their second year. A student whose native language is not English may satisfy this collegiate requirement either by successfully completing a language through the 211-212 or 215 level, or by receiving proficiency in a foreign language in consultation with the Registrar's Office.

** Advanced placement and/or credit may be granted on the basis of Advanced Placement Examinations administered by the College Board or the International Baccalaureate Program or by department examination at Randolph-Macon. (See Advanced Placement in the Admission Section.) Placement may also be granted on the basis of the student's score on the appropriate foreign language achievement test given by the College Board. Upon special application, a student may request advanced placement and credit in a field not specifically covered here.*

Wellness - Each student must satisfactorily complete two courses in physical education at the 100 level. These courses do not affect a student's cumulative grade point average (GPA); the courses are taken for 0 hours of credit. A student physically or medically unable to participate in activity courses is encouraged to meet the physical education requirement by enrolling in PHED 104.

CROSS-AREA REQUIREMENTS (CAR) - Randolph-Macon's curricular goals make clear the college's intent to provide students with an education that encourages them to see the connections and relationships among the various academic disciplines; that makes them more aware of technology; that helps them to acquire a sympathetic understanding of foreign cultures and differences among people, whether racial, relgious, economic or ethnic. Since none of these goals is unique to a particular discipline or even to a single area of knowledge, Randolph-Macon requires students to take courses that are particularly attentive to realizing these goals. Specifically, students must take:

- at least one course that emphasizes problem-solving or modeling with computer technology.
- at least one course that is attentive to non-western culture.
- at least one course that is experiential, including a field study, an internship, a research experience, student teaching, or a travel or study-abroad course.
- at least one course that constitutes a capstone experience.
- one course may satisfy no more than two CAR areas.

Courses designated to satisfy these requirements are listed at http://www.rmc.edu/new-collegiate curriculum/AOKCarbyDept.aspx. An abbreviated list can be found after the course descriptions of this catalog.

FYE Policies

FYE Policies Regarding the Collegiate Requirements

- All FYEs meet a variety of the Collegiate Requirements, provided the entire FYE is successfully completed over the academic year. The requirements met are:
  - two AOK requirements (one in each of the disciplines represented in the FYEC, as designated in the course description).
  - the College's requirement for a speaking platform course.
  - the College's requirement for a writing platform course (when ENGL 185 is completed).
  - certain CAR requirements, if so designated in the course description.
- If portions of the FYE are not successfully completed, the following policies apply:
  - a student who does not complete successfully the first semester of an FYEC is not permitted to take the second semester of the FYEC. Those students should complete an alternative AOK course during spring. These students must still take ENGL 185 if it was not successfully completed during the fall semester.
  - a student who does not complete successfully the second semester of a non-interleaved FYEC receives AOK (and CAR, if appropriate) credit for first the semester, but not the second.
  - a student who does not complete successfully the second semester of an interleaved FYEC receives elective credit for the semester that was passed, but does not receive any AOK or CAR credit.
  - a student who does not complete successfully either semester of an FYEC must complete the alternative speaking platform course, COMM 180, during its next offering.
  - a student who does not complete successfully ENGL 185 must repeat ENGL 185 during its next offering.
- Because the FYE is an integrated, year-long, experience, students are not permitted to drop any component except under extraordinary circumstances and with approval of the Provost in consultation with the Director of the First-Year Experience program.

FYE Policies Regarding Transfer Students

- Transfer students are not required to take the FYE if they meet any of the following criteria:
  - they matriculate as freshman during the spring semester and successfully complete at least 1 credit hour of work at Randolph-Macon College. These students may choose to take the FYE starting the following fall provided that they have less than 48 credit hours at that time.
  - they matriculate as freshman during the fall semester having already earned at least 1 credit hour of post-secondary work (not including dual enrollment, AP, IB, CLEP, etc.). These students may choose to take the FYE provided that they have less than 48 credit hours when they transfer to Randolph-Macon College.
- Transfer students must complete the speaking (COMM 180) and writing (ENGL 185) platform courses except when transfer credit is received for these courses.

FYE Policies Regarding Readmission Following Withdrawal From the College

- Students who withdraw from the college during the freshman year and are later readmitted will be subject to the same policies as transfer students.

Academic Program

Requirements for Academic Major

All students must complete successfully the requirements of a major program of study in order to receive a degree from Randolph-Macon.

A major program consists of at least 30 semester hours, satisfying the requirements of the department or interdisciplinary council under whose direction the program is being pursued. In no case may a major require more than 42 semester hours of course work in one department. Students should select their major fields by the end of the sophomore year. A student must receive a grade of C- or higher and attain a cumulative GPA of 2.00 or higher on all work counting toward the major. Any transfer course counting on a major is calculated in the major GPA. Students have the option of completing additional majors. Not more than one-half of the major courses of three or more semester hours may also be used to satisfy the requirements of another major, or may be brought in through transfer credit.

Requirements for Academic Minor

Students have the option of completing a minor program in addition to a major program. A minor shall consist of no fewer than 15 semester hours and no more than 20 semester hours in one discipline or in an interdisciplinary program. Courses taken to satisfy collegiate requirements or requirements for major programs may be counted for academic minors where appropriate. A student must receive a grade of C- or higher and attain a cumulative GPA of 2.00 or higher on all work counting on the minor. Any transfer course counting on a minor is calculated in the minor GPA. No major may require a minor program. Not more than one-half of the minor courses of three or more semester hours may also be used to satisfy the requirements of another minor, or may be brought in through transfer credit.

Degrees Offered

Randolph-Macon offers two undergraduate degrees, the bachelor of arts and the bachelor of science.

Requirements for the Bachelor of Arts Degree – The bachelor of arts degree shall be awarded to those students who (1) complete successfully at least 110 semester hours and at least two courses in physical education at the 100 level, (2) complete a minimum of 34 courses, each of at least three semester hours credit, (3) attain a cumulative GPA of 2.00 or higher on all work undertaken at the college, (4) satisfy all collegiate requirements, and (5) satisfy all requirements for a major as defined by the major department or council.

Requirements for the Bachelor of Science Degree – To receive the bachelor of science degree, a student must complete successfully all the requirements for the bachelor of arts degree. In addition, the student must complete successfully (1) MATH 132 or 142 and (2) one of the following three options – the selected option must be offered in a curricular area other than the one housing the student's major; in the case of multiple majors the selected option may come from the second major (a) two additional laboratory courses in the natural, mathematical, and computer sciences (of the four laboratory science courses, two must be a two-term sequence) or (b) two additional mathematics courses numbered 200 or above or (c) two courses in computer science, both of which must be numbered 111 or above.

Degree Conferral

Randolph-Macon College holds one graduation each year at the end of the spring semester. The college also confers degrees during the first faculty meeting of the fall term to accommodate those students who complete requirements by the end of summer. Only students who have successfully completed all graduation requirements may take part in commencement ceremonies.

Academic Year

Each academic year consists of three terms, two of 14 weeks divided by one of four weeks. As a supplement, there are one or more summer sessions.

Fall Term: The fall term commences about the first week in September and concludes before the Christmas recess. Thirteen weeks are devoted to classes, with one week allowed for final examinations. Each student usually registers for four or five courses during this term.

January Term: This four-week term is held in January each year. Enrollment in the January term is optional. Students who enroll in the January term may enroll in no more than seven semester hours of academic credit during the January term and no less than three semester hours.

Spring Term: The spring term commences about the first week in February and concludes in late May. Thirteen weeks are devoted to classes, with one week allowed for final examinations. Each student usually registers for four or five courses during this term.

Summer Session: The college offers one or more summer sessions in which Randolph-Macon students may enroll. Students in good standing at other colleges and universities may enroll; so may individuals who are not enrolled at a college or university but possess a high school diploma or its equivalent. Admission to a Randolph-Macon College summer session does not imply admission to the college. However, courses successfully completed during a summer session would be applicable to a Randolph-Macon degree program should a student subsequently be admitted to the college.

Academic Advising and Counseling

The advising and counseling needs of students often involve a combination of academic, personal,

and career concerns. All faculty and staff at the college share to some extent in the endeavor of helping students to address long-range decisions and immediate crises. Recognizing that there is a variety of concerns, the college has a number of advising programs designed to deal with particular areas.

Each student, on entering Randolph-Macon, is assigned to a faculty member who is designated as the student's academic adviser. Students in the FYE are advised by their fall semester FYC instructor. Transfer students are assigned advisers, in their area of academic interest when possible. These faculty members provide counsel and assistance on general academic questions. They are specifically concerned with students' selection of courses and their completion of degree requirements. These advisers discuss with the students their courses of study, prospective majors, and progress toward graduation. After spring break of the first year a student wishing to change his or her faculty adviser may do so by completing a change of adviser form which is available in the registrar's office. However, students in the First-Year Experience are encouraged to remain with their FYE adviser throughout the FYE. Students beginning pursuit of major programs usually identify faculty advisers in their major programs.

Academic advisers are also available for general counseling, and they provide an experienced faculty member whom students at Randolph-Macon College get to know very early in their experience here. Many students establish positive and valuable relationships with their advisers that are maintained throughout their college careers and beyond. Often a conversation with a trusted adviser can clarify many issues. Faculty advisers are also notified regularly regarding the academic progress of each of their advisees. Consultation with the faculty adviser should precede any registration or course change.

Additional counseling services provided by the college are located in Campus Life and Career and Counseling Services.

Academic Support Services

Through the Higgins Academic Center, Randolph-Macon College demonstrates a commitment to academic excellence by providing academic support for all students.

1. **Tutoring** is free to all students and is available in most subjects. It can be received on a drop-in or appointment basis (via e-mail to the individual tutor). Schedules and Higgins Center staff rosters are posted around campus each semester and on the college Web site. In addition, schedules are put in the campus mailboxes of all faculty members and in the student mailroom.
2. **Supervised Study Hall** is available most weekdays from 8:30-5:00 and during drop-in tutoring hours.
3. **Mentoring** is free of charge to all students and is available upon request, through referral, and through Macon Academic Progress (see #5). Mentors conduct group workshops as well as work with individual students throughout a semester or year. Workshop topics may include time management, goal setting, note-taking, critical reading, test preparation, and other study skills. During individual sessions, mentors may assist students with social, emotional, and/or academic concerns. When appropriate, mentors will refer students to other campus resources.
4. **Supplemental Instruction** is provided for entry-level math courses: outstanding math students on the Higgins Center tutoring staff attend lectures in finite math, math modeling, and statistics and provide out-of-class group review sessions and individual tutoring.
5. **Macon Academic Progress (MAP)** is an early intervention program designed for first-year students and is administered by the Higgins Center in conjunction with the Provost. Students are required to meet with academic peer mentors to fulfill the terms of a contract written to meet each student's individual needs. Students on probation and others in need of structured academic support may be placed in MAP by the Provost of the College at any time.
6. **The Speaking Center** supports the college's effort to improve student speaking and group work through tutoring. The center also helps faculty to use a range of communication activities tools to enhance student learning through one-on-one consulting between the faculty member and the center director.
7. **The Writing Center** supports the college's efforts to improve student writing and to use writing as a tool to aid learning. The center offers students tutoring as they work on writing assignments or on specific writing problems.
8. **The Office of Instructional Technology** assists students with various needs related to using computer and media technology in their academic work.
9. **Support Services for Students with Disabilities.**
   An individual with a disability is defined as a person who has a physical or mental impairment that substantially limits one or more life activities such as walking, seeing, hearing, speaking, and learning, or has a record of such an impairment, or is regarded as having such an impairment.

In compliance with federal law, Randolph-Macon College is committed to offering an equal educational opportunity to all qualified students with disabilities. Students with disabilities often need special accom-

modations to be successful. The college will provide reasonable accommodations to eligible students. To be eligible to receive accommodations, a student with disabilities must register with the Office for Disability Support Services (DSS) in the Higgins Center.

To register for disability services, the student must fill out the registration form available from the DSS office and online, attach diagnostic data (forms available at the DSS office and online) from a qualified professional that specifically states how the disability impacts the student and return all paperwork to the DSS office. Entering students should return all paperwork by June 1 prior to their first semester. Paperwork received after June 1 may not allow the college enough time to determine if the student is eligible for accommodations, and to provide for appropriate accommodations.

After a student is registered with the DSS office, a personal consultation with the director of disability support services must take place at the beginning of every semester to request specific academic accommodations. The director will provide letters to be given to the appropriate faculty by the student outlining the approved accommodations.

To be eligible for nonacademic accommodations involving housing, physical facilities, health and other services, the student must register with the DSS office and provide appropriate diagnostic paperwork stating the nature and extent of the disability, how the disability affects the student outside the classroom, and the details of the specific accommodations required.

The DSS office will review all documents and decide upon the appropriate and reasonable accommodations. In some cases, the director will consult with the Disability Services and Medical Advisory Board (DSMAB), which is composed of professionals at the college representing the counseling center, residence life, physical plant, registrar's office, Provost's office, and consulting physicians. In these cases, the Board will notify the student in writing as to the decision. Appeals of the decision will only be considered if there is new and pertinent information. Other appeals are heard by the Section 504 Compliance Officer, the Provost.

Documentation Requirements

1. For medical disabilities, a physician must fill out a Medical Disability Verification form, available from the DSS office.
2. For psychological disabilities (including Attention Deficit Disorder), a qualified professional must fill out a Psychological Disability Verification form, available from the DSS office.
3. For learning disabilities, a qualified professional must provide documentation with a specific diagnosis of a learning disability. Documents must be recent (initially, within three years), use adult norms, and contain information relevant to current levels of functioning in three domains: aptitude, academic achievement, and information processing.

The college reserves the right to review all documents for relevance, reliability and thoroughness of data, and to require further testing if deemed necessary by the DSS office. The college does not provide diagnostic services; however, the college will provide referral information if possible.

Recommended tests for diagnosis of a learning disability are based on those adopted by AHEAD. (The college requires data from at least one test in each domain):

***Domain 1*: Aptitude**

Wechsler Adult Intelligence Scale - Revised (WAIS-R)
Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
Kaufman Adolescent and Adult Intelligence Test
Stanford-Binet Intelligence Scale (4th ed.)
Or other appropriate tests

***Domain 2:* Achievement**

Scholastic Abilities Test for Adults (SATA)
Stanford Test of Academic Skills
Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement
Wechsler Individual Achievement Test (WIAT)
Or other specific achievement tests

***Domain 3:* Information Processing**

Detroit Tests of Learning Aptitude-3 (DTLA-3)
Detroit Tests of Learning Aptitude-Adult (DTLA-A)
Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
Relevant Wechster sub tests
Or other relevant instruments

The director is available to students and their advisers for advice in planning a student's schedule (e.g. foreign language or math placement). Tutoring and mentoring are also available to students with disabilities. Additional accommodations and services may include extra time for tests, tests taken in the Higgins Academic Center, the use of a word processor for tests, textbooks on CD, the option to record class lectures, use of the reading software for listening to written materials, and foreign language advising. Foreign language substitutions must begin with a DSS consultation to screen for appropriateness. Randolph-Macon College requires foreign language through the intermediate level, which is equivalent to four semesters of foreign language instruction. Students requesting a substitution should expect a substitution equivalent to the four-course requirement.

Disability-related information is part of the official records of a student and is protected by the Buckley Amendment. Information will not be released or discussed without the student's consent except to college officials and faculty having legitimate educational interests.

The Provost coordinates the college's non-discriminatory efforts. For more information on non-discrimination and grievance policies and procedures, please refer to the appropriate pages of *Fishtales*, the student handbook, a copy of which is made available to each student every year.

For further information, please contact the director of disability support services, or visit the college Web page under Higgins Academic Center, Disability Support Services.

Student Responsibility to be Informed

The responsibility for keeping fully informed about the degree requirements of the college, the requirements of their individual majors, all academic regulations, and their academic standing at the college rests entirely with the students.

Academic Regulations

Disclosure of Student Records

Randolph-Macon College adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974 as amended (Buckley Amendment) which became law on June 17, 1976, and has as its objective to insure the privacy of student records. As such, it is the policy of the College to (1) permit students to inspect their education records, (2) limit disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) provide students the opportunity to seek correction of their education records where appropriate.

In accordance with the Buckley Amendment, Randolph-Macon College has the right to make public without prior authorization from the student the following directory information: name, addresses, telephone number (on and/or off-campus), campus e-mail address, date and place of birth, previous institution(s) attended, current enrollment status (e.g. class standing-freshman), dates of attendance, major and/or minor fields of study, awards and honors (e.g. Dean's List), degrees conferred (including date), full-time or part-time status, participation in college recognized activities and sports, weight and height of athletic team members, and photograph or videotaped image.

Further explanation of the college's policy on privacy is printed in *Fishtales*, and the full policy may be viewed on the Randolph-Macon College web site. (Under "Registrar's Office," click on "Disclosure of Student Records.")

Code of Academic Integrity

Randolph-Macon College is a community of scholars in which students and faculty work and study together for the intellectual enrichment of all. For such a community to thrive, it is essential that all of its members honor the principles of intellectual and academic integrity, for without these principles, scholarship is without merit and education is of questionable value. Academic integrity is a matter of exerting the most scrupulous care in acknowledging one's scholarly debts, giving credit for every source of information, and being fully responsible for the independence and integrity of one's own work. Academic integrity is an ethical commitment. Such a commitment is made in the knowledge that the existence of a community of scholars depends upon it and in the belief that scholarship is worthwhile in its own right. It is the hope of the college that the commitment will be lifelong.

The faculty and students of Randolph-Macon have agreed on a set of procedures designed to insure the vitality of the code and to handle violations of it in a fair, effective, and timely manner. It is the responsibility of every student to read, to understand, and to obey the code. The complete provisions of the code are stated in *Fishtales.*

Registration

After having consulted their academic advisers, students are required to register for the courses that they desire in the following term. Registration takes place during periods set aside in the fall and spring terms for this purpose (see the academic calendar on the inside back cover). By registering, students have the maximum chance of obtaining their desired courses. Students are responsible to keep current with their course schedules by viewing MyMaconWeb. Students will not receive credit for courses in which they are not formally registered. Students will receive a failing grade for any course that they are not attending and failed to drop according to the published deadlines.

Changes in Registration

Students may not register for courses or change courses later than five days after the beginning of classes in the fall and spring terms, or three days after the beginning of classes in the January or summer term.

Most registration changes will be conducted via MyMaconWeb. In cases where a signed drop/add slip is necessary, students must deliver that drop/add slip fully completed to the registrar's office within the allowed time. No change will be effected until the completed drop/add slip is delivered by the student and processed in the registrar's office.

Dropping Courses

Students may drop a course during the fall and spring terms through the 10th day of classes without any notation on their transcripts. Students may also withdraw from a course after the 10th day and through the 35th day of classes, but they will be assigned a grade of W by the course instructor.

Students may drop a course in January Term through the 3rd day of classes without any notation on their transcipts. A grade of W will be assigned if students withdraw from courses between the 3rd and 10th day of classes.

Courses dropped after the 35th day of the fall or spring terms or after the 10th day of the January Term will be assigned a failing grade, unless the Provost authorizes a W.

Unit of Credit

The unit of credit is the semester hour. Courses may carry from zero to six semester hours of credit. In general a semester hour represents 60 minutes per week of classroom work (direct faculty instruction) or

180 minutes per week of laboratory work during a regular semester. A minimum of 120 minutes of outside work per week is expected for each semester hour. During the January term a semester hour represents 200 minutes per week of classroom work or 600 minutes of laboratory work with at least 400 minutes of outside work. There are multi-semester courses for which no credit can be earned until all semesters of that course have been completed in a satisfactory manner.

Course Load

In order to be considered full-time, a student must carry a minimum of 12 semester hours in each fall term and each spring term. In either the fall term or the spring term, students may carry five courses of three or more semester hours credit with only the approval of their advisers, but any student who wishes to carry six such courses must obtain permission from the Registrar to do so.

For purposes of determining course load for full-time status only, courses which have previously been passed with a grade lower than a C- and which are being re-taken will be counted at their normal credit hour value. However, these courses will carry no credit hour value toward graduation.

Students who choose to enroll in the January or summer term must enroll in at least one course of three or more semester hours credit and students may not enroll in more than two such courses or carry more than seven semester hours in the January Term without permission of the Provost.

In either the fall term or the spring term, students may not drop to a course load of less than nine semester hours without permission of the Provost. (See Probationary Regulations for courseload requirements for students on academic probation. See related information under Fees and Financial Aid.)

Student Classification

Length of residence alone does not determine class standing.

Freshman - Students are classified as freshmen until they have satisfied the conditions for advancement to a higher class.

Sophomore - To be classified as a sophomore, a student must have earned at least 21 semester hours in courses carrying academic credit. (Physical education courses at the 100 level do not carry academic credit.)

Junior - To be classified as a junior, a student must have earned at least 48 semester hours in courses carrying academic credit.

Senior - To be classified as a senior, a student must have earned 75 semester hours in courses carrying academic credit.

Non-Degree Seeking Student

The classification Non-Degree Seeking Student includes those students who have not been admitted as candidates for a degree at Randolph-Macon.

Class Attendance

Randolph-Macon College believes that student attendance in the classroom and participation in classroom activity is an essential part of the educational process. Students are responsible for all work covered in class and all assignments made on the day or days of an absence. Faculty members shall establish attendance policies in their courses and shall notify students in writing at the beginning of each course what the policy in that course shall be and what penalties shall be imposed for infractions. No penalty will be imposed until a student has exceeded one hour absence per semester hour of a course. No discretionary absences are allowed from laboratories or on the dates of announced tests. (See Exclusion from Courses and Exclusion from College for related information.)

Randolph-Macon College values highly the participation of students in activities representing the college, such as organized athletics and the performing arts. Faculty members are encouraged to accommodate students representing the college in these activities. Students who wish to participate in these activities should discuss their schedules with each instructor early in each term.

Only the Provost may authorize an absence from a final examination. Unauthorized absence from a final examination in a course will result in failure of that course. (See Final Examinations.)

Declaration of Major

Students are expected formally to declare their major area of study by the end of their sophomore year. They should do so by meeting with an adviser in their prospective major and completing the Declaration of Major form supplied by the registrar's office.

Degree Application

In the fall term of the academic year in which students expect to receive their degrees, they must submit to the registrar an Application for Degree. This application form must be signed and approved by the student's adviser and the chair of the student's major and minor departments or councils. The deadline for submitting degree applications is found in the college calendar. It is the student's responsibility to make sure that the information on the application is correct and to complete in a satisfactory manner all of the courses which are listed on the degree application.

Academic Regulations

Second Degree, Major, or Minor

A student who has earned a bachelor's degree from a college or university other than Randolph-Macon may pursue a bachelor's degree from Randolph-Macon in a different major. Credits from the original baccalaureate program will be evaluated toward the Randolph-Macon degree according to the college policy on acceptance of transfer credits. The student is expected to fulfill all requirements for a Randolph-Macon degree as listed in the catalog.

A graduate who has earned the degree of bachelor of arts from Randolph-Macon may pursue courses at Randolph-Macon College to fulfill the current requirements of a bachelor of science. The transcript will attest the completion of the requirements of the degree of bachelor of science.

After receiving a bachelor's degree from Randolph-Macon, a graduate may pursue courses at Randolph-Macon College to fulfill the current requirements of an additional major or minor. The transcript will attest the completion of the requirements for the additional major or minor.

A Randolph-Macon graduate who subsequently meets the requirements for the additional bachelor of science degree, major(s), or minor(s) will not receive a new diploma and will not be part of the graduation ceremony. Students wishing to pursue any of these options must apply to the registrar and receive approval from the chair/director of their programs of study.

Eligibility

Any person representing the college in the capacity of a student must in fact be enrolled at the college. Students wishing to participate in intercollegiate athletics are advised that the National Collegiate Athletic Association has standards for eligibility: Students must be full-time, which at Randolph-Macon College is at least 12 hours per semester. Intercollegiate student athletes and office-holders in student organizations may not be on academic probation. (See Academic Probation.)

Final Examinations

Examinations are conducted in courses at the end of each term. Absence from a final examination which is not excused by the Provost must be recorded as failure (F) in that course. No re-examination is permitted in any course.

Final papers, projects, or presentations assigned in lieu of a final examination should be due or scheduled for the final examination period assigned to the class. Failure to submit or attend to such work as scheduled is governed by the final examination policy.

In cases involving illness or other extraordinary compelling circumstances, the Provost may permit a student to defer the final examination in a course to a time agreed upon by the student, the instructor in the course, and the Provost. The symbol I will be recorded if the instructor cannot report a definite grade when final term grades are due. (See Incomplete Grade under Grading System section.)

Transfer Credit

Courses taken at other regionally accredited institutions will be accepted in transfer provided that these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Randolph-Macon or are applicable to a degree program at Randolph-Macon. To guarantee transfer credit, these courses must be approved by the appropriate department chair and the registrar prior to enrollment in the course. All work will be evaluated without prejudice as to method of delivery. Courses accepted in transfer will receive credit but will not count in the calculation of the Randolph-Macon GPA. Only courses which have been passed with the grade of C- or higher will be accepted in transfer. Any transfer course counting on a major or minor is calculated into the major or minor GPA. At least one-half of the semester hours of the major or minor must be taken at Randolph-Macon.

A department may recommend that a course passed with a D be accepted to satisfy a collegiate requirement. However, in such a case, no credit will be awarded at Randolph-Macon College.

A student may receive a maximum of 75 semester hours through transfer work from regionally accredited two-year and four-year institutions and/or credit-by-examination (e.g. Advanced Placement, International Baccalaureate, or CLEP).

Applicants for admission who have attended one or more other colleges must have a minimum GPA of 2.00 on all previous college work undertaken. They must be eligible to return to their current (or last attended) institution at the time they enroll at Randolph-Macon. Any exception to these regulations must be approved by the Committee on Admissions, Credits, and Academic Status of Students. No student, whether admitted by transfer or not, is permitted to apply to his or her major or minor program transfer credit for more than one-half of that program. That is, at least one-half of the semester hours of credit in courses applied to a student's major or minor program must be earned from Randolph-Macon College.

Summer School Courses

If students wish to take courses at summer schools other than Randolph-Macon's, they must

choose only summer schools associated with regionally accredited institutions. To guarantee transfer credit, these courses must be approved by the appropriate department chair and the registrar prior to enrollment in the course.

Grading System

Randolph-Macon College employs the symbols A, B, C, D and F as grades, while the symbols I, NG, S, U, W, WP, WF, and AU are used for informational purposes only but are not considered grades.

The grades are interpreted as follows:

A - Excellent

B - Good

C - Satisfactory

D - Lowest passing grade

F - Failure

Instructors may append a "+" or a "-" to any one of these grades (except F).

The other symbols carry the following interpretation:

S - Satisfactory

U - Unsatisfactory

AU - Audit

I - Incomplete

NG - No grade reported by instructor

W - Withdrew from course or college

WP - Withdrawn from college, passing

WF - Withdrawn from college, failing

Only courses which are graded enter into the determination of the GPA.

Audits: With permission from the instructor and the student's advisor, a student may sign up to audit a course, or may change a course from credit-bearing status to audit status, through the last day to add a course in any semester. An audited course carries no credit hours (but is counted by the business office in the fee structure). Should a student not meet the attendance and course requirements stipulated by the instructor, the instructor has the right at any point in the term to revoke audit status. Revocation of audit status must be submitted in writing to the registrar's office.

Incomplete grade: The symbol "I" is to be reported only if (1) a grade is called for, but (2) the student has not completed some required work, but not final examinations (see Final Examinations Policy), and (3) the instructor is willing to accept that work after the final grades are due. When an I is reported, the instructor must set a specific deadline for submission of the missing work and inform the student of that date. The date must be selected so that the instructor can report a final grade not later than 31 calendar days from the end of the final examination period. In cases where the instructor believes that more than 31 days is warranted, he or she must submit a written request for an extension to the Committee on Admissions, Credits, and Academic Status of Students, giving the reasons for an extension. If that committee grants an extension, it is the duty of the instructor to notify the student of the duration of the extension granted. Otherwise, at the expiration of the 31-day period, the registrar is required to replace the symbol I with the grade of F.

Withdrawal from the college: The symbol W will be recorded when a student withdraws from the college prior to the end of the 9th week of classes in a fall or spring term or prior to the end of the 3rd week of the January term. Students who withdraw from the college after these indicated times will receive the grade of F in every course in which they are currently enrolled, unless the Provost authorizes a W. The Provost will grant such permission only in cases of illness or other compelling circumstances. Grades of F are recorded on the student's academic record, are included in the student's GPA, and result in automatic separation from the college.

The symbols W, WP, and WF will be recorded when a student is withdrawn from the college at any point during the semester prior to when grades are awarded.

Withdrawal from a class: A student will receive a W when withdrawing from a course between the 10th and the 35th day of semester classes, or the 3rd and 10th day of January or summer term classes.

Students may withdraw from any course of 0 credit hours at any time through the last day of classes with no notation on the transcript. A student who does not satisfactorily complete the course, including any required work that occurs after the last day of classes, such as a final examination or culminating experience, and who fails to withdraw prior to the last day of the term, will receive a U.

Symbols S and U: The symbols S and U are used only in ungraded courses, such as physical education courses at the 100-level, or in two-term courses for which the final grade is entered after completion of the second term.

Grade reports: Grade reports, including midterm reports of unsatisfactory progress, are distributed to students through their MyMaconWeb accounts.

Grade Review

Whenever students wish to have a grade explained, they should consult the instructor in the course. In the case of a final grade, if after consultation with the instructor, students still believe that this grade was improperly awarded, they should confer with the chair of the department in which the grade was given. If, after conferring with the chair, the stu-

dent still believes that the grade is not appropriate, the student may bring the matter to the Provost, who may confer with the instructor and the department chair/director. If the Provost considers that the matter warrants further review, then the Provost may refer the matter to the Committee on the Faculty, which may hold an investigation into the student's allegations and make recommendations to the instructor in the course.

Statute of Limitations

Grades appearing on a student's academic record may not be changed after one calendar year from the end of the term in which the grade was received. Final grades appearing on a student's academic record cannot be changed after graduation.

Quality Points

The college assigns quality points in order to indicate the quality of the student's work. The college uses quality points to calculate the GPA, which is referred to in recognizing superior academic achievement and in making decisions about probation and separation. Every grade is assigned a quality point weight as follows:

Any A+ yields 4.3 quality points per semester hour;
Any A yields 4.0 quality points per semester hour;
Any A- yields 3.7 quality points per semester hour;
Any B+ yields 3.3 quality points per semester hour;
Any B yields 3.0 quality points per semester hour;
Any B- yields 2.7 quality points per semester hour;
Any C+ yields 2.3 quality points per semester hour;
Any C yields 2.0 quality points per semester hour;
Any C- yields 1.7 quality points per semester hour;
Any D+ yields 1.3 quality points per semester hour;
Any D yields 1.0 quality point per semester hour;
Any D- yields 0.7 quality points per semester hour;
Any F yields 0.0 quality points per semester hour.

None of the other symbols is assigned any quality point weight.

The college calculates a cumulative GPA for every student by dividing the total number of quality points earned by the total number of semester hours attempted in graded courses.

Repeated Courses

No student may take the same course twice for credit.

A failing grade is part of the permanent record and is calculated in the GPA; however, a student may repeat a course in which he or she has received a grade of F. The subsequent grade earned is also recorded on the permanent record and is also calculated in the student's GPA. Semester hours credit will be awarded only after successful completion of the course.

A student may repeat any course in which he or she has received a grade of D+, D, or D-. The initial grade will remain on the student's permanent record and will remain part of the student's GPA. The new grade will be recorded on the transcript, but no new hours or quality points will be recorded.

Duplication of Credits

Once a student has been awarded credit for a course, either through successful completion of that course at Randolph-Macon, through transfer credit acceptance which includes dual enrollment credit, or through various credit-by-exam programs including but not limited to Advanced Placement, International Baccalaureate, and CLEP (College Level Examination Program), the student may not receive duplicate credit for the same course through any other means. In addition, a student may not be awarded credit for lower level course work after being credited for more advanced work in the subject area without special permission of the Provost.

Dean's List

A dean's list is published following each fall term and spring term and is based on the student's performance in that term. Students earn a place on the dean's list for that term only if they were full-time; completed all of the courses in which they were enrolled; and earned a GPA of at least 3.25 with no grade lower than C-.

Work done at another institution may not be used to qualify a student for the dean's list.

Graduation With Honors

In order to graduate with Latin honors, students must have a minimum cumulative GPA of 3.50 on all work taken at Randolph-Macon. The Latin Honors are awarded according to the following scale:

4.00	Summa Cum Laude
3.75-3.99	Magna Cum Laude
3.50-3.74	Cum Laude

Academic Probation and Separation

The academic year is divided into two periods for the purpose of handling most questions of academic deficiency that may result in either probation or separation from the college. The first consists of the fall and January terms. The second consists of the spring term and summer term. Students are placed on probation or are separated for academic deficiency at the end of either period if their work falls below the

standards set by the college as described below. In the event a student does not attend January term, decisions regarding probation and separation will be made after the fall term. In the event a student does not attend the summer term, decisions regarding probation and separation will be made after the spring term.

Probation: At the end of an academic period, students will be placed on academic probation if their Randolph-Macon College GPA is below the value required in the table below:

Number of Credit Hours Attempted at R-MC	*Minimum Cumulative GPA to Avoid Probation*
1-17 Hours	1.50
18-34	1.67
35-47	1.81
48-55	1.92
56 or above	2.00

Separation for Academic Deficiency: Students will be automatically separated for academic deficiency when one or more of the following conditions are present: (1) They earn a GPA of 0.00 for either fall term or spring term. (2) They do not remove themselves from academic probation at the end of an academic period. (3) Their Randolph-Macon College GPA is below the value indicated in the table below at the end of an academic period:

Number of Credit Hours Attempted at R-Mc	*Minimum Cumulative GPA to Avoid Separation*
1-17 Hours	1.00
18-35	1.25
36-54	1.45
55-69	1.60
70-83	1.70
84-97	1.75
98-108	1.79
109-119	1.83
120-130	1.86
131+	1.90

The Committee on Admissions, Credits, and Academic Status of Students may permit students who have completed one academic period on probation to continue on probation for one succeeding academic period provided that, in the opinion of the committee, they have shown satisfactory improvement in their academic performance.

The committee may permit students more than two consecutive academic periods on probation. In every such instance, however, students must have earned a GPA above 2.00 in their most recent academic period and, in the opinion of the committee, be making satisfactory progress toward the completion of their degree requirements.

Students who have been separated for academic deficiency are eligible to apply for readmission on probation after one fall or spring term has elapsed. (See "Probationary Regulations" below.) Normally students who have twice been separated for academic deficiency will not be readmitted.

Probationary Regulations

Randolph-Macon College considers education as the primary purpose of its students. Those students who are not making satisfactory progress toward finishing their degree should devote their energies and time to their academic work. The primary obligation of students on academic probation is to remove themselves from probation.

Consequently, students on academic probation may not drop below 12 semester hours nor take more than 14 semester hours without permission of the Provost. Among these hours, there may be no more than one one-semester-hour course. Students on probation may neither participate in intercollegiate athletics nor serve as officers in student organizations. Students on academic probation may have certain additional regulations imposed upon them by the Provost. Compliance with such regulations will be enforced by appropriate action by the Provost. (See Course Load and Eligibility.)

Macon Academic Progress (MAP)

Macon Academic Progress (MAP) is an early intervention program designed for first-year students.

Students may be placed in MAP at any time that their academic performance has fallen below acceptable standards, in the opinion of the Provost. Also, students on probation and other upper classmen who, in the opinion of the Provost, need additional academic support may be placed in MAP at any time. Students in MAP must conform to the requirements established by the Provost. Failure to conform may result in the student's exclusion from the college.

Exclusion From Courses

Students who are making no real progress in a course or who have excessive absences may be

excluded from a course by the Provost at any time within a term upon the recommendation of the professor in charge. The course will be recorded as "failed" on the student's academic record and affect the student's GPA.

Exclusion From College

Students who are making no real progress in most of their courses or who have excessive absences in their classes may be excluded from the college by the Provost at any time within a term. The courses will be recorded as "failed" on the student's academic record. The failing grades will be included in the student's GPA and result in automatic separation from the college.

Limitation Rules

Students must complete all requirements for the degree within 10 terms (fall or spring) and five January terms. Work offered in transfer, summer school, or part-time status will be counted with the understanding that four courses of at least three semester hours each constitute one fall or spring term.

Students who fail to complete all requirements for the degree within six consecutive calendar years lose the privilege of graduating under the requirements in effect when they entered. Instead, such a student must meet all of the degree requirements in effect on the date the degree is awarded. In the case of transfer students, their six calendar years will include all full-time residence at other colleges. However, in all cases time spent in military service will be excluded.

Students on Leave

Students wishing to broaden their course of study by enrolling in distinctive non-degree programs at other institutions may qualify for the status of "student on leave" from Randolph-Macon College. To qualify for such status, students must present: (1) a GPA of at least 2.00 at the time of application and at the time of leaving the college, (2) proof of acceptance in a one- or two-semester non-degree program at another accredited institution, and (3) a written statement describing the benefits to be achieved through attending the off-campus program. Applications for student-on-leave status are received by the registrar on behalf of the Committee on Admissions, Credits, and Academic Status of Students, which will grant leaves for periods not to exceed one year. Applications are due at the time designated for pre-registration for the subsequent term(s). A Transfer Credit Permission form for the transfer credit of courses to be taken while on leave must be submitted to and approved by the registrar as part of the application. Evidence of successful completion of the program must be presented to the registrar before registration at Randolph-Macon College.

Students on leave are held to the same standards as students on campus and to any other conditions which the committee might stipulate at the time of application. If these standards and conditions are upheld during the leave, students placed on leave are not required to apply for readmission to Randolph-Macon provided they satisfactorily complete the off-campus program and return to the college at the end of the stipulated period. Such students may pre-register for the term in which they plan to return with the seniority afforded by their class standing. They retain eligibility for scholarship and financial aid awards upon their return, but they may not apply any Randolph-Macon scholarship or financial aid to the program being taken off-campus.

Readmission

All students whose regular enrollment in the college ceases for any reason must file application for readmission if they wish to enroll again, unless they have been afforded student-on-leave status. Readmission is not automatic, and every application is reviewed by the Committee on Admissions, Credits, and Academic Status of Students. Readmission is necessary for all terms including summer school. Readmission to summer school does not automatically apply to the following fall term. An application form for readmission should be obtained from and filed with the registrar's office according to the following schedule:

For Fall term - July 1
For January term - November 1
For Spring term - December 15
For Summer term - April 15

Readmission on Probation

Students who have been separated for academic deficiency and who are subsequently readmitted shall be readmitted on probation. Students who are on academic probation at the time of their withdrawal from the college and who are subsequently readmitted shall be readmitted on probation. (See Probationary Regulations above.)

Students who withdraw from the college after the ninth week of either the fall term or the spring term will receive all grades of F and will not be considered eligible for readmission until one fall or spring term has elapsed. If subsequently readmitted, such students shall be readmitted on probation.

In the case of any student who is readmitted on probation, the Committee on Admissions, Credits and Academic Status of Students shall have authority, at

its discretion, to determine all or part of that student's academic program for the first full fall or spring term following readmission.

Transcripts

Official transcripts of students' records may be released by the registrar only upon receipt of their written authorization. While it is preferable to furnish such transcripts only to specifically designated officials of other institutions, agencies, or firms, students may request that they be personally provided with a specially sealed official transcript, not to be opened by the student, for purposes of inclusion in application packets or to be hand carried to the final, third-party destination.

The student's signature is required to release a transcript; therefore, requests cannot be taken by phone. Forms requesting transcripts are available at the registrar's office or on the college's Web site and may be submitted in person or by mail. The fee is $5 for each transcript. Requests for official transcripts will not be honored unless all financial obligations due the college are satisfied.

Special Programs

Honors Program

Assistant Professor Trammell, Director.

The Randolph-Macon Honors Program is designed to challenge and stimulate superior students by allowing them to substitute for collegiate requirements selected and exciting experiences differentiated from the rest of the curriculum. The program also allows students to pursue opportunities for intensive and/or individualized work in the major. There are two divisions of the program: Collegiate Honors and Departmental Honors. In order to be designated graduates of the program, students must complete both levels and all requirements.

The objectives of the Randolph-Macon Honors Program are:

1. To provide a stimulating and unique intellectual experience for superior students;
2. To provide flexible curricular opportunities for personal learning and research within the larger curriculum;
3. To provide intellectual ferment for the campus as a whole;
4. To provide an opportunity for faculty members to offer courses to small numbers of superior students;
5. To identify, prepare, and encourage able students to take advantage of external opportunities for further study and research during and beyond college;
6. To develop the identification of students in the program with a supportive peer group of students and faculty; and
7. To assist in attracting and retaining superior students for the college.

The Honors Program consists of a minimum of four collegiate honors courses and two units of departmental honors. Admission to the program is by application to the Collegiate Honors Council or by invitation based on pre-college or college work. To remain in the program, a student must make satisfactory progress and maintain a 3.25 cumulative GPA (3.0 at the end of the freshman year).

Collegiate honors are specially designated courses open only to program participants. Each course fulfills (or partially fulfills) one of the general collegiate requirements as indicated in the course description, even if the student does not remain in the Honors Program.

Departmental honors are worked out in consultation with the student, the faculty mentor or instructor, and the Honors Program director. They include departmental honors courses, senior projects, independent studies, honors contracts, and research projects affiliated with the Shapiro Undergraduate Research Fellowship Program. An honors contract applies when the student, the instructor, and the Honors Program director agree in writing to alternative or additional work to be done in the context of a regular department offering.

Independent Study Courses

After the completion of the freshman year, students with a cumulative 3.25 academic average may devise a course in an area of study in which they are interested, but which is not fully available in the existing curriculum. The development of the course must be done in concert with the faculty member who will supervise the work, and the proposed course of study must be approved by the Curriculum Committee prior to its initiation. An independent study proposal should be developed and submitted collaboratively by the student and faculty mentor.

When submitting the proposal to the Curriculum Committee the documentation must contain:

- the names of the student and the faculty mentor
- the semester the course is to be offered
- a brief description of the topic of the course
- a reading list and/or other material to be covered
- a summary of assignments the student will be expected to produce – this should include a description of the culminating experience
- a statement on the kind of supervision the mentor will provide the student during the semester
- the criteria of evaluation
- and, if applicable
    - the general education requirements with appropriate documentation
    - the major or minor requirements the course will fulfill with appropriate documentation
- the signatures of the student, faculty mentor, the department or program chair
- a well-written 1-2 paragraph rationale for the course prepared by the student

Students may enroll in no more than two independent study courses per academic year up to a maximum of six such courses. In exceptional cases, students with less than a cumulative 3.25 academic average may be declared eligible to enroll in an independent study course upon the recommendation of the appropriate departmental chair and the approval of the Curriculum Committee. Independent study courses must be Randolph-Macon work.

Independent Study Program

The college offers an independent study program for a limited number of students with superior ability and strong personal motivation. Approved students may enter this program at any time after completion of the freshman year. The program requires the completion of two independent study courses during the junior year and permits seniors to enroll in a program of directed independent study during the entire senior year. Seniors participating in this program will pursue a program of studies arranged for them by a group of faculty tutors. By the end of the year of study, they will be expected to stand for at least three comprehensive examinations in their major fields, and they must present a thesis for examination by a five-member faculty committee. During this senior year of independent study, participants will be excused from enrollment from all formal courses with the exception of any remaining departmental or collegiate requirements.

Students are eligible to apply to the Curriculum Committee for participation in this program if they have a cumulative 3.25 academic average or better. Other students may be declared eligible by the Curriculum Committee in exceptional cases upon recommendation by the departmental chair. All independent study programs must be reviewed and approved by the Curriculum Committee. (See previous section for course proposal guidelines.)

Bassett Internship Program-Academic Credit

Associate Professor Showalter, Director.

Randolph-Macon College's commitment to the liberal arts includes a deep concern that our students find useful and satisfying careers following graduation. It is our conviction that the knowledge and skills acquired through a liberal arts education provide a sound basis for success in a wide range of professions. In an effort to enhance our students' opportunities to test their skills and themselves outside the classroom, the college conducts an internship program, funded by a grant from Ruby and Edwin Bassett, that enables students to get on-the-job experience in a wide range of career fields in Virginia, Washington, D.C., and other locations.

Academic internships at Randolph-Macon are credit-bearing courses, and each of the college's academic departments has the option of offering an internship course. While most students take their internships on a full-time basis during the January term or in summer school, some students complete internships on a part-time basis during either the fall or spring term.

Randolph-Macon has informal agreements with a number of businesses, government agencies, and social service organizations that will sponsor interns from the college. A special effort is made to match every intern with an appropriate placement site, and new placement options are solicited as needed. No sponsoring organization is asked to accept an intern whom it considers unprepared for the work, and no intern is expected to work in an inappropriate placement site.

Students who wish to apply to the program must complete an internship application showing the proposed internship, the number of semester hours completed, the cumulative GPA, the on-campus instructor (including the approval of the department chair/director, if the internship is taken out of the student's major), the field supervisor, and the approval of the adviser and the chair/director of the student's major department or council. Students enrolled under an F-1 Visa must secure a signature from the Office of International Education. This application must be completed and received by the registrar no later than the due dates shown on the application form, otherwise, no academic credit will be given. No student may receive salary, compensation, or wages from an internship; violation of this rule will result in cancellation of credit.

To qualify for admission to an academic internship, a student must have completed 48 semester hours of work and have earned at least a 2.25 cumulative GPA at Randolph-Macon College. Furthermore, the student must maintain a cumulative GPA of at least 2.25 during the entire time in which the internship is performed. A student may not receive credit for an internship if his or her cumulative GPA drops below 2.25 during the internship. Students will receive academic credit only for internships completed through Randolph-Macon.

Some departments may have additional requirements for internship eligibility. The internship experience must be integrated with academic learning in an off-campus placement. To receive course credit, each student must complete a minimum of 130 hours of field work. The instructor must maintain periodic contact with the intern and his or her field supervisor during the internship. The instructor should also give reading and writing assignments that are appropriate to the student's internship experience. The instructor shall make the final evaluation of the student's performance. This evaluation shall include an evaluation of both the academic and the field components of the student's work. No student may offer for a degree more than six semester hours of internships or field studies. The college also offers several non-academic career development programs. (See Career and Counseling Services.)

Special Programs

Student-Faculty Research

Professors Lambert and Schreiner, Directors.

Research is an integral part of undergraduate education at Randolph-Macon. The college's liberal arts tradition is linked to research through the common goal of active, investigatory learning. In our academic programs, student discovery and exploration of ideas is paramount. Following meaningful research experiences, students become active learners and subsequently take responsibility for their own learning.

The model of student research, coupled with presentation and publication opportunities, extends throughout the college. Currently, the integration of research into the educational process at Randolph-Macon College primarily occurs through three distinctive and formal programs – departmental senior research requirements, departmental honors requirements, and the Schapiro Undergraduate Research Fellowship (SURF) program, all intended to create an inquiry-based experience.

The Senior Project

Most departments give students the option to carry out a two-semester senior research project. Majors in a department follow a core of course requirements intended to introduce students gradually to the research process. By following this core, undergraduates reach the senior year adequately prepared for meaningful, independent research. A distinctive element of each research experience is that every project results in a written thesis defended before a faculty panel in the presence of the department and students.

Having obtained the consent of the major department or council no later than the beginning of their senior year, suitably qualified students may elect to do a six-semester-hour special project in their major fields.

A senior project, which must be performed over two terms, may be in the form of library research, an advanced study of a particular topic in the field, a laboratory research problem, or any other exercise agreed upon by the major professor and student. The successful completion of the project and a final oral examination thereon will afford evidence of the student's capacity to do satisfactory work where individual initiative is involved.

Semester hour credit for the first term of a two-term senior project will not be recorded until both terms have been successfully completed by the student. Enrollment in the second term is dependent upon successful completion of the first term. If a student fails to successfully complete the second term, a grade of F will be recorded for the second term.

Departmental Honors

The Honors Program, enrolling about 160 of Randolph-Macon's 1,250 students, includes a senior experience within the major department. Most seniors choose to satisfy their departmental requirement through an independent research project that is presented and defended in both the department and the spring honors research symposium.

Summer Research

To collaborate more fully with our students as colleagues, the college extends the departmental research initiatives beyond the constraints of the classroom and class schedule. A total summer immersion experience supplements research activities that occur during the academic year. This goal is accomplished through the college's Schapiro Undergraduate Research Fellowship (SURF) program, a competitive, learning-community experience open to students and faculty from all departments. The students write research proposals to be evaluated by faculty reviewers. A requirement of funded students is that they are expected to present their research results at a celebratory conference at the end of the summer; additionally, students are encouraged to present their work at an appropriate professional meeting. An additional goal of the program is to develop research findings for submission to peer-reviewed journals.

Students who have conducted any form of research through the year (e.g., senior project, SURF) are encouraged to participate in the Annual Undergraduate Research Celebration Day each spring. On this occasion, students prepare poster presentations of their research which are subsequently displayed for student and faculty observation.

International Education

Professor Hilliard, Director; Mayumi M. Nakamura, International Program Coordinator; Tammi Reichel, Study Abroad Advisor; Jane Nucup, International Program Assistant.

The rise of the global economy, coupled with the increased interdependence among nations, has created the need for citizens to develop an awareness and understanding of cultures other than their own. In learning about other cultures, there is no substitute for direct exposure to the people and the language, ideas, and customs of other nations. For these and other reasons, Randolph-Macon offers two types of experiences for studying abroad: January Term Study-Travel Courses as well as Semester- and Year-Long Programs.

January Term Study-Travel Courses

During the four-week January term, the college provides students with opportunities to participate in a variety of study-travel courses. Several departments offer study-travel courses taught by one or more Randolph-Macon faculty members. Students and faculty participating in study-travel courses usually

spend between two to four weeks abroad and the rest of the term on the Ashland campus. In addition, some January term study-travel courses concentrate on subjects related to specific geographic areas in the United States and include trips to those regions as part of the course. Destinations for recent January term study-travel classes include: Australia, China, Costa Rica, Ghana, France, Haiti, Italy, Japan, Peru, and the UK.

Semester- and Year-Long Programs

Randolph-Macon offers opportunities for semester- and year-long study in countries throughout the world. Students who study in these programs will benefit most from taking site-specific offerings rather than courses which merely duplicate those offered at Randolph-Macon. Qualified students who are selected to participate in these highly competitive study abroad programs may spend one or two terms in residence at one of the locations described in this section.

Eligibility and Application

Study abroad is offered for either a term or a year, depending on the program. To participate, students must have completed 36 hours of college course work before embarking on their period of study abroad or have permission of the director of the Office of International Education. Required GPA at the time of application varies from 2.75 to 3.00, depending on the program. In the case of programs where instruction is in the native language, students must also possess sufficient language skills. In addition to an interview by the selection committee, consultation with the academic adviser is required. Complete information about eligibility and application procedures may be obtained from the Office of International Education. The deadline to apply is the 3rd Friday in November for the following fall semester and the 1st Friday in April for the following spring semester.

The student usually registers for the courses offered abroad while at Randolph-Macon. Credit transfer for study abroad can be assured only if the program and specific courses have been pre-approved by the college through the Office of International Education. In most cases and whenever it is possible, the academic regulations of Randolph-Macon are adhered to abroad: course load, deficiency notification, grading system, academic probation, etc.

International Study Sites

Study abroad programs are available in over 140 institutions outside of the United States and on every continent. Randolph-Macon offers its own study abroad and exchange programs, as well as programs abroad through its affiliates, such as the International Student Exchange Program (ISEP) and AIFS. Certain programs require a good knowledge of the host language; others offer instruction in English. A sample of study abroad programs include:

- University of Angers, France
- University of Cézanne, France
- University of Poitiers, France
- University of Nice, France (a fully funded scholarship for French majors)
- University of Marburg, Germany
- University of Ulster, Northern Ireland
- Kansai Gaidai University, Japan
- Yonsei University, Korea
- University of Salamanca, Spain
- University Catolica, Chile
- University San Cuore, Argentina
- University of Lancaster, England

A complete list is available on the OIE web site.

Pre-Professional Programs

Accounting

Randolph-Macon College has an arrangement with the accounting department at Virginia Commonwealth University, which facilitates a student's acceptance into the Masters of Accounting program at VCU. To qualify for admission to the Virginia Commonwealth University graduate program in accounting, a student must have followed a prescribed course of study at Randolph-Macon, be recommended by the economics/business department, and have earned a baccalaureate degree from Randolph-Macon College. Interested students or prospective students should contact the chair of the economics/business department as early as possible to plan a program of study.

Randolph-Macon also has an arrangement with The Graduate College of Union University in Schenectady, New York, that would allow students to complete their MBA degree in about one additional year after graduation. To quailify for admission to the Graduate College MBA program, a student must follow a prescribed course of study at Randolph-Macon, meet minimum GPA and GMAT requirements and have earned a baccalaureate degree from Randolph-Macon College. Interested students or prospective students should contact the chair of the department of economics and business as early as possible to plan a program of study.

Special Programs

Engineering and Liberal Arts Combined Programs

Randolph-Macon College has cooperative arrangements with engineering schools at Columbia University and the University of Virginia, whereby students earn bachelor's degrees from Randolph-Macon and bachelor's or master's degrees in engineering from the cooperating university.

In these programs, students typically spend three years at Randolph-Macon, and two at the cooperating university. Any Randolph-Macon student recommended by the college will normally be accepted by the cooperating university, provided that basic requirements in mathematics and science have been met and the student has maintained a B+ average or better. Columbia University guarantees need-based financial aid.

Forestry or Environmental Management Program

Randolph-Macon has an arrangement with the Nicholas School of the Environment at Duke University, permitting students with career interests in forestry or environmental management to spend three years at Randolph-Macon and two years at Duke University. Upon completion of the program, the student is awarded a baccalaureate degree from Randolph-Macon and either a master of forestry or master of environmental management from Duke. These professional degree programs are distinct from the conventional graduate programs at Duke, to which students are normally admitted after completing a bachelor's degree. To qualify for admission to a professional program, students must complete an approved course of study at Randolph-Macon and also meet the admission requirements of the Nicholas School of the Environment. Interested students are urged to contact the director of the environmental studies program early in their college careers.

Prelaw, Divinity, Business, and Other Professions

A number of Randolph-Macon graduates continue their studies in leading law schools, divinity schools, and graduate schools of business. There are generally few, if any, specific undergraduate requirements for these schools, but students are advised to consult the stated requirements of the specific schools in which they are interested and take the necessary qualifying examinations.

The A. Purnell Bailey Pre-ministerial Program for Ordained Ministry provides qualified and selected students with the scholarship assistance, mentoring, support activities, seminars, and internships related to vocational exploration and preparation for ordained ministry. Selected participants will also be granted admission into the Honors Program.

Premedical, Predental, Prenursing, and Other Health Sciences

Randolph-Macon is justifiably proud of its record in premedical and predental education. A significant majority of Randolph-Macon students who have applied to medical schools have gained admission to their first-choice schools. Students preparing for medicine or dentistry will usually concentrate in chemistry or biology and are under the guidance of a premedical advisory committee. Students contemplating subsequent transfer to other institutions for Bachelor of Science programs in nursing, medical technology, physical therapy, pharmacy, and other health science professions can fulfill, in most cases, the prerequisite science and other liberal arts courses at Randolph-Macon.

Pre-Med Programs

Early Selection Program
George Washington University

Randolph-Macon College and The George Washington University School of Medicine and Health Sciences have entered into an Early Selection Program. The Program encourages second-year Randolph-Macon College students who have achieved academic distinction to pursue a variety of undergraduate majors and gain a provisional acceptance to the medical school at George Washington. In addition, for students following this path, the Medical College Admission Test (MCAT) will be waived.

Despite these advantages, the decision is not binding, and admitted students are under no obligation to attend George Washington.

BS/MD Joint-degree Program
Eastern Virginia Medical School

Randolph-Macon and Eastern Virginia Medical School (EVMS) have entered into a joint BS/MD program. Each year as many as four qualified Randolph-Macon College students, who have demonstrated outstanding academic ability and character during their freshman year, may receive guaranteed admission to EVMS under the Joint BS/MD Program.

Successful applicants will complete their B.S. degrees at Randolph-Macon College under the guidance of an EVMS mentor, take only the requisite courses, and maintain a certain GPA, without the pressures normally associated with premedical programs. In addition, the Medical College Admission Test (MCAT) will be waived. Admitted students will be considered in-state at EVMS for financial purposes.

Despite these advantages, the decision is not binding, and admitted students are under no obligation to attend EVMS.

Preferred Applicant Track Agreement
Virginia Commonwealth University

Randolph-Macon College and Virginia Commonwealth University (VCU) School of Medicine have entered into a Preferred Applicant Track Agreement.

Each year as many as two qualified Randolph-Macon College sophomores, who are in good academic and professional standing, will be selected by the Randolph-Macon College Pre-Medical Advisory Committee after applying to the Randolph-Macon College/VCU School of Medicine Guaranteed Admissions/Preferred Applicant Track. Students must demonstrate a 3.5 overall GPA and a 3.4 science GPA with respectable recommendations from two Randolph-Macon College science professors and one Randolph-Macon College non-science professor. Each student will have demonstrated sincere interest in medicine as evidenced by his or her personal statement and significant medically-related experiences.

The students will receive a formal offer of admission to the VCU School of Medicine once they have completed the requirements to maintain that guarantee. Guaranteed Admission/Preferred Applicant Track students are expected to attend medical school in the August immediately following the two years after admission to the guaranteed collegiate program. Although college students occasionally finish in three years, the guaranteed slot would not be altered by early graduation.

Despite these advantages, the decision is not binding, and admitted students are under no obligation to attend VCU.

R.O.T.C. at the University of Richmond

Randolph-Macon College students may cross-enroll in courses offered by the Department of Military Science at the University of Richmond under a cross-enrollment agreement concluded with that University. Students who complete the appropriate courses are eligible for appointment as commissioned officers in the U.S. Army Reserves; qualified students may apply for commissions in the regular Army.

Randolph-Macon will award three semester hours for the successful completion of Military Science 101-102 and 201-202 with grades of C or better and three semester hours for successful completion of Military Science 301-302 and 401-402 with grades of C or better The military science courses will be treated as courses accepted in transfer.

Randolph-Macon students are eligible for R.O.T.C. scholarships.

Students enrolled in the program are responsible for paying the appropriate fees to the University of Richmond.

Majors and Minors

Randolph-Macon College offers 32 major programs of study and 34 minor programs. These courses of study and their requirements are described in this section along with course descriptions and are presented alphabetically by prefix.

Majors

Accounting
Archaeology
Art History
Arts Management
Asian Studies
Biology
Chemistry
Classical Studies
Communication Studies
Computer Science
Drama
Economics
Economics/Business
English
Environmental Studies
French
German
Greek
History
International Studies
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology
Spanish
Studio Art
Women's Studies

Minors

Accounting
Archaeology
Art History
Asian Studies
Astrophysics
Biology
Black Studies
Chemistry
Classical Studies
Communication Studies
Computer Science
Drama
Economics
Education
English/Literature
English/Writing
Ethics
Film Studies
French
German
History
International Studies
Journalism
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology
Spanish
Studio Art
Women's Studies

Majors and Minors and Course Descriptions

Unless otherwise indicated, courses are offered every year.

Accounting

Professor Staples; Visiting Instructor Sikkar. (Department of Economics/Business)

The study of accounting at Randolph-Macon College provides students with the opportunity to become fluent in the language of business within the unique setting of a liberal arts education. Students study accounting in an active learning environment incorporating theories and concepts from the fields of accounting, business, and economics. They learn to understand and appreciate the complex nature of business organizations. A major in accounting prepares students for a career in all business environments and provides an excellent foundation for graduate studies in such fields as accounting, business, taxation, and law.

The requirements for a Major in Accounting:

- Must complete BUSN 213, 221, 222, 321,322, 336, CSCI 106;
- Must complete ECON 201, 202, 323;
- Must complete either MATH 111, MATH 113, or FYEC 200;
- Must complete four approved elective courses from among the following BUSN 362, 367, 372, 375, 385, 421, 452.

Students are also urged to begin planning in the first semester of the freshman year, commencing course work no later than the fall of the sophomore year. Care must be exercised in planning course schedules as some classes are not offered every year.

The requirements for a Minor in Accounting:

- Must complete BUSN 221, 222, 321, 322;
- Must complete two elective courses in accounting from the following: BUSN 362, 367, 372, 375, or 385, 421, 452.

Capstone experiences offered by the Department of Economics/Business include: BUSN 425, BUSN 450, BUSN 451, BUSN 452, BUSN 455, ECON 440, ECON 450-451, and ECON 455. Senior Independent Studies and Senior Projects also are offered but they must be approved in advance by the chair of the department before they will count as a capstone experience.

Since many graduate programs include calculus as a prerequisite course, students majoring or minoring in accounting are strongly encouraged, but not required, to enroll in calculus. All accounting majors and minors are encouraged to enroll in business law as well as courses in computer science and speech.

American Studies (AMST) Courses

309 – American Public Address – A close historical, rhetorical, and literary examination of the most important public addresses delivered in the twentieth-century United States. Partially fulfills the AOK requirement in Arts and Literature (literature). Offered alternate years. Same as COMM 309. Three hours. Sheckels.

350 – American Humor – Throughout the history of Western Civilization, the humorist or satirist has filled the role of social, political, and cultural critic. This course will study a selected number of works and performances by the best American humorists and comedians in an effort to determine the values by which they measure society and find it laughable. Partially fulfills the AOK requirement in Arts and Literature (literature). May be applied to a major in English. Offered alternate years. Four hours. Inge.

351 – The South in History, Fiction, and Film – This course will address the question of the extent to which the nation's understanding of the South and the South's understanding of itself have been shaped and influenced by literature and the film media, especially successful feature-length films, which were based on popular novels and historic events. Certain continuing themes in Southern culture will be discussed such as racism and race relations, the nature of Southern politics, and the changes in the social structure after the Civil War. Partially fulfills the AOK requirement in Arts and Literature (literature). May be applied to a major in English or history. Offered alternate years. Four hours. Inge.

355 – Animation in American Culture – A historic overview of the development of animation from its beginnings in the 1890's through its golden age under the influence of Disney and the studio system and down to the present, with attention to the ways animated films both reflect American society and culture and may be appreciated on their own as an art form. Partially fulfills the AOK requirement in Arts and Literature (arts). Offered alternate years. Four hours. Inge.

356 – Walt Disney's America – A cultural assessment of the influence of Disney's films on the American mind and imagination through the reading of historical and biographical background material, a study of literary works on which Disney films were based, an analysis of the translation process of fiction into film, and an evaluation of how the films both reflected and shaped the consciousness of the nation from 1936 until Disney's death in 1966. Partially ful-

fills the AOK requirement in Arts and Literature (literature). May be applied to a major in English. Offered alternate years. Four hours. Inge.

357 – Faulkner, Fiction, and Film – This course involves a study of selected novels and stories by major American writer William Faulkner and their Southern cultural backgrounds, motion pictures based on those works, and the process of adaptation by which fiction is made into film. The comparative values of both genres are examined in an effort to reach proper critical methods of evaluation. Partially fulfills the AOK requirement in Arts and Literature (literature). May be applied to a major in English. Offered alternate years. Four hours. Inge.

358 – Graphic Narrative – A study of the historic and cultural development in the United States of graphic narrative, or telling stories through words and pictures in such forms as comic strips, comic books, and graphic novels, with attention to the aesthetics of comics expression and an appreciation of the values of short and long-form visual narratives. Partially fulfills the AOK requirement in Arts and Literature (literature). May be applied to a major in English. Offered alternate years. Three hours. Inge

Arabic (ARAB) Courses

111 – Elementary Arabic I – Essentials of Arabic (Fusha—Classical Arabic), stressing the four skills: listening, speaking, reading, writing. Required additional scheduled session of language practice. Given in Arabic. Designed for students with no experience in Arabic. Three hours. Staff.

112 – Elementary Arabic II – Second half of Elementary Arabic – a study of the grammar and syntax of classical Arabic. Required additional scheduled session of language practice. Prerequisite: ARAB 111. Given in Arabic. Three hours. Staff

211 – Intermediate Arabic I – First half of Intermediate Arabic. A review of Arabic grammar with increased emphasis on reading, writing, conversation and comprehension, and introduction to aspects of Arab culture. Increased time spent on reading more complex texts (simple articles from magazines), which will be less and less vocalized, and on writing more complex sentences and short compositions. Required additional scheduled session of language practice. Prerequisite: ARAB 112. Given in Arabic. Three hours. Staff

212 – Intermediate Arabic II – Second half of Intermediate Arabic. Increased time spent on reading more complex texts (from newspapers and other publications), which will be less and less vocalized, and on writing more and more complex sentences and formal compositions. Continued exposure to aspects of Arab culture. Required additional scheduled session of language practice. Prerequisite: ARAB 211. Given in Arabic. Three hours. Staff

Archaeology

Professor Fisher, Director; Professors Camp and Daugherty; Associate Professors Bergmann, London, and Thoburn; Assistant Professors Borchard and Throckmorton.

Archaeology is the study of the human past through material remains. In 21st century practice, archaeology is truly multidisciplinary, with contributions from history, art history, biology, chemistry, geology, anthropology, religious studies, epigraphy, and many other fields. The scope of the human past studied by the archaeologist ranges from the earliest development of humans to very recent times. Modern archaeological research is directed toward understanding how the past occurred, why things changed in the past, and how the past relates to our times.

With a broad range of disciplines involved, the study of archaeology also prepares students for a variety of jobs: field archaeology, museum studies, archaeological law, teaching and research, development of historical tourism, non-profit or other work safeguarding Indian rights and the rights of other indigenous populations. The Archaeology Major provides students with a coherent, interdisciplinary introduction to the practice, theory, methods, regulations, and ethics of archaeology.

The requirements for a Major in Archaeology: A student majoring in archaeology must complete ten courses, with a grade of C- or better in each course:

- Must complete ARCH/CLAS 221;
- Must complete ARCH/CLAS 320;
- Must complete at least one course from each of the Archaeology Focus Groups and must complete three additional courses from one of the Groups.
    - o **Applications/Archaeometry:** BIOL 251, CHEM 115, 175, 200, 201, EVST 200, GEOL 101, HONR 287, MATH 107, 113, SOCI 215, 230, INST/WMST 326, or INST/SOCI 331;
    - o **Historical Archaeology:** ARTH/CLAS 210 ARTH 227, HIST 211, 251, 319, 320, 321, 322, or RELS 229;
    - o **Ancient World:** ARTH/CLAS 210-218, 222, 225, CLAS/HIST 303, 311, or 312.

- Must complete one 300-level course from the following that was not used to satisfy one of the Groups, above: CHEM 335, CLAS/HIST 303, 311, 312, HIST 319, 320, 321, 322, INST/SOCI 331, INST/WMST 326.
- Capstone: Must complete ARCH/CLAS 450 or ARCH 495.

The requirements for a Minor in Archaeology:

- Must complete ARCH/CLAS 221;
- Must complete ARCH/CLAS 320;
- Must complete 4 courses from one of the following Archaeology Focus Groups. All four courses must be chosen from the same Group.
  - o **Historical Archaeology:** ARTH/CLAS 210, ARTH 227, HIST 211, 251, 319, 320, 321, 322, or RELS 229;
  - o **Ancient World:** ARTH/CLAS 210-218, 222, 225, CLAS/HIST 303, 311, or 312.

Archaeology (ARCH) Courses

221 – Archaeological Methods and Theory – Archaeology is the study of the human past through material remains. This course covers the theory and methods of archaeology. Topics include the responsibilities of the archaeologist, stewardship of cultural remains, and research design. Specific tasks such as site identification, survey, excavation, and artifact conservation are practiced in a laboratory and field setting. Special emphasis is on applied sciences such as archaeological chemistry, bioarchaeology, geoarchaeology, and analyses of artifacts for the purposes of determining dates and provenance. The course is not limited to any specific cultures or past discoveries; the methods and approaches presented here are widely used by archaeologists in all areas of the world. This course involves field work, and has a laboratory component. Partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Same as CLAS 221. Offered alternate years. Four hours. Fisher.

320 – Archaeology, Art, and Cultural Heritage Ethics and Laws – Who owns the past? Who should profit from archaeological discoveries? Where should antiquities be stored or displayed? Who should pay for the safety, conservation, and preservation of sites and artifacts? Should modern descendants have the option to prevent archaeological research aimed at their ancestors or museum exhibition of their ancestral material culture? Who should interpret the past of a culture or group of people? This course covers the current international and US laws which govern historic preservation, cultural resource management, archaeology, and commerce in antiquities; considers numerous case studies which have led to the creation of codes of ethics and professional standards for archaeologists and museums; and debates some of the diverse points of view concerning archaeological ethics and practice. Same as CLAS 320. Offered alternate years. Three hours. Fisher.

450 – Field Studies in Archaeology – This course is an excavation, field research, or museum experience. The student will gain experience with archaeological techniques for survey, excavation, analysis, conservation, classification and recording on an approved excavation or in a museum or laboratory setting. A minimum of four weeks or 130 hours of participation in an excavation, field school, or museum program is required. If a student participates during the summer in an excavation or field school which is not part of the Randolph-Macon College Summer Session, the student should take ARCH 450 in the next term of residency at Randolph-Macon College. Permission of instructor required. Same as CLAS 450. Offered as needed. Three hours. Fisher.

487-88 – Departmental Honors – Offered as needed.

495 – Research Project in Archaeology – For students who are unable to excavate for any reason, a senior project may be undertaken in either Fall or Spring term. The project should be directed primary research which results in a significant paper with original content. Archaeological case law, linking of material culture with historical documents, or primary source language studies tied to archaeological research (using sources in the original, native language, such as Greek, Latin, Spanish, or Hebrew) are possible areas of focus for the Research Project. This project may be completed jointly with a project in another appropriate discipline. **Permission of Archaeology Council required.** Offered as needed. Three hours. Staff.

Art History

Professor Fisher; Associate Professor Terrono. (Department of Arts)

Art history is the study of the expressions of social values and personal ideas through the arts. It spans the entirety of human experience, from the earliest traces of the arts in paleolithic times, to the global variety of arts in contemporary times. Art history engages the student in the search for what unites peoples across time and space, and what makes each culture, each civilization, unique. By looking at the efforts of past artists, whether in architecture, painting, crafts, ceramics, photography, sculpture, calligraphy, or other forms, we see the ways in which our own desires to express social concerns, feelings, and beliefs share the shapes and purposes of the past.

Art History

The requirements for a Major in Art History:

- Must complete ARTH 201-202;
- Must complete at least six three-hour courses as follows:
    - At least one course in non-western art chosen from the following: ARTH 210, 211, 227, 228, 235, or ARCH/CLAS 320;
    - At least one course chosen from the following: ARTH 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, or 220;
    - At least one course chosen from the following: ARTH 221, 222, 223, 224, 225, 226, 240, 307, or 315.
- Must complete ARTH 421;
- Must complete STAR 240 or 241;
- Must complete a three-hour elective in drama or music (which may include three, one-hour courses in applied music);
- Must complete a capstone requirement. Upon consultation with an adviser in art history, students may choose between ARTH 422 or ARTH 450.
- Students are strongly encouraged to participate in an internship.
- Students who intend to pursue graduate degrees in art history and museum studies, or a career in art history, are strongly encouraged to choose ARTH 422: Senior thesis.
- Students who intend to pursue graduate degrees in art history are strongly encouraged to satisfy the College's foreign language by taking German, French, or a language appropriate to their research interests, upon consultation with an adviser in art history.

The requirements for a Minor in Art History:

- Must complete a total of four, three-hour courses as follows:
    - At least one course chosen from the following: ARTH 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, or 220;
    - At least one course chosen from the following: ARTH 221, 222, 223, 224, 225, 226, 240, 307, or 315.
- Must complete either ARTH 421, or ARCH/CLAS 320;
- Must complete one course in studio art (STAR).

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Art History (ARTH) Courses

201 – The History of Art I – A brief survey of painting, sculpture, and architecture from ancient through medieval times in both the Eastern and Western hemispheres. Illustrated lectures and visits to museums. Three hours. Terrono.

202 – The History of Art II – The continuation of ARTH 201. A study of Renaissance, Baroque, and modern painting, sculpture, and architecture. Illustrated lectures and trips to museums. Three hours. Terrono.

210 – Origins of Civilization – When did civilization begin? How do we define civilization? How do we know when civilization has occurred and when it has ended? Why is civilization important to humans? What is the role of the arts in defining a civilization? This course will look at the development of early cultures and "civilizations" and will compare the definitions of civilization and the processes by which a civilization develops and wanes. Same as CLAS 210. Offered every three years. Satisfies part of the AOK Civilizations requirement as HIST 101. Three hours. Fisher.

211 – Art and Archaeology of Egypt and the Ancient Near East - A survey of the sites and art of Egypt and the various cultures of the Near East, from the neolithic period until the Arab conquest. Illustrated lectures. Same as CLAS 211. Offered every three years. Three hours. Fisher.

212 – Prehistoric Aegean Cultures –The Cycladic, Minoan and Mycenaean cultures of the Bronze Age Aegean flourished for 2,000 years and are often considered the earliest manifestation of civilization in Europe. This course looks at the art, monuments, and social structures of these cultures, along with classical Greek mythology about the Age of Heroes and the myth/history of the Trojan War. Illustrated lectures with seminar sessions. Same as CLAS 212. Offered every three years. Three hours. Fisher.

213 – Greek Art and Archaeology – This course covers the art and archaeology of Greece from the Bronze Age through the Archaic, Classical, and early Hellenistic periods. The emphasis will be on the legacy of the Greek civilization to Western art, city planning, and thought. Illustrated lectures. Same as CLAS 213. Offered every three years. Three hours. Fisher or Camp.

214 – Celts and Etruscans: Europe Before the Romans – This course covers the art and archaeology of the Neolithic through Iron Age cultures in Europe, with special emphasis on the Celts, Villanovans, and Etruscans. Also included is a survey of European and Asian cultures in contact with Bronze and Iron Age Europe, including the Greeks, Phoenicians, and Romans. We will end with a brief look at the later European Iron Age, particularly the Vikings of northern Europe. Same as CLAS 214. Offered every three years. Three hours. Fisher.

215 – Roman Art – The Roman genius for art, as for many aspects of their civilization, was in the adaptation and originality with which they transformed borrowed

ideas. This course begins with the Greek, Etruscan, and Latin origins of Roman Art, then examines the changes and innovations in art through the Roman Empire. Archaeological discoveries throughout the Mediterranean, especially Pompeii and Herculaneum, are highlighted. Illustrated lectures. Same as CLAS 215. Offered every three years. Three hours. Fisher.

216 – Art of the Great Empires of Rome and Byzantium – Christian art began within the artistic traditions of the Classical world, but the prestige of the Church transformed and transmitted the ancient modes throughout medieval Europe and the Byzantine Empire. This course looks at art from the rise of Christianity to the fall of Constantinople in AD 1453. Illustrated lectures. Same as CLAS 216. Offered every three years. Three hours. Fisher.

217 – The Art and Architecture of Ancient Athletic Games – The origins of organized athletics and many of the events still practiced today can be traced back to classical Greece and Rome. This course will primarily be a survey of the artistic representations, the architectural context, and the archaeological evidence for these games. It will also be a historical survey of Greek and Roman athletics, including such topics as their role in ancient military and religious life, sites and facilities, events, training and professionalism, and status, rewards and prizes. Vase paintings, sculptures, and written texts will be examined for the light they shed on ancient athletes and the original Olympic Games. Same as CLAS 217. Offered every three years. Three hours. Camp.

218 – The Rise of the City in Europe – Urbanization within the early cultures of Europe led to a number of human achievements which form the basis for much of our society today. This course will look at the development of the city in ancient times, both in general and in the specific examples of Athens, Pergamon, Rome, Istanbul, and London. Special emphasis will be on aspects of the ancient societies which were directly related to urbanization: laws and government, public spaces and architecture, water supply, social structure, defense strategies, and the expression of community values through art and literature. Same as CLAS 218. Offered every three years. Three hours. Camp.

219 – Images of Women in Ancient Art – This course is a survey of art, from the Paleolithic until the Renaissance, with a special emphasis on images of women in various roles, particularly motherhood. All early cultures (Mesopotamia, Egypt, Classical Greece and Rome, Byzantium and Renaissance Italy) have produced images of women for diverse reasons: from fertility symbols to icons of religious belief, from symbols of beauty and lust to icons of purity and chastity. The course will survey these images as they reflect both the style of art and the role of women in the cultures and time periods. The visual images will be supplemented by selections from contemporaneous literature. Same as CLAS 219. Offered every three years. Three hours. Fisher.

220 – Medieval Art – A study of the rise of Christian Art and the Art of the Byzantine Empire as it prepared the ground for the expressions of faith found in the art and architecture of the Carolinian, Romanesque, and Gothic eras. Three hours. Staff.

221 – Italian Art 1260-1500 – This slide-illustrated lecture course will examine the diverse developments in Italian painting, sculpture and architecture from the middle of the thirteenth century to the end of the fifteenth. Particular attention will be given to the stylistic characteristics of the artistic expression in the various regions, concentrating on the major creators of Italian art in the period under consideration. Since art is not created independently of the historical cultural and socio-economic conditions these factors will be examined as well. Three hours. Terrono.

222 – Baroque Art – The term Baroque, used for the first time in the nineteenth century, defines the artistic expression of the 17th century, throughout Europe, Great Britain and even Central and South America. Unlike the reserved naturalism of the Renaissance, and the exaggerated spatial and proportional distortions of Mannerism, the two movements that preceded it, the Baroque in most of its manifestations in painting and sculpture is characterized by an emphasis on classical proportions and dynamic compositional arrangements. In architecture and interior decoration, illusion and the energetic juxtaposition of various elements creates spectacular theatrical effects. This course will examine the diverse expressions of the Baroque within their proper socio-political and religious conditions. We will consider issues of patronage and the resultant artistic products, as well as the respective participation of male versus female artists in the production of Baroque art. Three hours. Terrono.

223 – Nineteenth Century European Art – From Neo-Classicism and Romanticism to Realism and Impressionism, Symbolism and Post-Impressionism, artists in the nineteenth century constantly explored new thematic choices expressed in novel formal terms which often reflected the socio-economic and political changes of their times. This course will examine art works that were created in the span of two hundred years, in terms of style, content and meaning as well as consider their impact in their own time, and their effect upon twentieth century audiences. Three hours. Terrono.

224 – Modern Art – Modern artists from the late 1800's challenged the artistic and social norms by creating highly individualistic and subjective works, often in opposition to official rule and restrictions, and expressed the dynamic social, economic and

political transformations of their time. This course will examine the artistic production in painting, sculpture, and architecture in Europe and America from the early 1800s until the mid-twentieth century, with particular focus on the socio-economic, political, and historical context of each period. Three hours. Terrono.

225 – History of American Art – From the commemorative spirit of the colonial portraits, through the nationalistic content of the Hudson River School and the American Renaissance, to the subjective expression of the Abstract Expressionists and the various non-figurative movements of the twenty-first century, American Art displays an impressive variety of forms, which often give us substantial information about the society they were created for. This interdisciplinary course will examine the diverse artistic production in the United States from its earlier manifestations in the colonial period to the highly individualized tendencies of the twentieth century. The intent is to familiarize students with the multiplicity of examples of painting, sculpture, and architecture, which illustrate a remarkable progression in the arts, with particular focus on the socio-economic and political conditions within which these forms were developed. Three hours. Terrono.

226 – African American Art: The Impact of African American Art Across the Atlantic – This course will provide an overview of the impact of African art in the Americas, including that found in the United States, the Caribbean, and parts of South America. The course will examine the Black aesthetic that has developed in the Diaspora as a result of the trans-Atlantic slave trade, as well as explore the ways in which art (both visual and performance) has been used to define Black identity and shape the political and social struggles of the 20th century. Offered every three years. Three hours. Staff.

227 – African and Oceanic Art –The arts of the many cultures of Africa, Australia, and the Pacific are rich with expressions of societal values and the dignity of human experience. This course examines the forms of beauty and myriad artistic forms, often so different from Western art, which convey nonetheless the same joys and fears, sorrows and hopes. Illustrated lectures, museum visits. Three hours. Fisher.

228 – Oriental Art – This course will explore the fascinating artistic production of China and Japan, two countries closely interconnected through cultural and religious ties. The arts of these countries show at once persistent thematic continuity, and impressive stylistic innovation throughout the centuries. We will examine expressions in painting, sculpture, the decorative arts, and architecture and their meaning and impact within their social, economic, political, and religious context. Three hours. Terrono.

235 – Islamic Art – The world of Islam began in the Arabian peninsula, but spread rapidly to include lands from Spain to India, Morocco to Uzbekistan. This course acquaints the student with the architecture of mosques, tombs, and palaces; the calligraphy and miniature paintings of manuscripts; and crafts of ceramics, glass, metalwork, and textiles. We also consider how faith interacts with art, and art reinforces faith. Illustrated lectures and museum visits. Three hours. Fisher.

240 – Women in the Arts – This course examines the role of women in Western art in regard to the production, promotion, and consumption of art from the Renaissance to the Modern era. Topics include the social constraints often placed upon women as active participants in the public sphere, the education of women artists and their professionalization, the critical reaction to their work, artistic couples, and the role played by women as patrons in the arts. Slide illustrated lectures and contemporary films. Three hours. Terrono.

305 – American Renaissance – The American Renais-sance (1876-1917) was a period of intense contradictions: explosive economic expansion and the concomitant creation of monopolies, seen against an increasing visible gap between the rich and the poor. Amidst the impressive socio-economic changes that took place at the turn of the century, architects, painters, sculptors, and decorators of the American Renaissance created some of the most outstanding and most sophisticated examples of American art. The artistic production of the period is indicative of the artists' extensive training and their desire to embellish their country with the very best money could buy. This lecture course will discuss the unparalled artistic production of the time in all its manifestations, with particular attention to the cultural factors that detemined the life of the "Gilded Age." Offered alternate years. Three hours. Terrono.

315 – Pride and Prejudice: American World's Fairs and Racism – American exhibitions and World's Fairs in the nineteenth and early twentieth centuries celebrated industrial, technological, and cultural achievements, encouraged healthy competition among the nations of the world and provided ample opportunities for the promotion of products, but also of ideologies. At a time when America was increasingly becoming a major force in international politics and economics, these shows helped formulate and justify the country's unalienable right for territorial expansion and for the domination and subjugation of people who were seen as less cultured and civilized, as "primitive." In national exhibitions and World's Fairs alike, an ascending scale of importance placed Americans at the top, and relegated nonwesterners to the very bottom, thus inculcating in the minds of vis-

itors their superiority over non-whites, whom they indiscriminately perceived as spectacles available for their amusement and their pleasure. This slide-illustrated lecture course will examine the interaction between art and architecture and political and social propaganda in American exhibitions by focusing in particular on the modes of presentation of nonwestern people and African Americans. We will also examine contemporary responses to those exhibitions, as well as the popularization through them, of commonly held ideas, such as those of "Manifest Destiny" in the nineteenth century to eugenic theories in the twentieth century, that were used to determine public policies towards Native Americans, African Americans, and immigrants alike. Three hours. Terrono.

381-382 – Special Topics in Art History – Advanced study of both traditional and contemporary topics in Art History. Prerequisite: ARTH 201 or 202 or permission of instructor. Three hours. Staff.

421 – Theory and Methods – This majors only course examines the various theoretical perspectives that facilitate and expand our understanding of the art historical production in the West. In its duration we will examine both primary theoretical texts and their application in secondary scholarship in the analysis of art works. We will explore many theoretical approaches such as Biography, Formalism, Psychoanalytic theory, Iconography, Semiotics, Structuralism, Post-Structuralism, Marxism, Feminism and Post-Colonial theory and globalism and the utility of these theories on the interpretation of the visual arts. We will also learn and practice research methods that are specific to the discipline of art history. This course will focus on the practice of various theoretical approaches and methodological analysis that will prepare the student effectively for the senior thesis in art history. Majors only. Three hours. Terrono.

422 – Senior Thesis in Art History – A student majoring in art history will write a major paper on a valid aspect of the history of art. One hour. Staff.

450 – Internship in Art History – The course provides an opportunity for students to gain practical experience in the field of art history using the principles, concepts, and methodology covered in existing art history course offerings. Students may serve as interns in such places as museums, historic sites or homes and other organizations involved in an appropriate way with a study of the arts. There is an emphasis on applying knowledge from the classroom to the practical realities of the operation of institutions devoted to the preservation and study of cultural history. Prerequisites: ARTH 421 or departmental approval, and at least a 2.25 GPA. Application required; see Internship Program. Three hours. Staff.

Study Abroad Course Offered at Wroxton College in England

ART3415 – The Development of British Painting – Starting with an introductory study of such general topics as patronage, subject matter, and style, this course follows the development of painting in Britain from its earliest origins and European influences to the present day. In addition to the use of slides, videos, and books, special emphasis is placed on visits to view the wealth of Britain's art on display in the great public and private collections. This course satisfies the collegiate requirement in the Fine Arts. Three hours.

Arts Management

Professor J. Mattys.
(Department of Arts)

This program aims to merge a knowledge and appreciation of the visual and performing arts with a foundation in the operating methods and business practices of the organizations and institutions which support and administer the arts. Students electing the arts management major should select an emphasis from among art, drama, or music.

The requirements for a Major in Arts Management:

- Must complete BUSN 213, 221, 222, 380, AMGT 411 and the capstone 441 (choose either art, drama, or music emphasis);
- Must complete an area of emphasis as follows:
  - o For the art emphasis, must complete:
    - STAR 240 or 241 not later than the sophomore year;
    - ARTH 201, 202, STAR 243, and 251;
    - one from among ARTH 227, 228, 235, or STAR 252.
  - o For the drama emphasis, must complete:
    - DRAM 111, 342, and three one-credit units of DRAM 310;
    - one elective three semester hour course in drama;
    - six semester hours chosen from the dramatic literature offerings in the departments of drama, English, foreign languages or FLET (the courses selected must differ from one another in period or culture).
  - o For the music emphasis, must complete:
    - two courses in Music Theory chosen from MUSC 101, 221, 321, or 322;
    - MUSC 280 and 351;
    - one elective three semester hour course in music;
    - three hours of Applied Music or Ensemble chosen from MUSC 301, 302, 303, 304,

305, 306, 307, 309, 310, or 314. The three hours must all bear the same number.

- Note: Arts Management Music Emphasis majors may substitute MUSC 450 or 451 for AMGT 441 as above.

Arts Management (AMGT) Courses

411 – Principles of Arts Management – This course aims to integrate the arts and management aspects of the Arts Management program. It deals with the current status of the artist in today's society, the interrelationships between artistic and business concerns, and problems and methods of administering art, drama, and music organization. Three hours. Staff.

441 – Arts Management Internship in Art – This course provides an opportunity for students to gain experience in the field of arts management. Students may serve as interns with established art galleries and museums. Prerequisite: AMGT 411. Application required; see Internship Program. Three hours. Staff.

441 – Arts Management Internship in Drama – This course provides an opportunity for students to gain practical experience in the field of arts management. Students may serve as interns with established theatrical organizations. Prerequisite: AMGT 411. Application required; see Internship Program. Three hours. Staff.

441 – Arts Management Internship in Music – This course provides an opportunity for students to gain practical experience in the field of arts management. Students may serve as interns with established musical organizations. Prerequisite: AMGT 411. Application required; see Internship Program. Three hours. Staff.

Asian Studies

Associate Professor Munson, Director; Professors Berry and Inge; Associate Professors Huff and Terrono; Assistant Professor Brown; Senior Lecturer Wu; Instructor Headrick; Scholar-in-Residence Tasaka.

Asia is an increasingly influential force in the global arena, and educated citizens need to understand and appreciate the richness of Asian culture and civilization. As a reflection of its commitment to intercultural learning, the college offers an Asian Studies major and a minor which bring together courses on the art, governments, history, languages, literature, philosophy, and religions of East and South Asia.

The requirements for a Major in Asian Studies:

A major in Asian Studies consists of 31 hours (11 courses), with a minimum grade of C- in each course used on the major*.

- Must complete ASTU 290 - Introduction to Asia. It should be taken as early as possible in a student's course of study. This course serves as an introduction to Asian Studies for prospective majors/minors and is intended to develop general knowledge of the Asian region. Emphasis on writing, speaking, and critical thinking skills;
- Must complete 6 credit hours in an Asian Language at the intermediate level. CHIN 211-212 or JAPN 211-212 count towards the 31 hours; students whose level of proficiency places them out of one or both intermediate language classes will select alternate courses with the permission of the Director to reach the required 31 hours;
- Must complete 9 credit hours in Area Studies (3 courses) Group I - Social Studies - from the following: ASTU 390, 450; CHIN 221; HIST 221, 391, 392, 394, 395, 396, 397; JAPN 221; PSCI 335. To ground majors in the historical & political background of Asia;
- Must complete 9 credit hours in Area Studies (3 courses) Group II - Arts & Humanities - from the following: ARTH 228; ASTU 292, 381, 450, 481, 482; CHIN 381; FILM 292; FLET 231, 232, 233; JAPN 220, 381, 382; PHIL 220, 343; RELS 221, 225, 227, 248. To educate students in the arts, literature, film, philosophy, and religions of Asia.
- Must complete 3 credit hours (one course) in an Experiential Course: Any J-term travel course to Asia, or any course completed for transfer credit during a semester abroad in Asia. See list of Study Abroad opportunities below. Where study abroad is not feasible, ASTU 450 (Internship) may be substituted;
- Students exempted from the language requirement by proficiency or whose experiential course is listed in Groups I or II, may meet the remaining course requirements from either Group I or II above or Group III - Language: CHIN 211, 212 (if taken as a second Asian language), CHIN 311, 312; JAPN 211, 212 (if taken as a second Asian Language), JAPN 311, 312;
- Must complete 1 credit in ASTU 401 - Capstone which is a culminating research experience taken in a students senior year and completed either in conjunction with a regularly scheduled major course, in an independent project supervised by a faculty member, or in a significant extracurricular research project (with permission of the Director). The capstone is intended to demonstrate that a major has acquired 1) a requisite corpus of knowledge about the Asian region; and 2) the necessary writing, speaking, and critical thinking skills for a career in a field related to Asian Studies.

The requirements for a Minor in Asian Studies:

A minor in Asian Studies consists of 15 credit hours (5 courses) with a minimum grade of C- in each course used in the minor*.

- Must complete ASTU 290 - Introduction to Asia. It should be taken as early as possible in a student's course of study. This course serves as an introduction to Asian Studies for prospective majors/minors and is intended to develop general knowledge of the Asian region;
- Must complete 6 credit hours in Area Studies (2 courses) Group I - Social Studies - from the following: ASTU 390, 450; CHIN 221; HIST 221, 391, 394, 395, 396, 397; JAPN 221; PSCI 335;
- Must complete 6 credit hours in Area Studies (2 courses) Group II - Arts & Humanities - from the following: ARTH 228; ASTU 292, 381, 450, 482; CHIN 211, 212, 311, 312, 381; FILM 292; FLET 231, 232, 233; JAPN 211, 212, 220, 311, 312, 381, 382; PHIL 220, 343; RELS 221, 225, 227, 248.
- The Asian Studies Program encourages minors to consider the benefits of study abroad or an internship experience.

Study Abroad Opportunities:

Randolph-Macon offers the following study abroad opportunities in Asia, either via ISEP (International Student Exchange Program) or our own international relationships:

China: Chinese University of Hong Kong, Sichuan University - Pacific Luthern University, Tsinghua University - China Summer Service Learning Program, and Capital Normal University

India: University of Hyderabad

Japan: Chuko University, Kansai Gaidai University, Nanzan University, Ritsumeikan Asia Pacific University, Reitsumeikan University, Toyo University, and Hiroshima University

Korea: Ajou University, Ewha Women's University, Keimyung University, Korea University, Yonsei University

Thailand: Thammasat University

*Note: Approved courses taken during study abroad may substitute for listed courses or be added for credit towards the major/minor. Courses taken as honors, special topics, independent study, and senior project may be substituted under either Group I or II with the approval of the Program Director.

Asian Studies (ASTU) Courses

230 – Asian Literature: Islam and India – An introduction to the classics of Asian Literature with specific attention to translated classic works by Muslim and Hindu authors. Same as FLET 230. Offered alternate years. Three hours. Inge.

231 – Asian Literature: China -An introduction to Chinese Literature with attention to translated classics as well as modern works of fiction and poetry. Same as FLET 231. Offered alternate years. Three hours. Inge.

232 – Modern Japanese Literature in Translation - This course will explore the literature of modern Japan. In particular, the manner in which Japanese authors have responded to the challenges of the 20th century such as the construction of self, the quest for love, the role of the family, Japan's relations with the rest of the world, the war time state, the atomic bomb and the reconstruction of postwar Japan, and colonial and post-colonial literature. The course will focus on reading and interpretation of texts. Same as FLET 232. Offered alternate years. Three hours. Munson.

233 – The Spirit of Samurai in Literature and Film – A course on the history, tradition and ethics of samurai, the warriors of feudal Japan, and how samurai have inspired modern and contemporary Japanese culture as well as western literature and film. The class is discussion-oriented, and consists of four parts: the stereotype of samurai; the truth of samurai through history, tradition and ethics; the place of samurai in modern and contemporary Japanese literature and film; and, the influence of samurai on Western culture. Same as FLET 233. Three hours. Tasaka.

290 – Introduction to East Asia – This course provides an historical and cultural introduction to the societies of China, Korea, and Japan, focusing on the period from 1800–present. In addition to discussing political and social developments during the last two centuries, it will also examine ways in which cultural production - literature, art, and film - has expressed and influenced social attitudes. In turn, the course will consider imperialism (Asian as well as Western) within East Asia, in its cultural, political, and economic manifestations; and the impact and meaning of modernization and globalization in the region. Finally, the course will explore the ways in which local traditions and practices have resisted, adapted, or succumbed to rapid and large-scale social and economic change. Same as HIST 290. Offered in alternate years. Three hours. Munson.

292 – Japanese Film as History: The Works of KurosawaAkira – This course serves as a general introduction to postwar Japanese film through close examination of several films of Kurosawa Akira, one of the most celebrated directors in the history of the medium. Classic samurai drama such as "Rashomon," "The Seven Samurai," and other period films will be the focus of the course. Students will be introduced to

basic theories and concepts in film studies, as well as topics in Japanese history relevant to both the settings and production of the films. Close attention will also be paid to issues of nationalism, gender, war, and cross-cultural adaptation. Japanese language skills are not required. Same as FILM 292. Offered alternate years. Four hours. Munson.

381 – Special Topics in Asian Studies – These courses focus on areas ofAsian Studies not otherwise covered in the curriculum. Prerequisite: permission of the instructor. Three hours. Staff.

390 – Contemporary Issues in East Asia – An examination of major issues facing contemporary East Asian politics, society, and culture. Through news articles and analysis, audio and video documentary, blogs, and other diverse media, students will explore such topics as China's economic rise, the influence of Japanese popular culture on Asia and the world, freedom of speech and internet censorship, China's one-child policy, the future of Tibet and Taiwan, and the success and failures of the "Asian educational model." By the end of the course students should be versant in the fundamental issues facing the East Asian region, and able to articulate well-informed responses to these questions both orally and in writing. Prerequisite: ASTU 290 or permission of instructor. Offered in alternate years. Three hours. Munson.

401 - Capstone - A culminating research project completed in conjunction with a regularly scheduled major course, as a special topics project or as a significant research project outside of a class. Prerequisite: senior status. Offered annually. One hour. Staff.

450 – Internship in Asian Studies – Qualified students may combine their classroom knowledge with practical experience in internship placements; placements in Asia will be considered. Students will complete a project mutually agreed on by the student, the supervisor, and the instructor. Open to juniors and seniors with the permission of the Asian studies program. Application required; see Internship Program. Three hours. Staff.

481-482 – Special Topics in Asian Studies – These courses focus on topics in Asian Studies not specifically covered in the general curriculum and are designed to meet the needs of advanced students. Prerequisite: permission of instructor. Three hours. Staff.

Astrophysics

Associate Professor Spagna.
(Department of Physics)

The program leading to a minor in astrophysics provides the student with a unique perspective for understanding the physical universe. A basic foundation in classical and contemporary physics is strengthened by examining how these principles apply throughout the cosmos.

The requirements for a Minor in Astrophysics:

- PHYS 151, 152;
- ASTR 231, 232, 235, 321;
- Receive a grade of C- or better in these courses.

The mathematics prerequisite for the minor is MATH 132 or 142. ASTR 101 and its associated laboratory may be substituted for ASTR 321with the permission of the physics department. Students interested in pursuing a minor in astrophysics need not major in physics but should plan to take PHYS 151-152 as early as possible in their college careers.

Astronomy & Astrophysics (ASTR) Courses

101 – Introductory Astronomy – A one-semester survey course in contemporary astronomy in which students examine the present scientific understanding of the universe and how that understanding has been achieved. Topics covered include historical astronomy, the solar system, stars and interstellar medium, galaxies, and cosmology. The laboratory component of the course allows students hands-on experience in some of the measurement processes used in modern astronomy, and includes use of the Keeble Observatory. This course partially fulfills the Area of Knowledge requirement as a Natural Science with laboratory. Four hours. Spagna.

231-232 – Astrophysics I, II – A two-semester sequence which provides an overview of contemporary astrophysics. Emphasis is placed on understanding the methods of investigation used in modern astronomy, and the interaction between theory and observation. Topics include planets and the solar system, the interstellar medium, stars and star formation, stellar evolution, galaxies, and cosmology. Prerequisites: PHYS 152 and MATH 132 or 142. Each semester of this course partially fulfills the Area of Knowledge requirement as a natural science without laboratory. Offered alternate years. Three hours each term. Spagna.

235 – Historical and Philosophical Foundations of Astronomy – An investigation of the historical background and philosophical/theological context of modern astronomy. Emphasis is placed on the evolution of our ideas of the cosmos, and of the development and cultural significance of new technologies applied to astronomical research. Beginning with early creation myths – including the Biblical accounts in Genesis, the Babylonian *Enuma Elish*, classical Greek cosmologies, and several non-Western traditions – we examine the roles and interaction of astronomical concepts with the culture in which they are immersed. The rise of "mod-

ern science" through the Copernican and Newtonian revolutions, and the 20th century developments of relativity and quantum mechanics are studied to see how they changed both the technology available, and the underlying world view of astronomers and society. Offered alternate years. Three hours. Spagna.

321 – Observational Astronomy Laboratory – A one- semester laboratory course which explores the techniques of optical astronomy, including the use of astronomical coordinate systems, photography, photometry, and spectroscopy. Extensive use is made of the facilities of the Keeble Observatory. Students are expected to demonstrate through written and oral reports competency with the apparatus and understanding of the phenomena observed. Prerequisite: PHYS 152 or permission of instructor. Offered alternate years. One hour. Spagna.

Biology

Professor Gowan, Chair; Professors Coppola and Foster; Associate Professor Stevens; Assistant Professors Gubbels Bupp and Lim-Fong; Visiting Assistant Professors Clabough, McGhee and Woodcock.

Biology invites students to participate in the scientific study of living organisms in all their fascinating complexity from molecular and cellular processes to the functioning of the entire planet. Students majoring in biology may satisfy their curiosity about the workings of the natural world, define their strengths and interests, and become lifelong learners in one of hundreds of biology-related careers.

All students undertaking a study of biology should receive a thorough grounding in biological principles, should understand the interdisciplinary connections between biology and the other sciences, and should real-ize that our knowledge of biology is built on scientific discovery. Our curriculum seeks to develop in students the values, habits, and practices of a scientist by allow-ing them to actually do biology beginning in their freshman year, continuing in subsequent upper division courses, and culminating in a capstone experience in the senior year. Two innovative courses (BIOL 121-122, Integrative Biology) taken during the freshman year engage students in discovery-based laboratory exer-cises. Biology majors are subsequently provided with an intensive and balanced learning experience by taking at least one course from each of the three major sub-disciplines of contemporary biology including (1) cell and molecular biology, (2) organismal biology, and (3) ecol-ogy and evolutionary biology. Each major then works closely with an adviser to select courses for an individ-ualized curriculum to prepare for a field in medicine, allied health science, ecology and environmental sci-ence, or graduate studies in biology.

By fall of the junior year each student should identify a capstone adviser who will guide in the formation of the capstone committee. The student then meets with the capstone committee to design an individualized experience that encourages integration of previous course material, fosters independent learning, and prepares students for their professional life after college. Biology 399, a one-credit course in which students produce a written proposal outlining the rationale, goals, activities, and expected outcomes of the proposed capstone, must precede the capstone experience. The capstone experience will normally be undertaken in the senior year and will consist of at least one course of three or more semester hours that involves experiential learning, a service learning opportunity, a library research project, original laboratory research, or some combination of these. Biology majors planning to pursue advanced degrees in biology or medicine are strongly urged to complete a two-semester research project as their capstone.

All biology students are also encouraged to participate in research earlier in their college career by taking research courses and by participating in summer research through the College's Summer Undergraduate Research Fellowship program (SURF).

Many graduate and professional programs require the completion of additional courses in biology, chem-istry, physics, and the humanities. Prospective biology majors should meet with a departmental adviser in the career area(s) of interest at or before the beginning of the sophomore year. To assist and guide biology majors with specific career goals, the biology department faculty is organized into four committees. The advisory committees, their faculty members, and selected careers or subject areas are listed next:

Premedical Advisory Committee – Professor Foster (campus Pre-med Adviser), Professors Gubbels Bupp and Stevens - medicine, veterinary science, dentistry, pharmacy, physicians assistant, etc.

Allied Health Sciences Advisory Committee – Professors Coppola and Stevens - nursing, occupational therapy, medical technology, physical therapy, etc.

Ecology and Environmental Studies Advisory Committee – Professors Gowan and Lim-Fong - behavioral ecology, physiological ecology, population biology, community ecology, environmental studies, marine biology, botany, etc.

Biomedical Research Advisory Committee – Professors Coppola, Foster, Gubbels Bupp, Lim-Fong, and Stevens – cell biology, forensic science, neuroscience, molecular genetics, immunology, microbiology, etc.

Biology

The requirements for a major in Biology:

- Must complete BIOL 121 and 122, CHEM 115 and 175, and BIOL 399;
- Must complete 7 additional courses from the following groups:

  Cell and Molecular Group: Must complete one course from the following and may complete additional courses toward meeting the requirement of 7 total: BIOL 200, 201, 311, 353, 354, 432, 442, CHEM 407, 408, or FYEC 192;

  Organismal Group: Must complete one course from the following and may complete additional courses toward the requirement of 7 total: BIOL 181, 182, 202, 203, 230, 248, 251, 252, 309, or 333; *Ecology/Evolution Group:* Must complete one course from the following and may complete additional courses toward the requirement of 7total: BIOL 235, 260, 301, 310, 315, 325, 335, or 480;

  General Group: May complete courses from the following to meet the requirement of 7 total (but none are required): BIOL 342, 350, 450, 491, 492, or HONR 272. We encourage all students to consider BIOL 350 (Biostatistics) as one of these four additional electives.
- Capstone: Must complete BIOL 400, 487 & 488, or 496 & 498.

Students planning to major in biology should enroll in BIOL 121-122 during their freshman year. CHEM 115 and 175 (General Chemistry I & II) should be completed by the end of the sophomore year. Depending on a student's career goals, PHYS 151-152 (Introductory Physics I & II) and/or CHEM 221-222 (Organic Chemistry I & II) may be required. To obtain a B.S. degree in Biology, MATH 131-132 (Calculus I & II) or MATH 141-142 (Calculus with *Mathematica I & II*) is required. MATH 111 or 113 or BIOL 350 is recommended for all biology majors and minors.

The requirements for a Minor in Biology:

- Must complete BIOL 121-122;
- Cell and Molecular Group: Must complete one course from the following: BIOL 200, 201, 311, 353, 354, 432, 442, CHEM 407, or 408;
- Organismal Group: Must complete one course from the following: BIOL 181, 182, 202, 203, 230, 248, 251, 252, 309, or 333;
- Ecology/Evolution Group: Must complete one course from the following: BIOL 235, 260, 301, 310, 315, 325, 335, or 480;
- Supporting courses in general chemistry are recommended but not required by the minor.

A minimum grade of C- is required in all courses used on the major or minor. All students must complete both BIOL 121 and 122 with a minimum grade of C- as a prerequisite for all courses numbered 200 and above. Students double-majoring in biology, particularly those with their second major in cognate disciplines, such as math, physics, chemistry, and psychology should be advised that they must still complete a biology capstone. In particular, a senior research project in a cognate discipline will not serve as a biology capstone unless it has a major biological component and otherwise meets the goals of a biology capstone.

Biology (BIOL) Courses

121 – Integrative Biology I – This introductory course is made up of a series of multi-week research modules taught in a studio format. Module subjects in this course will focus on organismal biology, form and function, biological diversity, evolution, and ecology. There will be two three-hour sessions per week during which talking about biology and doing biology are seamlessly integrated. The course is designed to encourage students to develop the values, habits, and practices of a scientist. Students will learn the scientific method and how it is employed including: how to make scientific observations and form hypotheses, how to plan and conduct experiments, and how to display and interpret data and communicate scientific results. The course is designed for both science majors and non-majors and can be used to partially fulfill the Natural Science Areas of Knowledge Requirement. A minimum grade of C- in both BIOL 121 and 122 is prerequisite to all biology courses numbered 200 and above; however the courses do not have to be taken in sequence. Four hours. Staff.

122 – Integrative Biology II – This introductory course is made up of a series of multi-week research modules taught in a studio format. Module subjects in this course will focus on cell structure, metabolism, and genetics including molecular biology, gene structure, and regulation of expression. There will be two three-hour sessions per week. The teaching pedagogy and overall educational objectives of this course are the same as those described for BIOL 121. The course is designed for both science majors and non-majors and can be used to partially fulfill the Natural Science Areas of Knowledge Requirement. A minimum grade of C- in both BIOL 121 and 122 is prerequisite to all biology courses numbered 200 and above; however the courses do not have to be taken in sequence. Four hours. Staff.

126 – Insects and Humans – A study of the long and complex relationship between insects and humans. Since antiquity, insects have infected us with disease, attacked our crops, infested our food stores, pestered

our animals, and damaged or destroyed our belongings. But they have also inspired artisans, architects, cartoonists, engineers, gourmands, religious thinkers, and scientists. Lectures will explore the impact of insect on various human endeavors including art, history, literature, science, and popular culture. The lab portion of the course will develop and implement a citizen science project to survey the insects of Dejarnette Park and communicate the results to the public via social media. Partially fulfills the Natural Science Areas of Knowledge requirement. Offered summer term. Open to all students. Four hours. Evans.

127 – Cell Biology for the Citizen – This course will deal with theories and concepts concerning the origin and evolution of life, the structure and functioning of cells as the fundamental units of life, and the knowledge and methods of classical and modern genetics by which disease may be cured and modified life forms created. Students will be introduced to basic concepts in chemistry and bioenergetics which will serve as a basis for understanding theories of organic and cellular evolution; structure, functioning, and metabolism of cells; and the molecular genetics of prokaryote and eukaryote cells. Also covered will be the methods of recombinant DNA technology, as well as the social and ethical problems resulting from current and future application of this knowledge. Laboratory topics will clarify and support lecture concepts. The course will not count on the biology major or minor, but it can be used to partially fulfill the Natural Science Areas of Knowledge requirement. Offered alternate years. Open to all students. Four hours. Foster.

129 – The Human Machine – A study of the human body and how it works through detailed analyses of its organ systems. Special emphasis will be placed on structure-function relationships and issues relevant to health and disease. Laboratories will stress anatomical and physiological investigation of body functions. Four hours. Coppola.

133 – Health and Immunity – Allergy, asthma, cancer, and autoimmune diseases affect a growing number of individuals each year. In light of this, "Health and Immunity" will examine how the immune system works and how dysfunction of the immune response can lead to each of these common health issues. Additional attention will be paid to understanding how environmental factors, such as exposure to dirt and bacterial/viral infections, may influence the immune response and ultimately susceptibility to each of the above mentioned health issues. Attempts to deliberately manipulate the immune response, via vaccinations, health supplements, and immunotherapies for the purpose of influencing disease outcomes will also be discussed. The course will not count on the biology major or minor, but it can be used to partially fulfill the Natural Science Areas of Knowledge requirement. Not open to students who have passed HONR 279. Four hours. Gubbels Bupp.

151 – Biological Diversity – An introduction to the major concepts in conservation biology. The course will examine the diversity found in species, communities, and ecosystems; judge the economic and ethical value of biological diversity to humans; investigate regions of the Earth where most biodiversity is found; evaluate current threats to biodiversity; and assess current practices and policies used to protect biodiversity. Material from a range of disciplines will be covered, including biology, ecology, mathematics, social science, and public policy. The course will not count on the biology major or minor, but it can be used to partially fulfill the Natural Science Areas of Knowledge requirement. Four hours. Staff.

175 – Experimental Field and Laboratory Ecology – The goals of the course are to present the major concepts and principles of ecology and to investigate many of these experimentally in field and laboratory study. The major topics to be discussed include the abiotic environment, the nature of ecosystems and their functioning, ecology of populations, behavioral ecology, and community structure and organization. Field and laboratory study will involve the formulation and carrying out of experiments relating to some of these ecological principles and concepts. Data from these studies will be analyzed and presented. The course will not count on the biology major or minor, but it can be used to partially fulfill the Natural Science Areas of Knowledge requirement. Offered alternate years. Open to all students. Four hours. Staff.

181 – Biology of Algae, Fungi, & Allies – A detailed study of the morphology, cytology, systematics, and evolution of bacteria, algae, fungi, and photosynthetic and heterotrophic protists traditionally covered in general biology texts. Lectures will emphasize the life cycles and development of selected organisms whereas the laboratory will allow students to gain first-hand knowledge of these organisms by field collection and direct observation of living and preserved material. Research methods used in studying these organisms will also be covered in the lecture and the laboratory. This course will be offered each year in the fall term. Two lectures and two two-hour laboratory periods weekly. The course will count on the biology major or minor and can be used to partially fulfill the Natural Science Areas of Knowledge requirement. Open to all students. Four hours. Staff.

182 – Biology of Plants – An introduction to the higher plants including bryophytes, seedless vascular plants, gymnosperms, and angiosperms. Lecture and laboratory exercises will be directed toward an understanding of plant structure, function, and diversity. Emphasis will be placed on understanding the vascular plant body resulting from the processes of growth,

development, and chemical interactions; plant evolution as a guide to understanding form and function; and ecology as a way of understanding how plants sustain the lives of humans and the lives of all living organisms. The course will be offered in alternate years. Two lectures and two two-hour laboratory periods weekly. The course will count on the biology major and minor and can be used to partially fulfill the Natural Science Areas of Knowledge requirement. Open to all students. Four hours. Staff.

200 – Genetics – A study of the major laws of inheritance and the cellular and molecular bases for these laws. Topics will include cell division, Mendelian inheritance, linkage, recombination, quantitative inheritance, probability theory and statistical applications in genetics, problem-solving strategies, population genetics, and molecular genetics. Three lectures and one three-hour laboratory session per week. Prerequisites: BIOL 121-122. Four hours. Stevens.

201 – Cell Biology – An in-depth study of cells, their organization, chemistry, and physiology. Topics to be emphasized will include enzymes and enzyme action, bioenergetics, mitochondrial and chloroplast structure and function, lysosomes, golgi bodies, membrane systems, endocytosis, microtubules, nuclei, chromosomes, mitosis, meiosis, protein synthesis, and gene regulation. The laboratory will reinforce principles introduced in the lecture and will provide students with a knowledge of techniques used in cell biology. Three lectures and one three-hour laboratory per week. Prerequisites: BIOL 121-122. Four hours. Foster.

202 – Plant Taxonomy – A field course emphasizing the local flora and methods of identification and recognition of vascular plant species and families. Supporting topics include vegetative and reproductive morphology, natural history and ecology of Virginia plant species, nomenclature, classification, ethnobotany, and economic botany. Field trips will be taken to local habitats of interest. Three lectures and one three-hour laboratory session per week. Prerequisites: BIOL 121-122. Four hours. Staff.

203 – Non-vascular Plants – A detailed study of the morphology, cytology, systematics, and evolution of algae, fungi, and slime molds. Lectures will emphasize the life cycles and development of selected organisms whereas the laboratory will allow students to gain first-hand knowledge of these organisms by direct observation of living and preserved material. Research methods used in studying these organisms will also be covered in the lecture and the laboratory. Field trips for the collection and subsequent identification of specimens are included in the laboratory. This course will be offered each year in the fall term. Two lectures and two two-hour laboratory periods weekly. Prerequisites: BIOL 121-122. Four hours. Staff.

230 – Ichthyology – An introduction to the study of fish, the most diverse group of vertebrates on Earth with over 25,000 species. This course will explore the evolutionary history, anatomy, taxonomy, physiology, ecology, behavior, and zoogeography of these interesting creatures. In lab we will collect and identify many of the 210 freshwater species in Virginia and learn about their habitats, life-histories, and the problems we face in conserving this valuable resource. Offered alternate years. Prerequisite: BIOL 121. Four hours. Gowan.

235 – Marine Biology – An introduction to the interrelationships between marine and estuarine organisms and their environment. Lecture and lab sessions will focus on a general ecological survey of the marine and estuarine environment stressing ecological relationships at the individual, population, community and ecosystem level. A major part of the course will be a 7-day field trip to the Florida Keys. The role of adaptation will provide a central theme as various habitats are explored through field studies emphasizing quantitative data collection and analysis. Prerequisites: BIOL 121-122. Offered alternate years. Four hours. Lim-Fong.

248 – Entomology – An introductory course in entomology with emphasis on insect biology, diversity, and identification. Lectures will consider insect structural and functional relationships, behavior, ecological aspects, and adaptive success. The first half of the laboratory deals with morphology, classification, and identification while the second half will be primarily field study and collection of insects. An extensive collection of representative orders and families is a major requirement for the course. Three lectures and one three-hour laboratory per week. Prerequisites: BIOL 121-122. Offered alternate years. Four hours. Staff.

251 – Human Anatomy and Physiology I – A study of the normal structure (gross and microscopic) and functioning of the integumentary, skeletal, muscular, and nervous systems of the human body. Laboratory work emphasizes the anatomical aspects of the systems, using a cat as a dissection specimen. Six hours of combination lecture and laboratory per week. Prerequisites: BIOL 121-122. Four hours. Coppola.

252 – Human Anatomy and Physiology II – A study of the normal structure (gross and microscopic) and functioning of the endocrine, circulatory, digestive, respiratory, excretory, and reproductive systems of the human body. Laboratory work emphasizes the physiological aspects of these systems, measuring human body function where possible. Six hours of combination lecture and laboratory per week. Prerequisites: BIOL 121-122. Four hours. Coppola.

260 – Vertebrate Field Biology – A field-oriented course emphasizing field identification, natural history, and ecology of all vertebrates in general and local species in particular. Lectures will be devoted to a

systematic survey of each vertebrate group emphasizing evolutionary patterns and adaptations as well as ecological relationships both within and between groups at various taxonomic levels. The field portion of this course will emphasize identification and student ecological research in an effort to understand more fully the natural history of local vertebrate fauna. Occasionally, laboratory sessions will be held to investigate comparative morphology of major groups in an effort to understand evolutionary relationships and functional adaptations associated with major adaptive radiations. Two one-hour lectures and one four-hour field laboratory per week. In addition, 2-3 Saturday or weekend field trips will be required during the semester. Offered alternate years. Prerequisites: BIOL 121-122. Four hours. Staff.

271/272 – Guided Research – These guided research courses are intended to provide interested students an opportunity to do research prior to the senior research courses. Students will work with a biology faculty member to develop and execute a research project. Permission of a biology faculty member is required. Students will be required to spend at least three hours per week in the laboratory. Prerequisites: BIOL 121-122. One hour each. Staff.

301 – Plant Ecology – A field and laboratory oriented course emphasizing an ecological approach to a survey of plants. Major topics of lecture and laboratory will include allelopathy, plant-animal and plant-plant interactions, seed germination ecology, pollination ecology, resource allocation, the ecology of disturbed habitats, adaptations of successful and climax species, patterns of intra-specific variation, reproductive strategies, conservation botany, and local flora. Three lectures and one three-hour laboratory session per week. Prerequisites: BIOL 121-122 or permission of the instructor. Offered alternate years. Four hours. Staff.

309 – Animal Behavior: An Evolutionary Perspective – This course examines the ecological and evolutionary basis for animal behavior. It will emphasize how the physical environment and interactions with other organisms shape animal behavior at both the proximate (mechanistic) and ultimate (evolutionary) level. Topics will focus on competition, aggression,foraging, communication, cooperation, mating systems, and economic decisions (e.g., game theory). Prerequisites: BIOL 121-122. Four hours. Staff.

310 – Freshwater Ecology – Same as EVST 310. Offered alternate years.

311 – Microbiology – A study of the structure, function, and practical significance of disease-producing and beneficial microorganisms. Lecture topics will include the structure, physiology, genetics, and classification of bacteria, viruses, and disease-producing eukaryotes. Disease production by microorganisms, disease pathology, and microbial control will also be discussed. The laboratory will instruct students in the methods and procedures used in growth, identification, and control of micro-organisms. Six hours of combination lecture and laboratory per week. Prerequisites: BIOL 121-122. Four hours. Lim-Fong.

315 – Infectious Disease and Public Health – This course focuses on the pathophysiology of select infectious diseases and their associated public health issues. Students will be introduced to the types of pathogens that cause infectious diseases, the modes through which they are transmitted, and how they are combated by the immune system as well as basic epidemiological concepts and public health measures. Legal and ethical issues that arise out of public health policies directed towards combating infectious diseases will be addressed including compulsory vaccination, antibiotic resistance, bioterrorism, poverty, global warming, forced quarantine, and pandemic preparation. When possible, case studies, historical events, and recent newspaper articles are used to support student engagement and understanding of material. In the laboratory component, students will design and carry out a vaccination strategy in mice and then apply their experimental findings to develop a public health policy for combating a particular infectious disease. Prerequisites: BIOL 121-122. Four hours. Gubbels Bupp.

325 – Ecology – A study of the descriptive and theoretical aspects of ecology and evolutionary biology. Lecture topics include the following: the process of evolution, ecosystem concepts, ecology of populations, physiological ecology, community ecology, and energy flow in ecosystems. Current ideas of evolutionary ecology will be integrated with the above topics to represent the unifying nature of these two major areas of biology. Laboratory periods will involve primarily field work in local communities. Emphasis will be on sampling of biological communities and analysis of ecological data. Three lectures and one three-hour laboratory session per week. Prerequisites: BIOL 121-122. Offered alternate years. Four hours. Staff.

333 – The Cradle of Man – Humankind originated in Africa. Indeed, Tanzania's Olduvai Gorge in eastern Africa is the site where fossil remains of some of humanity's earliest ancestors have been found. And natural selection, the process that gave rise to the bounty of life on earth, including our own species, is writ large in Tanzania's Serengeti. With its vast open plains teaming with wildlife the legendary Serengeti is what most westerners envision when they dream of Africa. Covering nearly 6,000 square miles, the Serengeti is home to the greatest biological spectacles on earth! This course will focus on the evolutionary and cultural history of the Serengeti region with special emphasis on the inextricable links—both historical and future—between its people and its wildlife. In

addition, given the economic and political importance of the region's megafauna, students will develop an independent research project to study the natural history and conservation status of a particular member of this group of animals. Laboratory activities will include learning the methods of behavioral field observation and quantification as well as an introduction to population estimation methods for large animals. This course travels to Tanzania, Africa. Prerequisites: BIOL 121-122 and permission of the instructor. Four Hours. Coppola.

350 – Biostatistics – An introduction to the design and statistical analysis of experiments in the life sciences. An integrated lecture/lab format directs students on how to pose questions in the form of scientific hypotheses, design valid experiments to investigate the questions, and use appropriate statistical techniques to analyze the data. Students will use computer statistical packages for most analyses. Four hours. Gowan.

353 – Molecular Genetics – An in-depth study of genes and gene activity at the molecular level. This course will explore the structure of DNA and RNA, transcription, RNA processing, translation, and the regulation of gene expression in prokaryotes and eukaryotes. Students will gain an understanding of molecular tools to study genes and gene expression through discussions of current research papers. Specific examples of the roles of genetic regulation during development will be studied. Prerequisites: BIOL 200 or 201 and CHEM 122. Offered alternate years. Three hours. Stevens.

354 – Human Genetics – A course exploring the molecular bases of specific human genetic disorders. For each genetic disorder, molecular approaches used to identify and characterize associated genes, the cellular pathways affected, and treatments will be examined. Through the discussion of current research papers, students will gain an understanding of experimental approaches and learn to think critically about experimental design and analysis of results. Topics to be covered include the molecular nature of mutations, cancer genetics, gene therapy, and non-classical patterns of genetic inheritance. Ethical issues in reproduction and medicine related to advances in molecular technologies will also be considered. Prerequisite: BIOL 200. Offered alternate years. Three hours. Stevens.

399 – Capstone Proposal Preparation – Students will work closely with their capstone committee to produce a written proposal outlining the rationale, goals, activities, and expected outcomes of the proposed capstone experience to be undertaken in the senior year. For those students planning a one or two semester research project, the capstone proposal will take the form of a research prospectus with literature review and detailed methods and materials sections. Must be completed by the spring semester of junior year. Prerequisites: BIOL 121-122, junior status, and permission of instructor. One hour. Staff.

400 – Biology Capstone – Students will pursue their approved capstone proposal under the supervision of their capstone committee. Students may choose a laboratory or library research project, experiential learning, service learning opportunity, or some combination of activities that best suits the student's educational and professional goals. Though the activities to be undertaken may be quite varied, all capstones are expected to have significant writing, reading, and speaking components that will engage students for at least nine hours per week. Whatever the capstone experience, a final written report must be turned into the capstone committee by the last day of classes in the term in which the research is done. Prerequisites: BIOL 399, senior status, and capstone committee approval. Three hours. Staff.

432 – Histology – A thorough survey of the normal microanatomy of the human body. The relationship between microanatomy and function is explored. The structure, function, and classification of human cells and tissues will be covered in detail, after which the tissue composition of major human organs will be surveyed. Prerequisites: BIOL 121-122. Offered alternate years. Four hours. Staff.

442 – Immunology – This course presents a comprehensive view of the basic principles of immunology. We examine the tissues and cells that make up the immune system and discover the elegant mechanisms through which the immune system defends against pathogens. Health issues associated with immune dysfunction such as autoimmunity, allergy, cancer, transplants, and AIDS are also discussed. Lectures are frequently supplemented with medical case studies and articles from leading immunological journals. The laboratory component involves multi-week projects examining innate immunity, adaptive immunity, and the cooperation between the two. Two lectures and one three-hour laboratory session per week. Prerequisites: BIOL 121, 122, and ONE of the following: BIOL 200, 201, or 432. Four hours. Gubbels Bupp.

450 – Internships in Biology – This course provides students with practical working experience in the biological sciences and requires a minimum of 130 hours of work in a laboratory or field site. The nature of the project and the site is determined in consultation with a faculty supervisor and is approved by the department. A paper and seminar on the internship work must be presented to the biology department by the last day of class for the semester in which the internship is completed. Prerequisites: 54 semester hours of class work, a minimum cumulative GPA of 2.25, and

completion of at least five biology courses. Application required; see Bassett Internship Program. Three hours. Staff.

480 – Evolutionary Biology – Evolution is the foundation on which all of biology rests. An understanding of the mechanisms by which evolution occurs can give insight into a variety of problems in fields ranging from medicine to environmental science. This course first addresses the evidence for evolution and the population genetic mechanisms by which it can occur. One of these mechanisms, natural selection, can result in adaptation which is central to understanding much of the diversity observed both now and in the past. Next, the role of chance in evolution is examined in order to understand that not all evolution proceeds by natural selection. Central to this course is the concept of a species and the processes by which new species may arise. This aspect of evolutionary biology also encompasses the question of classification. Do we classify organisms based on similarity or relatedness? How can we know relatedness? Finally, we examine the process of extinction, both locally and in the present and globally and in the past, in an effort to understand patterns or trends over time in diversity. Three lectures and one three-hour lab per week. Prerequisites: BIOL 121-122. Four hours. Staff.

487-488 – Departmental Honors in Biology – The purpose of this sequence is to provide a comprehensive introduction to the methods of scientific investigation for the student who has demonstrated the capacity to do outstanding work in biology. The research problem will be selected by the student after consultation with the biology faculty. Work on the problem should provide new information about a topic or otherwise be classified as original research. Considerable self-discipline and ingenuity on the part of the student will be expected. A detailed proposal (including a literature review and a plan of research) must be submitted to the department chair before the last day of classes in the term prior to the term in which the research is to be done. The proposal must be approved by the biology department. A seminar and a written thesis of publishable quality must be presented to the biology department prior to the last day of classes at the end of the second term of biology honors. The student must pass an oral examination in defense of the thesis. Prerequisites: BIOL 399, junior or senior status, departmental approval, and enrollment in good standing in the Honors Program. Three hours each. Staff.

491-492 – Independent Study – Three or six hours. Staff.

496-498 – Senior Project – A special research problem selected by the student in consultation with the biology faculty. A detailed proposal (including a literature review and a plan of research) must be submitted to the department chair prior to the last day of classes in the last term of the student's junior year. The proposal must be approved by the biology department. A seminar and a written thesis must be presented to the biology department prior to the last day of classes at the end of the second term of the senior project. The student must pass an oral examination in defense of the thesis. Prerequisites: BIOL 399, senior status, and departmental approval. Six hours. Staff.

Black Studies

Professor Jefferson, Director; Professors Hughes, Klaaren, Malvasi, and Turner; Associate Professor London; Assistant Professors Armenia and Haynes.

The minor in Black Studies presents an interdisciplinary approach to Black life. This approach examines Africans and those of African descent in the Americas, the Caribbean, and other areas of the world. The analysis of the interaction between those of African descent and these other cultures includes an examination of interracial, interethnic, and interclass issues. The disciplines that constitute this approach include anthropology, art history, fine arts, history, literature, philosophy, political science, psychology, religion, and sociology.

The minor in Black Studies consists of a minimum of 18 credit hours (consisting of at least six courses). A minor must include both core courses in Group I (BLST 201/SOCI 225 and BLST 422), two courses in the Humanities chosen from Group II (includes fine arts, history, literature, or religion), one course in the Social Sciences from Group III (includes political science, psychology, and sociology), and one or more additional courses from Group II, Group III, or an elective from Group IV. In addition to these courses students may request permission from the Black Studies Council to substitute appropriate first-year colloquia, Honors courses, travel courses, internships, independent study, or related courses toward the requirements for the minor.

The requirements for a Minor in Black Studies:

- Group I (Core Requirement): BLST 201/SOCI 225 and BLST 422;
- Group II (Humanities - two courses): ARTH 226, 227; BLST 381; ENGL 255, 368; FLET 248; FREN 447; HIST 332, 337, 338; PSYC 162; RELS 227, 275;
- Group III (Social Science - one course): BLST 160/PSYC 160; PSCI 328, 334; PSYC 175, 180; SOCI 230, 241,260, 270;
- Group IV (Electives - one course, includes Group II and III above): BLST 361, 362, 450.

Black Studies, Business

Black Studies (BLST) Courses

160 – Culture and Psychology: An African Perspective - The purpose of this course is to acquaint the student with the theories and methodologies of cross-cultural psychology and with the people and culture of Ghana. Special attention will be given to the ways in which culture affects our beliefs and behaviors. The format of the course will include lectures, discussions, and trips to a variety of locations including museums, markets, and theaters. The course will address the broader question of universals and particulars in human behavior. Same as PSYC 160. Three hours. Hughes.

201 – Introduction to Black Studies – This course is the introductory course for the Black studies minor. It will provide students with the background information needed to understand the historical, social, political and artistic issues that are the core of Black studies. The course will also serve as a unifying foundation for the interdisciplinary minor. Same as SOCI 225. Three hours. Staff.

361 – National Model African Union – This is a course in which students prepare for and participate in the annual National Model Organization of African Unity, held each March in Washington, DC. Students research the foreign policy concerns of a particular African state, and then represent that state over an intensive four-day model conference. Students from some forty other institutions attend this conference as delegates from OAU member states. Through simulation, augmented by briefings at African embassies in Washington, student delegates gain a better and clearer understanding of the various determinants, capabilities, and constraints that shape the domestic and foreign policies of each country as well as the patterns of cooperation and conflict that characterize intra-African diplomacy. Prerequisite: permission of instructor. One hour. Turner.

362 – National Model African Union – Students in this course prepare for and apply to serve as officers in the annual National Model Organization of African Unity, held each March in Washington, DC. Previous completion of BLST 361 is recommended. Prerequisite: permission of instructor. One hour. Turner.

422 – Seminar in Black Studies – This seminar is the capstone course for the Black studies minor. It will provide students with the opportunity to analyze, in greater depth, issues pertinent to Black studies. Students are to draw on the ideas and themes in courses previously taken in the minor and to connect these to some features of their major discipline. A major research paper on a topic or theme not covered in their course work should be one of the products of this seminar. Three hours. Staff.

450 – Internship in Black Studies - Open to qualified students who seek an immersion experience in a setting consistent with their goals, preparation, and interests. Students are expected to complete goals agreed upon by themselves, their site supervisor, and their academic supervisor. Prerequisite: permission of program director. Application required; see Internship Program. Three hours. Staff.

Business (BUSN) Courses

213 – Principles of Management – An introductory study of the basic management principles and functions as well as fundamental analytical management tools. The course examines the role of the manager and creates an awareness that any organization's ability to perceive and adapt to change rests with its management. In this respect, a contingency view of management theory and practice will be presented. This course will satisfy one Social Science Area of Knowledge requirement. Not open to freshmen. ECON 201-202 are highly recommended. Three hours. Lowry and Showalter.

221 – Accounting I – An introduction to accounting practices and principles including preparation of financial statements from journals and ledgers. Students should plan to continue with BUSN 222 and should expect to complete many time-consuming homework assignments. Students should be able to prepare proper financial statements from accounting records. Not open to freshmen. Three hours. Staples or Sikkar.

222 – Accounting II – A continuation of BUSN 221. Major topics include corporation organization and stockholders' equity, corporation operations to include earnings per share and dividends, income taxes, and cost accounting systems. As in BUSN 221, primary focus is on theoretical concepts and the procedures for gathering, reporting, and analyzing business financial data. Not open to freshmen. Prerequisite: BUSN 221. Three hours. Staples or Sikkar.

226 – Business Law – An introduction to basic legal concepts applicable to ordinary commercial transactions with emphasis on the uniform commercial code as it relates to contracts, agencies, and the several related types of business organizations. Students are expected to develop the ability to read legal cases and abstract the essential legal precedents for establishing responsibility. Not open to Freshmen. Three hours. Staff.

310 – International Business Concepts – A study of the various environmental forces that affect business decisions in the international market. Topics include international trade, monetary systems, and foreign social and political forces. Methodological concepts are presented in order to effectively analyze these topics. Not open to freshmen. Three hours. Showalter.

312 – Organizational Communication – This course investigates the communication processes within an organization. Topics include organizational communication theory and research and methods for analysis of communication systems within and between organizations. Multiple models of communication are considered, as well as the varying impacts of communication channel choice and how messages are perceived. Prerequisite: COMM 215 or BUSN 213 or permission of the instructor. Same as COMM 312. Three hours. Showalter.

313 – Organizational Behavior/Organizational Psychology – This course applies psychological and organizational theories, models, and research toward developing managerial competencies needed to analyze, understand, predict, and guide individual, group, and organizational behavior. Emphasis is placed on viewing the organization as a social phenomenon. Specific topic areas include: group dynamics, communication, conflict and negotiation, motivation, leadership, and organizational culture. Prerequisite: BUSN 213 or PSYC 200. Same as PSYC 343. Three hours. Showalter.

321 – Intermediate Accounting I – An intensive study of the generally accepted accounting principles for asset valuation, income measurement, financial statement presentation for business organizations, and the process through which these principles evolve. Prerequisites: BUSN 221-222. Three hours. Staples.

322 – Intermediate Accounting II – A continuation of BUSN 321, with emphasis on accounting for the equities of a firm's investors and creditors and the in-depth analysis of financial statements. Special problem areas in financial accounting include accounting for leases, pensions, and income taxes. Prerequisites: BUSN 221-222, 321. Three hours. Staples.

336 – Financial Management – An introduction to the major concepts and principles in corporation finance. Emphasis is placed on an analysis of the acquisition of funds from alternative sources and the allocation of those funds within an enterprise. Major topics include taxation, financial analysis and planning, working-capital management, capital budgeting and capital structure, and financial instruments and markets. Prerequisites: BUSN 213, 221-222, MATH 111 (or 113), ECON 202. Three hours. Lowry.

342 – Production, Operations, and Design Management – This course examines the role of a production manager responsible for planning, organizing, and controlling the resource conversion system of a firm. Using a studio format, contextual research methods allow the construction of models to apply key variables such as inventory, facility layout & location, production schedules, and production quality requirements. A semester-long project enables students to apply POM theory to the creation of 2-D and 3-D models, culminating in a piece to add to their individual portfolio. Prerequisite: BUSN 213 or instructor permission. Same as STAR 342. Three hours. Lowry.

362 – Cost Accounting – A course that centers on managerial planning and control functions, mainly in the context of a manufacturing organization. The scope of the material covered includes cost accumulation methods; the reporting and departmentalization of factory overhead for product costing and cost control; the planning of sales, costs, and profits; and analytical techniques of budgeting. Prerequisites: BUSN 221-222 or permission of the instructor. Three hours. Staff.

367 – Auditing – A study of auditing standards and procedures. Major topics include professional auditing standards, audit reports, ethics, legal requirements, audit programs, working papers, and internal controls. Prerequisites: BUSN 221-222 or permission of the instructor. Three hours. Staff.

370 – International Finance – This course studies international monetary and financial relationships at both the country level and the level of the firm. In today's interdependent world, a knowledge of fiance at the international level has become an important component in the education of the next generation of economists and business people. Topics covered include exchange rates, international capital markets, monetary arrangements, foreign exchange risk, and interest rate policy. Prerequisite: ECON 201. Not open to freshmen. Three hours. Lowry.

372 – Tax Accounting – A study of taxation with primary emphasis on the theory, structure, measurement, and significance of the federal income tax insofar as it affects the decision-making process of households and businesses. Attention is also paid to the development of tax planning techniques and to the issues surrounding tax compliance problems. Prerequisites: BUSN 221-222 or permission of the instructor. Three hours. Staff.

375 – Government and Not-for-Profit Accounting - This course studies the role of accounting in the management of resources entrusted to government and not-for-profit entities, including accounting and reporting standards of accounting in municipalities and not-for-profit entities such as hospitals, charitable and health organizations, and colleges and universities. Prerequisites: BUSN 221-222. Offered every three years. Three hours. Staples.

380 – Marketing Analysis – A study of the structure and functions of the systems of marketing and an analysis of marketing techniques. Students will be expected to make a primary analysis of basic marketing problems and offer some solutions. Prerequisite: BUSN 213. Three hours. Showalter.

385 – Accounting Information Systems – An introduction to the subject of information system's role in

accomplishing the objectives of financial accounting, tax accounting and auditing, includes an understanding of basic control structure for specific accounting cycles and computerized transaction processing systems. Analyzes controls for manual and computerized systems, including database systems. Prerequisite: BUSN 222. Offered every 3 years. Three hours. Staples.

421 – Advanced Accounting – The study of complex financial accounting issues including business combinations, consolidated financial statements, bankruptcies, and partnerships. Prerequisites: BUSN 221-222, 321 and ECON 201-202. Offered every three years. Three hours. Staples.

422 – Operations Research – A course designed to acquaint the student with the application of modern quantitative techniques to the analysis of corporate decisions. Among the quantitative techniques applied are linear programming, integer programming, simulation, queuing techniques, and network models. The use of the college's computers will be an integral part of this course. Prerequisite: BUSN 213. Offered alternate years. Three hours. Lowry.

425 – Business Policy – A capstone course affording students an opportunity to tie together their exposure to the concepts embodied in economics, marketing, finance, management theory, and the behavioral and social sciences and to develop an understanding of how these concepts can be incorporated into real-world situations within an organization. Attention is focused on the strategic planning and policy-making functions. Prerequisites: BUSN 213, 221. Open to seniors only. Three hours. Showalter.

436 – Investments and Securities Analysis – This course provides an in-depth study of investments, securities analysis, and portfolio management. Through a rigorous and comprehensive review of a variety of empirical studies, students will explore the modern developments in this relevant area of financial theory. Following background development, topics of study will include capital market theory and efficiency, valuation of pricing and portfolio theory, and financial derivatives. Prerequisite: BUSN 336 or ECON 361. Offered alternate years. Three hours. Lowry.

450-451 – Internship in Business – The course provides an opportunity for students to gain practical experience in the field of economics and business using the principles, concepts, and methodology covered in regular course offerings. Students may serve as interns in such places as banks and other depository institutions, manufacturing firms, brokerage houses, and government agencies. Emphasis is placed on the idea of learning while in a work environment – not on working for its own sake. Prerequisites: departmental approval, junior or senior status and at least a 2.25 GPA. Application required; see Internship Program. Three hours. Staff.

452 – Internship in Accounting – This course provides an opportunity for students to gain practical experience in the field of accounting by using the principles, concepts, and methods covered in regular course offerings. The students will serve as interns in organizational settings where accounting practices and principles are routinely performed. Prerequisites: BUSN 321 plus one accounting elective, departmental approval, junior or senior status, and at least a 2.25 GPA. Priority will be given to students with a major or minor in accounting. Application required; see Internship Program. Three hours. Staff.

481-482 - Selected Topics in Business – This course is designed to investigate a field of specialized analysis in business. The topics considered will change with each offering. Prerequisites: ECON 201-202 and BUSN 213. Offered as needed. Three hours. Staff.

491-492 – Senior Independent Study – See ECON 491-492. At least a 3.25 cumulative GPA and approval by the Curriculum Committee are required.

Study Abroad course offered at Wroxton College in England

IBUS2201 – Fundamentals of International Business – The first half of the course depicts the economic background to transnational business, including international trade, exchange rates, and sources of capital. In the second half, operational aspects of multinational corporations are considered and strategies for maximizing opportunities and minimizing risks in international business are outlined. Students may receive credit for either this course or BUSN 310, but not for both. Three hours.

Chemistry

Professor Schreiner, Chair; Associate Professors Green, Marchetti, Michelsen, and Thoburn.

Major requirements

Each student must confer with the major adviser to plan a program that takes into account specific interests and career aims. The major requirements have been designed to meet the educational needs of students interested in careers in chemistry, medicine, K-12 education, forensics, business, and law.

Chemistry majors can select among five different programs of emphasis all of which are ACS certified: General Emphasis, Biochemistry Emphasis, Research Emphasis, Forensic Science Emphasis, and Education Emphasis.

The requirements for a Major in Chemistry:

- Must complete the following: CHEM 200, 201, 221, 222, 311, 340, 407, PHYS 151, and 152;

- Must complete either MATH 131-132 or MATH 141-142;
- After completing CHEM 340, must complete either CHEM 495 or CHEM 496-498;
- Must complete all requirements in ONE of the following Emphases:
- GENERAL EMPHASIS:
  - o Must complete 4 courses from the following: CHEM 312, 322, 400, 401, 402, 403, 405, 406, or 408.
- RESEARCH/GRADUATE SCHOOL EMPHASIS:
  - o Must complete CHEM 312, 322, and 405;
  - o Must complete 1 course from the following: CHEM 400, 401, 402, 403, 406, or 408.
- BIOCHEMISTRY EMPHASIS:
  - o Must complete CHEM 322, CHEM 408, and BIOL 201;
  - o Must complete 1 course from the following: CHEM 312, 400, 401, 402, 403, 405, or 406.
- FORENSIC EMPHASIS:
  - o Must complete CHEM 322, 335, and 400;
  - o Must complete 1 course from the following: CHEM 312, 401, 402, 403, 405, 406, or 408.
- EDUCATION EMPHASIS:
  - o Must complete the following additional requirements for state licensure: BIOL 121-122, and EVST 101;
  - o Must complete 2 courses from the following: CHEM 312, 322, 401, 402, 403, 405, 406, or 408.

The requirements for a Minor in Chemistry:

- Must complete CHEM 121-122 or CHEM 200;
- Must complete CHEM 221-222;
- Must complete 1 course from the following: CHEM 201, 311, 335, or 407.

Chemistry (CHEM) Courses

100 – Introduction to Health Care Professions – This course is designed to introduce students to both medical and paramedical professions. Over a one-semester period of time, students will hear from experts in many of the major areas of medicine, surveying requisites to entry, current lifestyle and average pay within each field, and future potential of each specialty area. Included in this survey will be information on how to gain exposure to different areas of the medical professions (internships, volunteering, etc.), where to apply, and an introduction to the application process. Prerequisite: CHEM 121 or BIOL 121. One hour. Staff.

111 – Chemistry for the Citizen – This course, intended for non-science majors, uses familiar topics to introduce chemical concepts. The module, "Can we Find a Cure for AIDS?" discusses the problem of AIDS in our society, including why and how AIDS is spread as well as background on the disease itself, and focuses on organic chemistry principles. The module "The Art of Faking It" discusses the chemistry behind forgery, particularly art forgery. Various spectroscopic techniques will be discussed, and inorganic chemistry is introduced. The final module, "Rock Climbing, Kayaking, and Cycling: The Chemistry of Outdoor Sports," explores the world of polymer chemistry by taking an in-depth look at the materials which are used in outdoor sporting equipment. Four hours. Marchetti.

115 – Introduction to College Chemistry – This course is an introduction to college-level chemistry intended for students with limited high school exposure to chemistry. Topics will include a review of the mathematics of chemistry, the history of chemistry, an introduction to the periodic table and the properties of elements, gas laws, manipulation of chemical equations, stoichiometric calculations, acid/base chemistry, and other topics. In the lab, students will be introduced to basic safety procedures in the chemistry laboratory and master the laboratory skills needed for more advanced chemistry courses. Both the lecture and lab will be iPad-based; students may purchase their own iPad or use a departmental unit. Prerequisites: instructor permission only. All students intending to enroll in chemistry must take a placement exam in order to gain entrance into the appropriate course. Contact the department chair to arrange to take the placement examination. Four hours. Marchetti.

116 – What's Cooking – This course is intended to introduce students to the chemical nature of foods and the chemical and physical transformations that occur during the preparation and cooking of those foods. Potential topics to be investigated, both in class and in the laboratory, include the action of leavening agents in the rising of doughs and batters; the preparation and chemistry of mayonnaise and other colloidal foods; the nature of cocoa and chocolate and how they are produced; the processes occurring during the preparation of ice cream; the chemistry and microbiology of food spoilage and contamination, and how foods may be safely prepared and stored; and the relative advantages and disadvantages of different sources of heat and of different cooking utensil materials used in cooking. Four credits. Staff.

117 – Drugs and the Body – From cocaine, marijuana, and meth to aspirin, caffeine, and alcohol, drugs (both legal and illegal) permeate today's society. In this course, intended for non-science majors, students will learn about what drugs are, where they come

from and how they are made through an integrated lecture and lab. In addition, students will learn about drug testing and what happens to a drug in the human body. Not open to students who have taken FYEC 136. Offered alternate years. Four hours. Green.

121-122 – General Chemistry – This two-semester lecture and laboratory sequence is designed to prepare science majors for an in-depth study of the fundamental principles of chemistry. In the fall semester concepts of structure and composition of matter (the atomic model and the periodicity model) and bonding (models for ionic and covalent compounds) are discussed. In the spring semester concepts in equilibrium and dynamics will be presented: chemical reaction equilibria; thermochemistry, entropy, and free energy; rates, extent, and types of reactions. Applications of these concepts to our daily lives will be highlighted. CHEM 121 is a prerequisite for CHEM 122. Four hours each. Schreiner, Marchetti, and Green.

125 – Chemistry and Crime: From Sherlock Holmes to Today's Courtroom – In this course the student will acquire an understanding of the methods and techniques used in crime detection. Topics as diverse as microscopy, toxicology, serology, fingerprinting, and document and voice examination, as well as arson and explosives investigation will be examined. Extensive use of case studies will be made emphasizing the role that the forensic scientist played in the detection and solution of the crime. Three hours of lecture and one three-hour laboratory session per week. Four hours. Marchetti.

130 – Environmental Chemistry – This course will provide students with an interdisciplinary understanding of the chemical processes that govern environmental phenomena including climate change, stratospheric ozone depletion, air and water pollution, and non-hydrocarbon energy sources. Students will also investigate public policy surrounding these issues. The course is intended for non-science majors. Three hours of lecture and one three-hour laboratory session per week. Offered alternate years. Four hours. Michelsen.

150 – Science in the Movies: From Frankenstein to Star Wars – Science-fiction films have an enduring popularity, perhaps because they often reflect both the dreams and the anxieties that the public has about science. Whether the science is good or bad, this type of film often attracts scientists as well as the general public. This course focuses on scientific principles and ethical issues in science-fiction films. Students will view a series of movies that have themes related to astronomy, biology, chemistry, computer science, physics, and psychology. Some of these themes are: artificial intelligence, alien life forms, behavior modification, evolution, robotics, and space travel. A combination of lecture and discussion pertaining to its scientific content will follow each film. Course meets for six hours per week, including laboratory. Same as PHYS 150. Offered alternate years. Four hours. Schreiner and Spagna.

160 – Chemistry of Winemaking – Students will become familiar with the various systems of classification of wine and develop an understanding of the grape plant, its variety, and taxonomy. The course will include detailed coverage of the production of wine from vine planting and vineyard care to harvesting, fermentation, bottling, aging, and shipping. In addition, students will learn the chemical mechanisms behind the fermentation of natural substances to produce ethanol, as well as the analytical instrumentation used in the quality control, verification, and identification of wines from around the world. The travel portion of the course will include tours of wineries, visits to departments of enology and viticulture at research universities, visits to wine laboratories, and hands-on experience in winemaking. Offered during J-term. Four hours. Schreiner and Marchetti.

175 – Principles of Chemistry – Principles of chemistry is for students who plan to take additional courses in chemistry. The course is an introduction to the chemist's description and use of light and matter in the context of larger issues such as for example astronomy, the greenhouse effect, and fats in our diet. Specific topics include the interaction of light and matter (spectroscopy), the structure of the atom and the atomic structure of matter, chemical bonds and intermolecular forces, and chemical descriptions of color and solubility, solution phenomena, thermodynamics, chemical equilibria, and kinetics. Prerequisites: CHEM 115 or placement into the course. All students intending to enroll in chemistry must take a placement exam in order to gain entrance into the appropriate course. Contact the department chair to arrange to take the placement examination. Four hours. Schreiner.

200 – Basic Inorganic Chemistry – This course presents the topics of nuclear chemistry, atomic structure, multi-electron atoms and bonding, periodicity, the chemistry of ionic compounds, generalized acid-base theories, kinetics, thermodynamics, and transition metal chemistry. All of these topics are presented in the context of both historical and contemporary applications. The laboratory includes experiments used in inorganic synthesis directly related to topics covered in lecture, including an introduction to molecular modeling, spectroscopic methods of characterization, and classical methods of analysis. Prerequiste: CHEM 175 or permission of instructor. Four hours. Schreiner.

201 – Quantitative Chemical Analysis – This course presents the theory and techniques necessary for quantitative analysis of chemical systems at equilibrium. Topics covered will include volumetric and gravimetric analysis, acid-base chemistry, electrochemistry, spectrophotometry, and chromatography.

Laboratory investigations will involve wet chemical methods and introductory instrumental techniques to analyze quantitatively the components of complex mixtures. Statistical methods will be used to interpret the analytical results. Prerequisite: CHEM 175 or permission of instructor. Four hours. Marchetti.

221-222 – Organic Chemistry – Fundamental facts, theories and nomenclature of organic compounds, and their reactions are discussed. Students study such topics as structural theory, stereochemistry, and reaction mechanisms, as applied to basic physical, chemical and spectroscopic properties of aliphatic, alicyclic and aromatic hydrocarbons, mono-, di- and polyfunctional compounds, including some natural products and biomolecules. Students will use molecular modeling software to gain a better understanding of the intricacies of molecular structures and reactivity. Most of the information covered in this course is prerequisite to biochemistry, medicinal chemistry, other advanced chemistry and some biology courses. Prerequisite: CHEM 200 or 201. CHEM 221 is a prerequisite for CHEM 222. Three hours of lecture and three hours of lab. Four hours each. Thoburn.

251-252, 351-352 – Directed Study in Chemistry – These courses are designed for students wishing to work on a research project prior to the senior year. Interested students may select a project in consultation with a faculty member and work under his/her supervision. Permission of a chemistry faculty member is required. The student is required to spend at least three hours per week in the laboratory. Prerequisite: permission of instructor. One hour each. Staff.

311 – Introduction to Physical Chemistry – Application of the laws of physics to chemical phenomena will be examined. An attempt is made to provide a theoretical foundation for the study of the other disciplines of chemistry. Topics considered include chemical thermodynamics, including its application to thermochemistry, phase equilibria, and colligative properties; the kinetic theory of gases; chemical kinetics, including the treatment of rate data and the theory of rate processes; and an introduction to spectroscopy. Three hours of lecture and one three-hour laboratory session per week. Prerequisites: CHEM 122 or 200, MATH 132 or 142, and PHYS 151. Four hours. Michelsen.

312 – Advanced Physical Chemistry – Application of the laws of physics to chemical phenomena will be examined. An attempt is made to provide a theoretical foundation for the study of the other disciplines of chemistry. Topics covered include statistical thermodynamics as applied to chemical systems; molecular symmetry and quantum theory as applied to the spectroscopy and structure of atoms and molecules; and advanced topics of interest. Prerequisites: CHEM 311 and PHYS 152. Three hours. Michelsen.

322 – Instrumental Methods of Analysis – In this course the student will acquire an understanding of the fundamental principles upon which modern measuring devices are based and the type of information an instrument can contribute to a chemical analysis. Among the methods studied will be UV/VIS, fluorescence, IR, NMR, AA and mass spectroscopy, and gas and high pressure liquid chromatography. Prerequisites: CHEM 222 and PHYS 152. Three hours. Marchetti.

335 – Forensic Chemistry – This course consists of an overview of forensic chemistry and its application to criminal and civil cases. Topics covered will include the history of forensic science, statistical data analysis, instrumentation, drugs and pharmacology, chemical analysis of physical evidence, the chemistry of polymers, and analysis of plastic products. This course includes a laboratory portion where forensic techniques will be utilized, with an emphasis on real-life forensic cases. Prerequisites: CHEM 200, 201, and 222. Four hours. Marchetti.

340 – Introduction to Laboratory Research – This course is designed to introduce chemistry students to the principles and techniques of chemistry research through class work, seminars and experimental work. Topics covered include chemical literature searching, laboratory report writing, research proposal writing, oral presentation, experimental design, the principles of laboratory safety, scientific ethics, and scientific career options. Experimental projects will be drawn from a variety of applications of chemistry. Students will be expected to demonstrate their understanding of the work done through performance in lab, analysis of data, and written and oral laboratory reports. Students will attend seminars by guest speakers that highlight chemistry in industry, law, medicine, forensics, and other areas. This course is a prerequisite to CHEM 495 and CHEM 496. This course should be taken concurrently with CHEM 222, preferably in the sophomore year. Prerequisite: CHEM 221. Three hours. Staff.

381-382 – Special Topics in Chemistry – These courses focus on areas of chemistry not specifically covered in the general curriculum and are designed to meet the needs of advanced students. Prerequisites vary according to offering. Three hours each. Staff.

400 – Chemical Internship – This course is designed to introduce chemistry majors who express an interest in pursuing a career in chemistry to industrial and institutional research and development. Each student will spend 130 hours in an industrial or institutional scientific laboratory. Actual work performed will be determined by on-site supervisors. Prerequisites: departmental approval. Offered as needed. Enrollment is limited. Application required; see Internship Program. Three hours. Staff.

Chemistry

401 – Advanced Experimental Chemistry – A student who wishes to work on a research project for eight hours per day, five days per week, for four weeks during the January term will have the opportunity to do so in this course. Daily logs, weekly reports, and a final report must be written to the satisfaction of a faculty supervisor. Prerequisite: departmental approval. Offered as needed during January term. Three hours. Staff.

402 – Medicinal Chemistry – This course is offered for those students who want to pursue a career in some area of the health-related sciences. It should be of interest to both chemistry and biology majors. Studies are made of the chemical structures of drugs and their direct influence on pharmacological activity. Many classifications of drugs are covered, and emphasis is placed on structures, mechanisms of action, and structure-activity relationships. Students are expected to obtain an understanding of the structural features of drugs which cause them to produce various types of biological responses. This basic understanding will support further studies in such fields as medicine, dentistry, biochemistry, or pharmaceutical chemistry. Prerequisite: CHEM 222. Introductory biology is helpful, but not required. Offered alternate years. Three hours. Green.

403 – Polymer and Material Science – This course provides an in-depth study of the chemistry behind polymeric materials. The course will focus on an in-depth examination of various polymers and ceramics, including reaction mechanisms, structural variations, energy of formation, and methods of characterization. Students will learn to perform various statistical and kinetic calculations in relation to polymer formation. Students will also learn the chemical basis behind the physical properties of polymers and the engineering methods used to test such factors. Prerequisites: CHEM 222, MATH 132 or 142. Recommended: CHEM 311-312. Three hours. Marchetti.

405 – Advanced Inorganic Chemistry – This course offers chemistry majors an in-depth study of the fundamental principles of inorganic chemistry. Topics such as bonding, molecular geometry, and the chemical reactions of ionic, covalent, and metallic substances will be discussed. Concepts of acid-base chemistry (Bronsted-Lowry, Lewis, Drago, and Lux-Flood systems) will be examined. The student will study the synthesis, structure, properties, and periodic trends of the main-group elements as well as the coordination chemistry and descriptive chemistry, bonding, spectroscopy, thermodynamics, kinetics, and structure of the compounds of the transition elements. Applications to organometallic chemistry and bioinorganic chemistry will be introduced. Prerequisite: CHEM 200 and 311 or permission of the instructor. Offered alternate years. Three hours. Schreiner.

406 – Introduction to Organometallic Chemistry – A study of the basic principles of the organometallic chemistry of d-block elements. Topics include a survey of the properties and reactions of organometallic complexes and applications of organotransition metal compounds in catalysis, organic synthesis, bioinorganic chemistry, and medicinal chemistry. Lectures will be supplemented by discussions of current literature in the field. Prerequisite: CHEM 222. Three hours. Schreiner.

407 – Biochemistry I – An in-depth study of the chemistry of living systems. A major theme of the course will be the relationship between molecular structure, function, and regulation. Topics to be covered will include: structures of amino acids, proteins, lipids, carbohydrates, and nucleic acids; protein folding; enzymes, enzyme kinetics, and regulation; protein-ligand interactions; multivalent interactions. Prerequisite: CHEM 222. The laboratory portion of the course will focus on techniques in protein chemistry such as expression, purification, identification, manipulation, and enzyme kinetics. Introductory biology is helpful, but not required. Four hours. Green.

408 – Biochemistry II – A continuation of the in-depth study of the chemistry of living systems. A major theme of the course will be the relationship between molecular structure, function, and regulation. Topics to be covered will include: degradative and synthetic metabolic pathways of various classes of molecules; synthesis of nucleic acids and proteins; expression of genetic information. The laboratory portion of the course will focus on techniques of nucleic acid manipulation and advanced protein techniques. Prerequisite: CHEM 407. Three hours of lecture and three hours of lab per week. Four hours. Green.

495 – Chemistry Capstone – Students participating in this course will select and carry out a research project covering an area of current chemical investigation. The project may be selected from the traditional areas of chemistry (inorganic, organic, analytical, physical, or biochemistry) or from an interface between these areas. An oral presentation and a final report must be given at the conclusion of the course. Nine hours of lab per week. Prerequisite: CHEM 340. Three hours. Staff.

496-498 – Senior Project – The purpose of this sequence is to allow qualified students to carry out original experimental work. Considerable self-discipline, diligence, and ingenuity on the part of the student are necessary. Students may spend the entire period working on a research project of their own choice, upon approval and under the guidance of the departmental faculty, or on projects designed by and of interest to individual faculty members. In either case, students may be required to use techniques and apparatus which may not have been available to them in other courses. They will be expected to plan and

carry out their work on their own initiative to the satisfaction of the faculty member directly involved and of the department. A written thesis and several oral presentations are required. The equivalent of nine hours of laboratory work per week, in addition to time required for library research and thesis preparation, is expected of each student who enrolls in this sequence. The ultimate goal of this training is to impart to each student self-reliance and confidence concerning laboratory research. All qualified students who intend to pursue graduate work in chemistry are urged to enroll in this sequence. Prerequisites: CHEM 340 and departmental approval. Six hours. Staff.

Chinese (CHIN) Courses

111 – Elementary Chinese – Introduction to modern spoken Chinese (Mandarin). Its purpose is to provide students ample opportunity to practice speaking and listening. It includes language and cultural behavior appropriate to interactions between Americans and Chinese. Permission of the chair needed. Three hours. Staff.

112 – Elementary Chinese – A continuation of CHIN 111 with emphasis on speaking and oral comprehension. Principle thematic areas include: personal, biographical, family, vocations, avocations, sports, daily regimens, and interaction strategies. This course aims for S-1 level proficiency (interagency language round table scale). Prerequisite: CHIN 111. Three hours. Staff.

211 – Intermediate Chinese – Designed to prepare students to live and study abroad in a Chinese-speaking environment. Thematic material includes everyday practical conversations, social etiquette, food, transportation, living arrangements, and health. Prerequisite: CHIN 112 or equivalent. Three hours. Wu.

212 – Intermediate Chinese – A continuation of CHIN 211. Prerequisite: CHIN 211. Three hours. Wu.

221 – Chinese History and Culture – This is a travel course designed to explore Chinese history, customs, and values. First-hand experience helps students gain insight to the continuities between China's present and past, and that are key to understanding Chinese life, thought, and behavior. Offered alternate years. Three hours. Wu.

311 – Advanced Chinese – A third-year language course designed to consolidate skills acquired and to extend the student's mastery of the language. The course emphasis is on strengthening the student's grammatical skills through application to reading and writing. The lessons on calligraphy necessarily include fundamental concepts of Chinese culture. Offered as needed. Prerequisite: CHIN 212. Three hours. Wu.

312 – Advanced Chinese – A continuation of CHIN 311. Prerequisite: CHIN 311. Offered as needed. Three hours. Wu.

Classical Studies

Professors Camp, Daugherty, Fisher, and McCaffrey. (Department of Classics)

Students in the Department of Classics pursue a major in Classical Studies in order to read the actual words of the ancient texts, to understand and appreciate these writings both in the original languages and in translation, and to understand and appreciate Greek and Roman history and culture. The major and minor programs in classical studies are intended for students who are seeking a broad liberal arts program which focuses on the ancient world or who wish to pursue graduate work in classical archaeology. Students who wish to pursue graduate studies in archaeology should consult the department early in their program since work in allied fields is highly recommended.

The requirements for a Major in Classical Studies consist of 31 semester hours, including:

- six semester hours in CLAS 226, 303, 311, or 312;
- six semester hours from among CLAS/ARTH 210- 219;
- six semester hours of LATN or GREK above the intermediate level (211-212 or 215 may be counted if not used to fulfill the collegiate requirement in foreign languages);
- twelve semester hours of departmental electives from among any of these courses, FLET 201-206, any CLAS course, ARTH 210-219, PHIL 251 LATN above 215, or GREK above 212;
- CLAS 200 is required by the end of the junior year.

The requirements for a Minor in Classical Studies consist of 15 semester hours of departmental electives from among any of these courses:

- FLET 201-206;
- any CLAS course;
- ARTH 210-219;
- PHIL 251;
- LATN above 215, or GREK above 212. LATN 211-212, LATN 215, or GREK 211-212 may be counted toward the minor if they are not being used to satisfy the collegiate requirement in for eign languages.

Classics (CLAS) Courses

200 – Proseminar in Classics – Introductory undergraduate proseminar on the study of the ancient Greco-Roman world. This is an introduction to research tools and methods used in scholarship about the ancient world. It is designed to enable Latin,

Greek, and Classical Studies majors and minors to access the principal resources available for the study of language, literature, history, art history, and archaeology and to produce competent research projects in upper level courses and independent projects in all areas of classical studies. It should be taken in conjunction with the student's second upper level language course or equivalent CLAS, HIST, or ARTH course no later than the junior year since the exercises in this proseminar will be tied to an assignment in those courses. One hour. Staff.

201 – The Ancient Epics – Readings in English translation of the epics of Homer, Hesiod, Apollonius, Virgil, Lucretius, Lucan, and Statius. Special attention will be given to oral formulaic composition, the literary epic, the didactic epic, literary conventions and traditions, and the influence of the genre on Western literature. Same as FLET 201. Three hours. Staff.

202 – Greek and Roman Tragedy – Readings in English translation of the tragedies of Aeschylus, Sophocles, Euripides, and Seneca. Special attention will be given to origins and development, literary and scenic conventions, and the influence of the genre on Western literature. Same as FLET 202. Offered alternate years. Three hours. Daugherty.

203 – Greek and Roman Comedy – Readings in English translation of the comedies of Aristophanes, Menander, Plautus, and Terence. Special attention will be given to origins and development, literary and scenic conventions, and the influence of the genre on Western literature. Same as FLET 203. Offered alternate years. Three hours. McCaffrey.

204 – The Ancient Art of Friendly Persuasion – As democracy evolved in Ancient Athens, the ability to speak for one's self before the assembled populace became the distinguishing mark and crucial skill of the free citizen. The Greeks then developed a theoretical framework and an educational curriculum for eloquence which was preserved by the Romans, passed into the Middle Ages and formed the basis for the traditional liberal arts. To study both the ancient theory and practice of eloquence, students will read speeches of ancient Greek and Roman orators. They will learn about the theory and education of ancient rhetoric. Students themselves will put these theories into practice in a series of speeches and presentations. Same as FLET 204. Offered alternate years. Three hours. McCaffrey.

205 – Women in Antiquity – Although almost all of Greek and Roman literature was written by men, many works treat or concern women, sometimes as realistic figures but more often as symbols. This course will examine the image of women in classical literature from Archaic Greece to Imperial Rome. For purposes of comparison and discussion, the social and historical realities will be considered as well. Same as FLET 205. Offered every three years. Three hours. Staff.

206 – Peregrinations: Travel in Antique Lands – This course will study the many ways in which both classical and modern authors have treated the theme of the journey. Epic poets, like Homer and Virgil, described their heroes' journeys for very special purposes. Writers of satire, like Horace and Petronius, had different artistic purposes. Modern writers like Nikos Kazantzakis and Henry Miller have followed in the footsteps of the ancient and written reflections on their experiences in the ancient lands. This course will usually be taught in conjunction with a trip to lands once known to Greeks and Romans. The particular readings, especially the modern ones, will be chosen to connect with the itinerary of the course. Students will read, analyze and discuss both the ancient and the modern works. In their journals, students will connect the reading with the sites visited and will themselves practice different forms of travel writing. Same as FLET 206. Offered alternate years. Three hours. McCaffrey.

210 – Origins of Civilization – When did civilization begin? How do we define civilization? How do we know when civilization has occurred and when it has ended? Why is civilization important to humans? What is the role of the arts in defining a civilization? In this course we will look at the development of early cultures and "civilizations."We will compare definitions of civilization and the processes by which a civilization develops and wanes. Same as ARTH 210. Offered every three years. Satisfies part of the Civilizations AOK requirement as HIST 101. Three hours. Fisher.

211 – Art and Archaeology of Egypt and the Ancient Near East – A survey of the sites and art of Egypt and the various cultures of the Near East, from the neolithic period until the Arab conquest. Illustrated lectures. Same as ARTH 211. Offered every three years. Three hours. Fisher.

212 – Prehistoric Aegean Cultures – The Cycladic, Minoan and Mycenaean cultures of the Bronze Age Aegean flourished for two thousand years and are often considered the earliest manifestation of civilization in Europe. This course looks at the art, monuments, and social structures of these cultures, along with classical Greek mythology about the Age of Heroes and the myth/history of the Trojan War. Illustrated lectures with seminar sessions. Same as ARTH 212. Offered every three years. Three hours. Fisher.

213 – Greek Art and Archaeology – This course covers the art and archaeology of Greece from the Geometric period c. 1000 B.C. through the Archaic, Classical, and early Hellenistic periods to 146 B.C. The emphasis will be on the legacy of the Greek civ-

ilization to Western art, city planning, and thought. Illustrated lectures. Same as ARTH 213. Offered every three years. Three hours. Fisher or Camp.

214 – Celts and Etruscans: Europe before the Romans – This course covers the art and archaeology of the Neolithic through Iron Age cultures in Europe, with special emphasis on the Celts, Villanovans, and Etruscans. Also included is a survey of European and Asian cultures in contact with Bronze and Iron Age Europe, including the Greeks, Phoenicians, and Romans. We will end with a brief look at the later European Iron Age, particularly the Vikings of northern Europe. Offered every three years. Same as ARTH 214. Three hours. Fisher.

215 – Roman Art – The Roman genius for art, as for many aspects of their civilization, was in the adaptation and originality with which they transformed borrowed ideas. This course begins with the Greek, Etruscan, and Latin origins of Roman Art, then examines the changes and innovations in art through the Roman Empire. Archaeological discoveries throughout the Mediterranean, especially Pompeii and Herculaneum, are highlighted. Illustrated lectures. Same as ARTH 215. Offered every three years. Three hours. Fisher.

216 – Art of the Great Empires of Rome and Byzantium – Christian art began within the artistic traditions of the Classical world, but the prestige of the Church transformed and transmitted the ancient modes throughout medieval Europe and the Byzantine Empire. This course looks at art from the rise of Christianity to the fall of Constantinople in AD 1453. Illustrated lectures. Same as ARTH 216. Offered every three years. Three hours. Fisher.

217 – The Art and Architecture of Ancient Athletic Games – The origins of organized athletics and many of the events still practiced today can be traced back to classical Greece and Rome. This course will primarily be a survey of the artistic representations, the architectural context, and the archaeological evidence for these games. It will also be a historical survey of Greek and Roman athletics including such topics as their role in ancient military and religious life; sites and facilities; events; training and professionalism; and status, rewards, and prizes. Vase paintings, sculptures, and written texts will be examined for the light they shed on ancient athletes and the original Olympic Games. Same as ARTH 217. Offered every three years. Three hours. Camp.

218 – The Rise of the City in Europe – Urbanization within the early cultures of Europe led to a number of human achievements which form the basis for much of our society today. This course will look at the development of the city in ancient times, both in general and in the specific examples of Athens, Pergamon, Rome, Istanbul, and London. Special emphasis will be on aspects of the ancient societies which were directly related to urbanization: laws and government, public spaces and architecture, water supply, social structure, defense strategies, and the expression of community values through art and literature. Same as ARTH 218. Offered every three years. Three hours. Camp.

219 – Images of Women in Ancient Art – This course is a survey of art, from the Paleolithic until the Renaissance, with a special emphasis on images of women in various roles, particularly motherhood. All early cultures (Mesopotamia, Egypt, Classical Greece, and Rome, Byzantium, and Renaissance Italy) have produced images of women for diverse reasons: from fertility symbols to icons of religious belief, from symbols of beauty, and lust to icons of purity and chastity. The course will survey these images as they reflect both the style of art and the role of women in the cultures and time periods. The visual images will be supplemented by brief selections from contemporaneous literature. Same as ARTH 219. Offered every three years. Three hours. Fisher.

221 – Archaeological Methods and Theory – Archaeology is the study of the human past through material remains. Why are we intrigued by archaeology? Whose interests are served by archaeology? This course introduces the theory, methods, and ethical issues of archaeology. Topics include the responsibilities of the archaeologist, stewardship of cultural remains, and tasks such as site identification, survey, excavation, and artifact conservation. Special emphasis is on applied sciences such as archaeological chemistry, bioarchaeology, geoarchaeology, and archaeometry which provide analyses of artifacts primarily for the purposes of finding dates and provenances. The course does not focus on specific cultures or past discoveries; the methods and approaches presented here are widely used by archaeologists in all areas of the world. This course involves field work, and has a laboratory component. Partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Same as ARCH 221. Offered alternate years. Four hours. Fisher.

222 – Archaeology of Israel – The history of Israel spans all of human history: the Paleolithic burials in the Carmel Caves, early farming settlements at Ohalo II and Ain Mallaha, the Bronze Age sites of the Philistines, the Iron Age City of David, Hellenistic Greek remains from the period of the Maccabean Revolt, Roman aqueducts and cemeteries, the Jewish fortress at Masada, early Christian churches, monuments of the early Islamic period such as the Dome of the Rock, and the castles of European Crusaders. This course will survey the archaeology of Israel, and will consider how the archaeological record supplements and contradicts the written histories of a land claimed and contested by numerous ethnic and religious populations over the centuries.

Israel's place in the Roman world will be highlighted. Three hours. Camp and Fisher.

223 – Mythology – The principal Greek and Roman myths concerning creation, the underworld, the gods, and the heroes will be read and interpreted with consideration given to their use in ancient and modern literature, art, and music. Offered alternate years. Three hours. Staff.

224 – Ancient Cult and Worship – A survey of the principal religions of antiquity and their role in shaping the intellectual climate as well as the political institutions and social conventions of Greco-Roman society. Various Near Eastern religions and Christian sects will be studied for background and comparison. Offered alternate years. Three hours. Daugherty.

225 – Roman Life – What did it mean to be a Roman? By looking at both the physical and literary remains, this course will survey the basic structures of Roman Society, the typical urban and rural monuments of the Latin-speaking world, and the intimate details of the daily lives of individuals and families. When taught in January term, this course may involve travel to Italy or England. Offered alternate years. Prerequisite: permission of the instructor. Three hours. Daugherty.

226 –Warfare in Antiquity – Most of Ancient History is military history, and much of Greek and Roman art and literature treats wars, warriors and their impact on society. This course will examine the practice of warfare in the Greek Polis, the Macedonian Kingdoms, the Roman Republic, and the Roman Empire. Themes include the technical aspects (logistics, intelligence, strategy, naval warfare, and armor), but we will also examine the literary and artistic interpretations of war and the sociological and psychological aspects. No prior knowledge of military history or Greco/Roman history expected or required. Same as HIST 226. Offered alternate years. Three hours. Daugherty.

303 – Roman Britain – An interdisciplinary survey of the Roman occupation of the British Isles based on readings of the historical sources in translation, study of modern analyses, and close examination of the archaeological and artistic remains. When taught in England, the course includes frequent visits to museums and Roman and Celtic sites. Same as HIST 303. Offered alternate years. Three hours. Daugherty.

311 1 – Greek History – A chronological survey of the political, economic, social, and cultural aspects of Greek history from the Minoan and Mycenaean beginnings to the period of Roman domination. Same as HIST 311. Offered alternate years. Three hours. Daugherty.

312 – Roman History – A chronological survey of the political, economic, social, and cultural aspects of Roman History from the foundations to the end of the ancient world. Same as HIST 312. Offered alternate years. Three hours. Daugherty.

320 – Archaeology, Art, and Cultural Heritage Ethics and Laws – Who owns the past? Who should profit from archaeological discoveries? Where should antiquities be stored or displayed? Who should pay for the safety, conservation, and preservation of sites, artifacts, and works of art? Should modern descendants have the option to prevent archaeological research aimed at their ancestors or museum exhibition of their ancestral material culture? Who should interpret the past of a culture or group of people? This course covers the current international and US laws which govern historic preservation, cultural resource management, archaeology, and commerce in antiquities; considers numerous case studies which have led to the creation of codes of ethics and professional standards for archaeologists and museums; and debates some of the diverse points of view concerning archaeological ethics and practice. Same as ARCH 320. Offered alternate years. Three hours. Fisher.

401 – Capstone Experience – A culminating experience in which a Classics, Latin, or Greek major will integrate, extend, and apply knowledge and skills from the student's general education and major programs. Enrollment is through a project contract which may include one of the following: student teaching in a Latin program, participation in a Classics Department Learning Community program abroad, completion of a semester at the Intercollegiate Center for Classical Studies in Rome or the College Year in Athens, participation in an approved archaeological excavation, participation in an approved internship, a departmental honors course, a research experience outside of a class (including SURF), or a significant research project completed in conjunction with a regularly scheduled major course. prerequisites: Senior status or junior status with consent of Chair. Offered as needed. 0 hours. Staff.

450 – Field Studies in Archaeology – This course is an excavation, field research, or museum experience. The student will gain experience with archaeological techniques for survey, excavation, analysis, conservation, classification and recording on an approved excavation or in a museum or laboratory setting. A minimum of four weeks or 130 hours of participation in an excavation, field school, or museum program is required. If a student participates during the summer in an excavation or field school which is not part of the Randolph-Macon College Summer Session, the student should take ARCH 450 in the next term of residency at R-MC. Prerequisite: permission of instructor. Same as ARCH 450. Offered as needed. Three hours. Fisher.

453-454 – Internship – Application required; see Internship Program. Three hours each. Staff.

481-482 – Special Topics. Three hours each. Staff.

487-488 – Departmental Honors. Three hours each. Staff.

496-498 – Senior Project. Six hours. Staff.

Study Abroad courses offered at the Intercollegiate Center for Classical Studies in Rome Classics

301 – The Ancient City I – This course traces the development of the City in Italy from the early Iron Age to the Late Antique. Within a chronological framework, it will explore a variety of issues ranging from archaeology and art to social and economic history. Classics 302 must be taken concurrently. Prerequisite: Classics 312 recommended. Three hours.

302 – The Ancient City II – A companion to Classics 301 which must be taken concurrently. Three hours.

Italian 111 – Elementary Italian – An introduction to basic Italian grammar and conversation. Three hours.

Communication Studies

Professor Sheckels, Chair; Associate Professor Connors; Visiting Assistant Professor Mudambi; Assistant Professor M. Mattys; Instructor Mingus.

The communication studies discipline is in rhetoric, a time-honored art central since Classical times to a liberal arts education. Historically built on performed oral rhetoric and the rhetorical criticism of public address, the discipline has turned in more of a social science direction in the latter 20th century and developed a considerable body of theory and research in interpersonal, small-group, intercultural, organizational, and political communication. In addition, the discipline has applied both rhetorical and social science perspectives to the growing number of converging media. Thus, communication studies is a field that today is truly interdisciplinary, sitting at the juncture of the humanities, fine arts, and social sciences.

In addition, communication studies serves as a foundation to the pursuit of many careers ranging from work in media and public relations to that within political, healthcare, or business contexts. Through an internship, cognate coursework, and co-curricular activities, a major may further explore these career opportunities.

The major has the following goals:

1. To introduce students to the theoretical under pinnings and extant research in the three major areas of the communication studies discipline (rhetoric, mass communication, interpersonal communication).
2. To give students the opportunity—should they desire—to concentrate in one of these three areas.
3. To equip students with the appropriate social science and/or rhetorical research methods and to provide them with opportunities to use them in independent research in the contexts of courses and especially the major's capstone course.
4. To equip students with the basic public, interpersonal, and group oral communication skills and to give them the opportunity to supplement these with either more specialized oral communication skills or written and/or visual communication skills.
5. To equip students with the fundamental back ground necessary for a wide range of communication careers and provide them with curricular and co-curricular opportunities to build on this background.

These goals are reflected in the following requirements.

The requirements for a Major in Communication Studies:

The major will have five components: (1) an introduction to the discipline, (2) coursework in communication skills, (3) introductory theory and research courses, (4) advanced coursework in the three major areas of the discipline (i.e. rhetorical, mass communication (or media), and interpersonal), and (5) a capstone course:

For the first component, a major

- Must complete COMM 201.

For the second component, a major

- Must complete COMM 210 and 215;
- Must complete one of the following courses: COMM 221, 320, ENGL 300, 305, 306, 307, FILM 261, 262, FLET 204, or JOUR 204.

For the third component, a major

- Must complete COMM 301 and 302. PSCI 301, PSYC 201, or SOCI 300 may be substituted for COMM 302. **COMM 301 and 302 need to be completed before the end of the student's junior year.**

For the fourth component, a major

- Must complete one of the following courses: JOUR 303, COMM/PSCI 308, COMM/WMST 361. COMM 362, 363, or 364. COMM 300 or 450 may fulfill this requirement with the approval of the chair, and COMM 381-382 may fulfill this requirement if an offering of that course is designated "mass communication/media";
- Must complete one of the following courses: COMM/PSCI 307, AMST/COMM 309, COMM 311, 313, or 320. COMM 300 or 450 may fulfill this requirement with the approval of the chair, and COMM 381-382 may fulfill this requirement if an offering of that course is designated "rhetoric";

- Must complete one of the following courses: BUSN/COMM 312, COMM 330, 331, 332, COMM/WMST 361, COMM 362, 363, or 364. COMM 300 or 450 may fulfill this requirement with the of the chair, and COMM 381-382 may fulfill this requirement if an offering of that course is designated "interpersonal";
- Must complete 6 additional hours from the courses listed under the third component: AMST/COMM 309, BUSN/COMM 312, COMM 300, JOUR 303, COMM/PSCI 307, COMM/PSCI 308, COMM 311, 330, 331, 332, COMM/WMST 361, COMM 381-382, and 450.
- Up to two courses in a cognate area may partially or fully fulfill the requirements listed under the third component upon petition by the student and approval by the communication studies department chair. An internship undertaken in a cognate department might be one of these two courses. If accepted, the chair will determine which of therequirements listed under the third component a course might be applicable to.

For the fifth component, a major

- Must complete COMM 490.

The requirements for a Minor in Communication Studies:

To complete this minor, a student:

- Must complete COMM 210 and 215;
- Must complete one of the following courses: COMM 221, 225, 320 ENGL 300, 305, 306, 307, FILM 261, 262, FLET 204, or JOUR 204;
- Must complete 9 semester hours from the following courses: COMM 201, AMST/COMM 309, BUSN/COMM 312, COMM 300, 301, 302, 311, 313, JOUR 303, COMM/PSCI 307, 308, COMM 330, 331, 332, COMM/WMST 361, COMM 362, 363, 364, 381-382, 450, or 490.
- An internship undertaken in a cognate department may substitute for 3 of the required 9 hours in the above category with the approval of the communication studies department chair.

Communication Studies (COMM) Courses

180 – Fundamentals of Communication – This class will examine the elements of communication with regard to listening, interpersonal communication, group communication as used in discussions and tasks, as well as presentational communication. Skill development in each of these areas will be the focus of course assignments. This class is for students who do not complete the FYC, as well as transfer students who have not completed a comparable introductory course. Class does not count for communication studies major or minor. Three hours. Staff.

201 – Introduction to Communication Studies – A survey of the topics, themes, theories, and research methods on the core areas of communication studies: mass communication, rhetoric, and human communication. For each area, selected topics are explored as examples of the academic discipline's work. A sense of the discipline's scope and research are woven into this exploration. Three hours. Staff.

210 – Principles of Public Communication – This course provides guidance and practice in the fundamentals of public communication in a variety of contexts. The prime objective is to help the student become a more effective and confident oral communicator. The course requires students to develop clearly expressed, logically organized ideas and to deliver them in an effective manner. While speech theory is included in the course, emphasis is placed on the practical application of essential theory. Three hours. Staff.

221 – Oral Interpretation of Literature – An introduction to the oral interpretation of literature, an art involving mind, body, voice, and experience premised on a full understanding of the poetry, prose, or drama being interpreted. The course equally stresses literary analysis and oral performance skills. It furthermore provides an avenue of student creativity as the student encounters a work of imaginative literature and chooses how to use vocal and physical resources in offering a performed interpretation. Three hours. Mingus.

225 – Media Writing – This writing class studies different methods used in writing for mass media including news (print, broadcast, and online), public relations, and advertising. Students will develop practical skill in media writing and an understanding of writing for varying media audiences and for different purposes. Offered alternate years. Three hours. Conners.

300 – Topics in Communication Studies Research – Students may select a field research project or a library research topic in a specialized area of communication studies research. Projects are student-designed in consultation with a faculty member. A proposal (including a literature review and plan of research) must be submitted by the end of the second week of the term in which the research is to be conducted. A final research paper will be presented in seminar. Students are encouraged to submit their papers to the Eastern Communication Association or Southern States Communication Association, both of which have long-standing interests in presentations of undergraduate research. Intended for communication studies majors or minors who have already completed considerable coursework. Prerequisites: junior or senior status and approval of the department chair. Three hours. Conners and Sheckels.

301 – Communication Theory – This survey course is designed to provide communication students with a firm foundation in leading communication theories in interpersonal, group, organizational, mass, and public communication. These theories will be studied for their application in communication contexts, and also examined to evaluate the evidence supporting the communication theories. The relationship between communication theory, research, and practice will also be explored. Three hours. Conners and Sheckels.

302 – Communication Research Methods – This course will introduce students to quantitative and qualitative communication research. The course will cover essential concepts in research design, instrumentation, data collection and analysis. The course will also cover topics of validity, reliability, and ethical issues related to conducting research. In addition to learning the basics of conducting, interpreting and reporting communication research, in terms of being able to read, understand, explain, and critically evaluate communication research. Prerequisite: COMM 301 with a grade of C- or higher. Three hours. Conners.

307 – Political Communication – An introduction to the theory and research on the public multi-media activities of elections, governance, and political advocacy. The course considers several approaches taken by scholars to this study including: the examination of genres of political communication such as inaugural, state of the union, and war declaration addresses; the examination of presidential "style"; the rhetorical criticism of specific examples of discourse; and the scrutiny of election campaign communication activities including convention speeches, debates, and television advertising. Same as PSCI 307. Offered alternate years. Three hours. Sheckels.

308 – American Campaigns and Elections – A study of contemporary American political campaigns and elections. The election cycle will be examined from three different perspectives: the political campaign/politician, the mass media, and the voter. State level and federal elections will be analyzed during election years. Same as PSCI 308. Offered alternate years. Three hours. Conners.

309 – American Public Address – A close historical, rhetorical, and literary examination of the most important public addresses delivered in the twentieth century United States. Same as AMST 309. Offered alternate years. Three hours. Sheckels.

310 – Debate and Forensics – Participation in the practice, competitive activities, and on-campus events of the college's debate and forensics program. Only six hours of COMM 310 may be counted toward graduation. Does not count toward communication studies major or minor. One hour. Sheckels.

311 – Rhetorical Criticism – A detailed discussion of critical approaches ranging from neo-classical and dramatistic to feminist and postmodern with attention to the theoretical writings of Aristotle, Burke, Fisher, Foucault, Bakhtin, and others. Guided application to a variety of oral, written, and visual non-literary texts. Offered alternate years. Three hours. Sheckels.

312 – Organizational Communication – This course investigates the communication processes within an organization. Topics include organizational communication theory and research and methods for analysis of communication systems within and between organizations. Multiple models of communication are considered, as well as the varying impacts of communication channel choice and how messages are perceived. Prerequisite: COMM 215 or BUSN 213 or permission of the instructor. Same as BUSN 312. Three hours. Showalter.

313 – The Rhetoric of Public Places – An examination of the interdisciplinary research on public memory sites such as memorials and museums as well as other public places such as parks, theme parks, shopping malls, stadia, and transportation depots. Special attention to Washington, DC and Richmond sites. Original student group and individual research projects. Three hours. Sheckels.

320 – Argumentation – An overview of rhetorical theory and empirical research on persuasion, argumentation strategies, and oral delivery. Application of this theory and research in impromptu, extemporaneous, and debating context. Three hours. Sheckels.

330 – Advanced Interpersonal Communication – This course builds on concepts presented in COMM 215, with in-depth discussions and analysis of prominent interpersonal communication theories and research. Using scholarly journal articles and texts, the class will examine the process and problems associated with establishing relationships, understanding the core processes of verbal and non-verbal communication and focusing on the intersection of theory and research. Prerequisite: COMM 215. Offered every three years. Three hours. Staff.

331 – Communication in Groups – This course builds on concepts presented in COMM 215, with in-depth discussions and analysis of prominent group communication theories and research. Current behavioral theory and research in the area of small group communication will be discussed. Specific areas include group leadership, conflict resolution, conformity, productivity, cohesion, consequences, and presenting to an audience. The systems approach will be emphasized but acknowledgement of the functional approach will also be discussed. Prerequisite: COMM 215. Offered every three years. Three hours. Staff.

332 – Intercultural Communication – A survey of the multiple dimensions of culture with an emphasis on the verbal and nonverbal. An examination of the cross-cultural intersections with an emphasis on the

communication difficulties especially as encountered in personal relationships, education, organizations, commerce, politics, health care, and media consumption. The course will deal with both global cultures and cultures within the United States, and it will introduce students to qualitative and critical research methods essential in exploring cultures and their intersections. Offered every three years. Three hours. Staff.

361 – Gender Issues in Communication – After surveying the conceptual foundations of gender, the course surveys research on gender differences in verbal and nonverbal communication. Then, the course considers these differences within contexts such as the family, friendship, intimate relationship, school, politics, and various workplaces. Finally, the course considers how mass media communication (television, movies, music, advertising) affects societal and personal definitions of gender. Throughout the course, the relationships among gender, power, and communication are stressed. Not open to freshmen. Same as WMST 361. Offered alternate years. Three hours. Conners.

362 – Media Diversity – Students will examine issues of diversity and the mass media from a variety of perspectives, including audience, actors/producers, and reporters. We will discuss diversity with respect to the mass media of news, entertainment, and advertising. Diversity will be considered in the context of a variety of categories: race and ethnicity, sexual orientation, economic class, disability, gender, age, and religious beliefs. The construction of such media representations, as well as their implications, will be explored. Three hours. Conners.

363 – Public Relations – Students will develop an understanding of the principles, practices, and theories of public relations, as well as the history of public relations and ethical issues related to its work. Students will develop skills essential for written, spoken, and technology-based public relations tactics, and will develop projects addressing strategies appropriate for different publics (nonprofit, government, corporations, international). Three hours. Conners.

364 – Broadcasting – A comprehensive introduction to the multi-faceted field of broadcasting designed to provide students with a critical understanding of the evolutionary underpinnings of today's broadcast media as well as the ability to foresee and an appreciation of the potential for future development in the twenty-first century. The historical development of broadcast media and the associated theories that have molded their current form will be explored and provide the basis for understanding the influence broadcast media wield today and the shapes media will assume in the future. Three hours. Staff.

381-382 – Special Topics – A consideration of various topics in communication studies. Three hours each. Staff.

450 – Internship in Communication Studies – Intensive experience as a communication professional in an appropriate business setting. Possible placements will include public relations, government offices, sales, customer relations, fund-raising, personnel, and broadcasting. Prerequisite: junior or senior status, GPA of 2.25, and approval of the chair. Application required; see Internship Program. Three hours. Staff.

490 – Seminar in Communication Studies – A capstone seminar focused on a problem or theme transcending the rhetorical, mass communication, and interpersonal areas of the discipline to which the insights of those areas can be profitably applied. Students study the problem/theme and extant communication studies work. Then, they design, execute, and present orally and in writing their own research projects. Prerequisites: COMM 301 with a grade of C- or higher and 302, PSCI 301, PSYC 201, or SOCI 300 with a grade of C- or higher. Three hours. Conners and Sheckels.

Computer Science

Associate Professor Leska, Chair; Professor Rabung; Associate Professor Burrell.

The computer science curriculum integrates theory and practice by including foundation topics that underpin the discipline and by emphasizing the value of abstraction and good engineering design in project development. Elective courses provide an opportunity for deeper study in areas of interest. An important part of the curriculum is the inclusion of professional practice activities such as research experience, teamwork, oral communication and technical writing, and project development. While being sensitive to changes in technology, the curriculum also seeks to prepare students for lifelong learning to enable them to meet future challenges.

A student expecting to major or minor in computer science should enroll in CSCI 111-112 in the first year. If credit is given for one or both of these courses, then a student should enroll in CSCI 211. Although not required, it is beneficial for a first-year student to enroll in one of two calculus sequences, MATH 131-132 or 141-142. A student interested in computer hardware is encouraged to select PHYS 210 to meet one of the collegiate science requirements.

The requirements for a Major in Computer Science:

- Must complete CSCI 111, 112, 211, 212, 214, 395, and MATH 220; (26 credit hours)

- Must complete CSCI 401 with a departmentally designated course (at least one such course will be designated fall and spring). (4 credit hours) (1 credit hour for CSCI 401 and 3 credit hours for the major elective course.)

  OR

  With the permission of the department a student may complete CSCI 483 or CSCI 485 to satisfy this requirement. (3 credit hours)

  (Students may count toward the major only one of the two capstone alternatives.)
- Must complete 2 approved Elective courses from the following: CSCI 207, 310, 315, 330, 332, 336, 340, 411, and 481[1]. (6 credit hours)

To complete the major a student must complete 10 courses that carry 3 or 4 credits each.

[1]CSCI 481, Selected Topics in Computer Science, must be approved by the department and the Committee on the Curriculum to count toward the major.

The designated elective used to satisfy the Capstone requirement cannot be used as one of the two approved electives (the student would not meet the 10 course requirement above).

The requirements for a Minor in Computer Science:

- Must complete CSCI 111 and 112;
- Must complete 3 Elective courses from the following: CSCI 207, 211, 212, 214, 310, 315, 330, 332, 340, 395, 411, and MATH 220.

Computer Science (CSCI) Courses

106 – Computer Applications in Business – In this course students develop problem solving skills using computer applications found in a business environment. The emphasis in this course is on spreadsheet and database applications. The course may also include an introduction to basic computer organization, social issues surrounding the use of computers, PowerPoint, and web page development. Three hours. Staff.

107 – Introductory Web Design and Programming – This course provides a disciplined introduction to client-side web programming and design. The course emphasises: a clear division between page contents, page appearance, and page behavior; adherence to W3C web standards (to ensure pages work on all browsers and devices); and techniques for design, debugging, and solving common errors. Three hours. Staff.

111 – Introduction to Computer Science I – This course provides an introduction to the basic ideas of algorithmic problem solving and an introduction to object-oriented programming techniques. Topics discussed include concepts in software engineering, problem solving, progamming control structures, object-oriented design issues, class definition and instantiation fundamentals, elementary sorting, elementary file input/output, and basic abstraction mechanisms. A weekly three-hour laboratory will exercise and enhance student understanding of the principles covered in the lectures. Four hours. Staff.

112 – Introduction to Computer Science II – A continuation of CSCI 111 in which software development skills are improved and refined. This course places emphasis on solving more complex problems using object-oriented design. Topics covered may include: algorithmic efficiency (an introduction to big-Oh notation), efficient sorting techniques (e.g., merge sort, quick sort), recursion, and collection classes (lists, stacks, queues, priority queues, binary search trees, hash tables) and related applications. A weekly laboratory will exercise and enhance student understanding of the principles covered in the lectures. Prerequisite: CSCI 111 or permission of the instructor. Four hours. Staff.

181 – Computer Service Learning in Haiti – This course offers an opportunity to use existing and pre-trip enhanced computing skills to assist in the development of the computing concepts and skills of Haitian students. During the students' time in Haiti the students will have the opportunity to experience many aspects of life and culture in Haiti. A major thrust of the on-campus portion of the course will involve "hands-on" instruction on the principles and activities from a visual programming language such as Scratch and possibly augmented with Computer Science Unplugged materials; we may also add some problem solving and skills from the Microsoft Suite (Excel, Word, Access, PowerPoint). These materials will be used for instruction of school children in Haiti. The on-campus portion of the course will prepare the students to be capable instructors in the selected areas. Prior to travel students will receive instruction on the concepts to be taught, the use of the selected tools and the effective delivery of the materials. Additionally the students will be tested on their mastery of the aforementioned items. This course will not count toward the Computer Science major or minor. Three hours. Burrell, Leska.

207 - Web Programming II - This course covers the techniques used in programming web pages for interactive content. In particular, students learn how to design and implement databases that reside on the server and dynamically interact with them with Ajax and SQL. The course begins with a review of basic web technologies (HTML, CSS style sheets) for creating web pages and exploring the use of event-driven programming in JavaScript to add interactive elements such as buttons and text fields to web pages. Next, students use AJAX tools to build web pages that

connect to servers like Google to dynamically access data (maps, search results, videos, images, etc). Finally, the students learn how to write their own server-side code to provide access to a custom database. Prerequisite: CSCI 107 or 111 or permission of instructor. Three hours. Staff.

211 – Computer Organization – This course provides a study of the hardware and low-level software of a computer system. Topics include data representation, digital logic circuitry, memory organization, basic interfacing concepts, machine language, and assembly language programming. A weekly laboratory will exercise and enhance student understanding of the principles covered in the lectures. Prerequisite: CSCI 112 or permission of the instructor. Four hours. Staff.

212 – C and UNIX – This course involves students working significantly with the structure of a UNIX-based operating system, and the programming language, C, used to implement the system. Through the investigation of UNIX, students will learn first principles of system programs and structures. Programming projects, written in C, will focus on operating system features and interface with the system. Topics will include the UNIX shell, system structures, system calls, program development, signals, process management, interprocess communication. Prerequisites: CSCI 211. Offered alternate years. Four hours. Staff.

214 – Introduction to Computer Science III: Algorithms, Data Structures and Analysis – This course melds together a discussion of algorithms and analysis of algorithms. It examines algorithms (from areas such as graph theory, game theory, search trees, and matrix applications), the data structures useful in implementing these algorithms, algorithm development approaches (such as divide-and-conquer, dynamic programming, branch and bound, backtracking, and greediness), and algorithm analysis techniques for examining the space and time complexity of these algorithms. Prerequisite: CSCI 112 with a grade of at least C- or permission of the instructor. Recommended: MATH 220. Four hours. Staff.

310 – Theory of Computation – A study of some of the theoretical foundations of three central areas of the computer science curriculum: algorithms, programming languages, and computer architecture. Topics may include finite automata, formal languages, Turing machines, computability, and computational complexity. Students entering this course will be expected to understand techniques of mathematical proof. Prerequisites: CSCI 214 and MATH 220. Three hours. Staff.

315 – Operating Systems Concepts – This course examines concepts and algorithms concerning processes, threads, CPU scheduling, process synchronization, deadlocks and memory management. Java programming with threads and an introduction to Java network programming will complement these topics. Prerequisite: CSCI 211 or permission of the instructor. Recommended: MATH 220. Three hours. Staff.

330 - Introduction to Computer Networking - This course introduces students to the fundamentals of modern computer networking. The course examines how modern computer networks developed, details how they are used & implemented, and provides a foundational basis for further study of the topic. Prerequisite: CSCI 211 or permission of the instructor. Offered alternate years. Three hours. Staff.

332 – Computer Graphics – Students will learn to use a standard graphics API and apply this knowledge to develop graphics applications for several areas. Topics will include a study of basic graphics algorithums, hardware components, output primitives and their attributes, 2D/3D transformations, clipping, interactive input, viewing pipeline, hidden surface removal, shading models, and curve and surface design. Prerequisites: CSCI 112 and 214, or permission of the instructor. Offered alternate years. Three hours. Staff.

336 – Programming in the .NET Framework – This course is a practical introduction to programming and using services provided by .NET. The .NET framework and the classes it provides are covered using the C# language to program console, windows forms, data base and web service .NET applications. Prerequisites: CSCI 214 or a good understanding of object-oriented programming and instructor permission. Three hours. Staff.

340 – Parallel Computing – This course is designed to introduce the student to the theory and practice of parallel computing. Through discussions of principles and implementation of these principles, students will gain experience and knowledge of some of the central issues of parallel computing. Topics include: processes sharing resources, processors sharing resources (architecture models, performance measures, speedup and laws for parallel models), parallelizing algorithms, implementation of algorithms in message-passing systems. Prerequisite: CSCI 214 or permission of the instructor. Offered alternate years. Three hours. Staff.

395 – Junior Seminar – This course, given in a topical-seminar format, is intended to help students strengthen their skills in reading, understanding, exploring, and presenting computer-science concepts. Led by the course instructor and centered on a single topic or thread of topics, students participate in the delivery of the instruction for the course. As appropriate to the content, students may be required to complete projects that enhance the opportunity to develop a deep understanding of the course content. Prerequisites: CSCI 214 with a grade of C- or better and junior standing. Three hours. Staff.

401 – Capstone Experience – A culminating experience in which a computer science major is required to integrate, extend, and apply knowledge and skills from the content of a designated major course together with those accumulated through the pursuit of the major program. Students will enroll in this course as well as a major course designated for the capstone. The projects assigned in the designated major course will provide parallel experiences to the projects assigned to the other students in the course as well as elements that require integrating concepts and skills for previous computer science courses and the general education program. The designated major elective course as well as the projects will be approved by the department. A formal oral presentation of the project work is required to complete the capstone experience. Prerequisites: CSCI 395 and senior standing. One hour. Staff.

411 – Compiler Design – In this course students will learn the use of regular expressions and context-free grammars in the specification and processing of programming languages. Given such specifications for a simple programming language, they will use lex- and yacc-type tools to generate scanners and parsers sufficient to translate the language to intermediate code, and they will write an interpreter of the intermediate code. The course will also discuss aspects of code generation and optimization. Prerequisite: MATH 220 or permission of the instructor. Three hours. Staff.

450 – Internship in Computer Science – An experience in practical education. Each student enrolled in this course will become an active participant in a company's computer science applications. Work schedules will be determined by the participating company. Students will be responsible to a supervisor or supervisors, at the discretion of the respective companies, and to a member of the college's computer science department. Actual work performed will be determined by the company supervisors and may or may not involve a special project. Some possibilities include: computerizing a small company's payroll, inventory, etc.; participating in the systems programming department of a large company; or writing programs based on specifications for a consulting firm specializing in computer applications.

The student, his or her company supervisor, and a computer science department faculty member will meet to discuss the program. Further, each student will meet individually with his or her faculty representative bi-weekly in the fall or spring terms and weekly in the January term to discuss the student's progress. At the end of the term, before a final grade is assigned, each student must submit two copies (one for the company and one for the college's computer science department) of a formal report which summarizes the student's work activities during the term. In addition, the company supervisor may also submit a short, confidential report on the student's performance. Prerequisites: junior or senior status, an overall minimum Randolph-Macon College GPA of 2.25, and departmental approval. Application required; see Internship Program. Offered as needed. Three hours. Staff.

481 – Selected Topics in Computer Science – A course intended to provide further insight into the many facets of computer science. Students may expect extensive reading assignments, the preparation of written and oral reports, and the programming and documentation of non-trivial computer projects. Prerequisite: permission of the instructor. Offered on demand. Three hours. Staff.

482 – Selected Topics in Computer Science – A continuation of CSCI 481. Offered as needed. Three hours. Staff.

483 – Capstone Project – Software – This course requires extensive work in some area of Computer Science that the student has studied. A formal proposal for the project must be submitted to and approved by the department during the semester prior to the semester the student is to enroll in the Capstone Project. This proposal may be modified during the course of the project with the approval of the supervising faculty. In addition to a substantial working software project, students will be expected to provide written documentation in the form of a testing plan, javadoc-style class and method comments, and a user's guide. A formal oral presentation of the project is required. Prerequisites: CSCI 395, senior standing, and permission of the department. Three hours. Staff.

484 – Capstone Project – Software – A continuation of CSCI 483. Offered as needed. Three hours. Staff.

485 – Capstone Project – Research – This course requires extensive work in some area of Computer Science that the student has studied. A formal proposal for the project must be submitted to and approved by the department during the semester prior to the semester the student is to enroll in the Capstone Project. This proposal may be modified during the course of the project with the approval of the supervising faculty. The results of the research must be written in the form of a journal article with appropriate citations. A formal oral presentation of the project is required. Prerequisites: CSCI 395, senior standing, and permission of the department. Three hours. Staff.

486 – Capstone Project – Research – A continuation of CSCI 485. Offered as needed. Three hours. Staff.

487-488 – Departmental Honors I and II – Offered as needed. Three hours each. Staff.

Drama

Drama

Professor J. Mattys; Associate Professor Hillmar. (Department of Fine Arts)

The major in drama enables the student to make creative contributions to the production of theatre. The student is acquainted with a breadth of areas representative of the collaborative nature of theatre.

The requirements for a Major in Drama:

- Must complete DRAM 211, 215, 330, 331, 341, 342, and the capstone 422;
- Must complete four hours of DRAM 310;
- Must complete six semester hours of dramatic liteature offerings in the departments of drama, English, foreign languages, or FLET; the courses selected must differ from one another in period or culture;
- Must complete at least two three semester hour electives in the arts, at least one of which must be in art history, studio art, or music (which may include three, one-hour courses in applied music).

The requirements for a Minor in Drama:

- Must complete DRAM 111, 211, 215, 330, and four hours of DRAM 310.

Drama (DRAM) Courses

111 – Introduction to Theatre – The course is primarily concerned with the functionings, purposes, and methods of theater. Its structure, components, workings, and the contributions of the collaborative artists who make it happen are examined. Attendance at plays on and off- campus and an occasional field trip are required. Three hours. Hillmar.

211 – Acting I – The course provides the student with the fundamental vocabulary of the actor, with attention to the essential conventions of 20th century American acting technique in general and a focus on a condensed form of Stanislavskian acting in particular. Scene work and various training exercises are required. This course is taught in conjunction with DRAM 215, Directing. Four hours. Mattys.

212 – Acting II – The course explores sources of imagination and inspiration for the actor. A series of non-traditional strategies or approaches to acting which supplement character analysis are studied: movement/action; music; and mask. The course extends and deepens work begun in Acting I. Scene study and in-class exercises are required. Prerequisite: DRAM 211. Three hours. Mattys.

215 – Introduction to Directing – The student is introduced to the fundamentals of play direction: script analysis, basics of blocking, composition, and picturization. Also included are discussions of the role and function of the director as an artist and the skills the director must develop. Scene work with actors in class is required. This course is taught in conjunction with DRAM 211, Acting. Prerequisite: sophomore standing or above. Four hours. Mattys.

216 – Directing Studio – The course is a lab for Introduction to Directing, DRAM 215. The student will direct a production, chosen with the consultation and approval of the instructor. A tutorial format is employed. Prerequisites: DRAM 215 and permission of the instructor. Offered as needed. One hour. Mattys.

310 – Dramatics Participation – Participation in the production activities of the drama department in areas including performance, construction and crew work, stage management, design areas, and other related support and service activities. Only six hours of DRAM 310 may be counted toward graduation. One hour. Mattys.

320 – Realistic Drama and Theatre – The course surveys the literature of "realistic" drama, from its formal origins in the 19th century through contemporary theatrical practice. The central question the course addresses is what we mean by "realistic" as the term is applied to drama (literature) and theatre (performance). A variety of genres comprise the readings. Students will become acquainted with a select body of works and (1) learn to analyze plays for their form and content, and (2) develop an awareness of how the plays might be effectively staged. (Students may not receive credit for both DRAM 320 and ENGL 232.) Taught in alternate years. Three hours. Mattys.

330 – Theatre Technology and Scenography: I – The course demonstrates the ways in which the changing technology of theatre affects theatre scenography - the co-ordinated design of scenery, lights, costumes, and other areas. Students learn the vocabulary of equipment, the properties of modern scene materials, the advances in technological fields, and the professional standards in design and technology. Introduced in this semester are the techniques of design and simple scenic and lighting design projects which utilize computer-assisted design (CAD) programs, although the greatest use of CAD is in DRAM 331. A hands-on laboratory component is part of the course, as are occasional field trips to neighboring professional theatres. Attendance at plays on and off-campus is also required. Three hours. Hillmar.

331 – Theatre Technology and Scenography: II – The course continues and elaborates work begun in DRAM 330, but with greater emphasis on the design and drafting of scenic and lighting design projects utilizing CAD programs; costume design projects may be included. Attendance at plays on and off-campus is also required. The course satisfies the CAR for Computing. Prerequisite: DRAM 330. Three hours. Hillmar.

332 – Scenic Design Studio – An exploration of the visual, mechanical, intellectual, and cooperative skills necessary to function as a scenic designer in the Theatre. In this course we will practice methods of analyzing, researching, and visually expressing dramatic works. Course work will concentrate on the active process of scenic design with an emphasis on creativity and communication of scenic ideas. Prerequisites: DRAM 330 and 331. Three hours. Hillmar.

333 – Lighting Design Studio – An exploration of the visual, mechanical, intellectual, and cooperative skills necessary to function as a lighting designer in the Theatre. In this course we will practice methods of analyzing, researching, and visually expressing dramatic works. Course work will concentrate on the active process of lighting design with an emphasis on creativity and communication of visual lighting ideas. Prerequisites: DRAM 330 and 331. Three hours. Hillmar.

334 – Stage Management – Exploration of theatrical production focusing on the duties and responsibilities of Stage Managers. Three hours. Hillmar.

341 – History of Theatre to 1800 – The course will focus on architecture, writing, acting, directing, staging, and theatrical design, as well as the relationship between theatre and the culture from which it springs. Prerequisite: major status or permission of the instructor. Offered alternate years. Three hours. Mattys.

342 – History of Theatre since 1800 – The course is similar in scope and intent to DRAM 341, with the exception that the focus is on developments since 1800. Prerequisite: major status or permission of the instructor. Offered alternate years. Three hours. Mattys.

381-382 – Special Topics in Drama – Advanced study of both traditional and contemporary topics in drama. Taught by departmental staff to meet the needs of advanced students with special interests in drama. Offered as needed. Three hours. Staff.

422 – Senior Thesis in Drama – Senior students majoring in drama will complete one of the following projects: (l) write a major paper on some aspect of the history or theory of drama, (2) have the primary directorial or design responsibility for a production, or (3) write an original play of suitable length. Three hours. Hillmar, Mattys.

455 – Internship in Theatre – Students may intern with a local professional theatre, either in an administrative capacity or in a practical capacity (assistant stage manager, lights, props, etc.). Students must meet the requirements for internships as outlined elsewhere in this catalog. Application required; see Internship Program. Offered as needed. Three hours. Mattys, Hillmar.

Economics

Professors Brat, Lang, and Pfitzner; Associate Professor Schmidt.
(Department of Economics/Business)

Economics is the study of scarcity, choice, and tradeoffs. Scarcity exists because productive resources are limited but human wants are unlimited. As a result, all societies, households, and firms must make choices and these choices inevitably involve tradeoffs. The major in economics develops the essential skills for understanding economic problems in many contexts. It prepares students for careers in all business environments and provides an excellent foundation for graduate studies in economics, business, public policy, and law.

The requirements for a Major in Economics:

- Must complete ECON 201 or 203;
- Must complete ECON 202, 323, and 324;
- Must complete MATH 111 or MATH 113 or FYEC 200;
- Must complete six elective courses from the following: ECON 312, 340, 350, 357, 361, 370, 380, 382, 383, 391, 423, 440, 442, 445, 450, 451, 481, 491, 496-498, HONR 266, FYEC 128, FYEC 146, or FYEC 171.

* Must complete two approved courses in a related field: Sociology, Psychology, Political Science, Computer Science, Mathematics, History, or Business

The requirements for a Major in Economics with International Emphasis:

- Must complete ECON 201 or 203;
- Must complete ECON 202, 323, 324, and 380;
- Must complete MATH 111 or MATH 113 or FYEC 200;
- Must complete three courses from the following: BUSN 370, 382, 383, or approved Wroxton College courses. An internship in international economics may be substituted for one of the three elective courses;
- Must complete two elective courses from the following: ECON 312, 340, 350, 361, 370, 391, 423, 425, 440, 442, 445, 450, 451, 481, 482, 491, 496-498, FYEC 146, or FYEC 171.

The requirements for a Minor in Economics:

- Must complete ECON 201 or 203;
- Must complete ECON 203, 323, and 324;
- Must complete two elective courses from the following: ECON 312, 340, 350, 357, 361, 370, 380, 382, 383, 391, 423, 440, 442, 445, 450, 451, 481, 482, 491, 492, 496-498, or HONR 266.

Economics/Business

Economics/Business

Professor Brat, Chair; Professors Lang, Lowry, Pfitzner, and Staples; Associate Professors Schmidt and Showalter.

A major in economics and business offers students the opportunity to explore theories and concepts from accounting, business, and economics. Students study in an active learning environment and begin to understand and appreciate the complex nature of business organizations through applied economic theory. A major in economics and business prepares students for a career in all business environments and provides an excellent foundation for graduate studies in such fields as business and law.

The requirements for a Major in Economics/Business:

- Must complete ECON 201 or 203;
- Must complete BUSN 213, 221, 222, ECON 202, 323, and 324;
- Must complete MATH 111 or MATH 113 or FYEC 200;
- Must complete three approved elective courses in Economics from the following:
  ECON 312, 340, 350, 357, 361, 370, 380, 382, 383, 391, 423, 425, 440, 442, 445, 450, 451, 452, 455, 491, 492, 496-498, HONR 266, FYEC 165, or FYEC 171;
- Must complete three approved elective courses in Business from the following:
  BUSN 226, 310, 312, 313, 321, 322, 336, 342, 362, 367, 370, 372, 375, 380, 385, 421, 422, 425, 436, 450, 451, 452, 491, HONR 276, or IBUS 2201.

The requirements for a Major in Economics/ Business with International Emphasis:

- Must complete ECON 201 or 203;
- Must complete BUSN 213, 221, 222, 310, ECON 202, 323, 324, and 380;
- Must complete MATH 111 or MATH 113 or FYEC 200;
- Electives: Must complete two required electives in any combination and two additional electives to meet the requirement of two BUSN electives and two ECON electives.
- Required Electives: Must complete two courses from the following in any combination: ECON 382, 383, BUSN 370, IBUS 2201, or ECON 3022. May substitute an international internship in Business or Economics for ONE of the two elective courses.
- Additional Electives: The remaining courses may be chosen from the following to meet the requirement of two business and two economics electives when combined with Required Electives (above): BUSN 226, 313, 336, 342, 380, 422, 425, 436, ECON 312, 340, 350, 357, 361, 370, 425, 440, 442, or 445. Senior Independent Studies and Senior Project courses must be approved in advance to fulfill this requirement.

Capstone experiences offered by the Department of Economics/Business include: BUSN 425, 450, 451, 452, 455, ECON 440, 450-451, and 455. Senior Independent Studies and Senior Projects also are offered but they must be approved in advance by the chair of the department before they will count as a capstone experience.

Economics (ECON) Courses

201 – Principles of Economics-Micro – The emphasis is primarily micro. Topics covered include elasticity of supply and demand, market structures, price and output determination, price and employment determination, comparative advantage, balance of payments, issues in international trade, and finance. This course will satisfy one Social Science Area of Knowledge requirement. Three hours. Staff.

202 – Principles of Economics-Macro – An introductory treatment of the basic concepts, methodology, and analytical tools that relate to the operation of a modern economic system. The emphasis is primarily macro. Topics covered include supply and demand analysis, economic activities of government, national income accounting, employment theory, commercial banking, monetary and fiscal policy, and economic growth. Prerequisite: ECON 201. Three hours. Staff.

312 – Advanced Statistics for Economics and Business – A course that deals with the statistical techniques used to analyze economic and business data. It serves as a background for the study of econometrics and for graduate study. Emphasis is placed on parametric and non-parametric tests of hypotheses, regression analysis, and time-series analysis. Index numbers and decision theory will be covered if time permits. Computer applications are an integral part of the course. Prerequisites: ECON 201-202, MATH 111 or 113. Three hours. Pfitzner.

323 – Intermediate Microeconomic Theory – A study of traditional price theory. The course emphasizes the development and use of tools that permit analysis of several different types of product and resource markets. A major theme is efficiency in resource allocation and major topics include demand theory, indifference curve analysis, derivation of costs, pricing behavior, and resource employment and prices. The course also integrates simple mathematical techniques with economic analysis. Prerequisite: ECON 201. Four hours. Pfitzner, Brat.

324 – Intermediate Macroeconomic Theory – A study of the economic forces that determine the major macroeconomic variables for the economy as a whole

– output, employment, interest rates, and the overall price level. An analysis is made of classical, Keynesian, new classical, and monetarist economics as well as the implications of these alternative hypotheses. Prerequisites: ECON 201-202. Three hours. Lang, Schmidt.

340 – Urban Economics – This course applies the analytical tools of microeconomics to model the spatial and economic organization of cities and metropolitan areas. The model is then used to study issues facing cities such as urban transportation, housing, poverty and segregation, and urban public finance. Prerequisites: ECON 201-202, 323. Offered alternate years. Three hours. Lang.

350 – Environmental Economics – This course studies the relationships between the environment and our economic and political systems. Economics can assist in identifying circumstances that give rise to environmental problems, in discovering causes of these problems, and in searching for solutions. The notion of intertemporal economic efficiency and the effect that property rights, externalities, and regulation have on efficiency will be covered. In addition, specific environmental problems, such as population growth, natural resource allocation, pollution control, and sustainable development, will be examined with a strong emphasis on policy analysis. Prerequisite: ECON 201. Offered alternate years. Three hours. Lang.

357 – Public Finance – A study of the economic behavior of the public sector with reference to taxing, spending, borrowing, and managing the public debt. Students are expected to be able to analyze the effects of government taxes and expenditures on resource allocation, stabilization, and distribution. Additional topics include an analysis of government regulation, externalities, and benefit-cost analysis. Prerequisites: ECON 201-202, 323. Offered every three years. Three hours. Brat.

361 – Money and Banking – A course that examines the role played by money, commercial banks, and other financial intermediaries in our economic system. It encompasses institutional description, model building, and monetary theory and policy. Attention is also placed on different financial instruments and markets and on the differences in various schools of thought with respect to the role of the Federal Reserve System. Prerequisites: ECON 201-202. Three hours. Schmidt.

370 – Economic Justice – An historical examination of the major conceptions of economic justice primarily in the Western world. Major ethical schools of thought include the Socratic/Platonic/Aristotelian, the Judeo-Christian, and the Enlightenment school of Locke, Rousseau, Kant, Mill and Marx. Finally, contemporary moral theorists such as John Rawls and Robert Nozick will be used to compare/contrast this legacy of ethical thought with the orthodox models of economic thought, as represented in the writings of economists such as Adam Smith, John Maynard Keynes, and Milton Friedman. Students may not receive credit for both ECON 370 and HONR 240. Three hours. Brat.

380 – International Economics – A study of international economic relationships in theory and practice. The course emphasizes the analysis of the gains from international trade and the costs of tariff and non-tariff barriers, as well as the effects of various methods of protection on the domestic economy. Also included is a study of international financial arrangements, balance of payments problems, and an analysis of exchange rates and international capital flows. Prerequisites: ECON 201-202, 323. Three hours. Pfitzner.

382 – International Economic Development – An introduction to theory and policy in the important area of economic development. Classical and Neo-Classical models of economic growth are presented. Regional and historical analysis are applied to Africa, Asia, and Latin America. Models and problems specific to third-world economies are also presented as an integral part of the course. A significant amount of time is devoted to the study of institutions and technology in economic growth. The work of Douglass North complements the economic growth theory found in the work of prominent economists such as Mankiw, Barro, and Jones. Prerequisites: ECON 201-202, 323. Offered every three years. Three hours. Brat.

383 – Britain in the International Economy – International trade theory and finance with particular emphasis on the development of the European Union. General theory of economic integration is examined relative to Europe's economic development, including trade diversion and trade creation with special reference to integrational forms such as free trade, customs unions, common markets, and economic unions. The theory of optimal currency is explored with special reference to the EU's currency union. Offered at Wroxton College, the history of the origins and structure of the EU will be taught by Wroxton staff. Students attend debates and participate in discussions with British economists and politicians at Parliament. Selected industry tours included. Prerequisite: ECON 201 or instructor permission. Offered every January term. Three hours. Staff.

391-392 – Junior Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Three hours each. Staff.

440 – Contemporary Issues in Economics – A course in seminar format intended to provide further

insight into economic theory and policy. Students will be exposed to the current literature of economic analysis through readings and oral presentations. Prerequisites: ECON 201-202, 323-324. Offered alternate years. Three hours. Lang.

442 – Econometrics – A course that introduces students to the application of statistical techniques in order to derive measurements of empirical relationships in economics. The major emphasis is on the application of regression analysis and the problems commonly arising in an economic context. Prerequisites: ECON 201-202, 312. Offered alternate years. Three hours. Pfitzner.

445 – Time Series Analysis and Forecasting – An introduction to a wide variety of modern techniques of forecasting economic and business data that are time-related. The student will gain hands-on experience in utilizing modern computer techniques to perform required statistical estimation procedures. Prerequisites: ECON 201-202, 312. Offered alternate years. Three hours. Pfitzner.

450-451 – Internship in Economics – Application required; see Internship Program. See BUSN 450-451.

481-482 – Selected Topics in Economics – This course is designed to investigate a field of specialized analysis in economics. The topics considered will change with each offering. Prerequisites: ECON 201-202, 323. Offered as needed. Three hours each. Staff.

491-492 – Senior Independent Study – This course of study is usually based upon successful completion of the junior independent study course or courses and is done under the guidance of a member of the department. It should bridge the gap between undergraduate and graduate studies in economics, although it can be of significant value for a student not going on to graduate work who wants to know more about the discipline. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Prerequisite: senior standing. Offered as needed. Three hours each. Staff.

496-498 – Senior Project – A student-selected and faculty-approved subject of independent study constitutes the project. Frequent conferences are held with the student, and a three-person faculty committee holds an examination upon completion of the project. The student is expected to develop the ability to formulate a topic, perform the research, and compose a written report. Open to seniors only each semester with departmental approval. Six hours. Staff.

Study Abroad Course offered at Wroxton College in England

ECON3022 - European Economic Integration – This course examines the economic growth and development of Europe in the context of economic regionalism and integration. Emphasis is placed on the evolution of institutions, policies and processes since 1945 that have brought Europe to where it is today. Three hours. Forman.

Education

Professor Davis, Chair; Associate Professor Bruce; Assistant Professor Yesbeck.

The Education Department offers a minor in education which is a sequential program designed to enable qualified students to enter teaching at the elementary, middle/secondary levels, or in music. The required education courses must be combined appropriately with specified general education courses and with the requisite courses in the student's major program.

The Education Department offers a state approved and a nationally accredited program. Randolph-Macon College's Teacher Preperation Program is accredited by the Teacher Education Accreditation Council (TEAC) which certifies that the professional education program has provided evidence that the program adheres to TEAC's quality principles.

All requirements and coursework fulfill current state guidelines for teacher licensure at the time of catalog publication.

The requirements for Elementary Education:

- Must complete EDUC 220/221, 225/226, 227, 228, 233, 321/322, 346, 356, 425, and 426.
- Please note: HIST 111 and 112 are required for elementary teaching endorsement by the Virginia Department of Education.

The requirements for Secondary Education:

- Must complete EDUC 220/221, 230, 233, 321/322, 346, 355, 425, and 426.
- Please note: HIST 111 and 112 are ONLY required for history or political science secondary education minors.
- Must confer with advisor in the student's major department for required courses within the major to prepare for secondary teaching endorsement.

The requirements for Music Education:

- Must complete EDUC 220/221, 233, 321/322, 346, 425/426;
- Must complete MUSC 355 and 356 instead of EDUC 355 or 356;
- Must confer with advisor in Music Department for required music courses for specific license endorsement (choral or instrumental).

Education

Teacher Licensure

Such a structured program will enable students to meet the requirements prescribed by the Virginia State Board of Education for the Collegiate Professional License in grades 6-12 (middle/secondary) with an endorsement in the individual student's teaching field (major) or preK-6 for the elementary endorsement. French, Latin, German, Spanish, and music (choral and instrumental) are grades K-12 endorsements. The Virginia Collegiate Professional License also requires candidates to successfully complete required standardized competency assessments, which include PRAXIS II – Specialty Area and the Virginia Communication and Literary Assessment (VCLA). Additionally, elementary (preK-6) candidates must pass the Reading for Virginia Educators (RVE – effective July 2011). Information on these assessments is available in the Education Department and at the Virginia Department of Education website.

Virginia Department of Education regulations require that students, who plan to teach, complete both their major plus a minor in education. Advance planning is essential for students who wish to participate in the teacher preparation program. Students preparing to teach should consult with their advisors and the Education Department faculty during their freshman year in order to begin planning a course of study which is in accordance with the requirements of the teacher preparation program. The first course in the Education Minor is EDUC 220-221, the prerequisite for all other education courses. This course requires the following overall GPA minimums: 2.2 for sophomores and 2.45 for juniors. It is also recommended that students take PRAXIS I or submit approved substitute scores before or during this course. PRAXIS I is required for program admission and before enrollment in any other required Education course. SAT score of 1100 with 530 minimum in math and reading or ACT score of 24 (minimum 22 math/46 English) may be substituted for PRAXIS I. The student must provide a copy of the SAT or ACT scores to the Education Department. As of April 2010, candidates may take PRAXIS 1 math only and VCLA reading and writing to meet requirements.

Elementary Teaching Endorsement - Grades PreK-6

Any major is acceptable for the elementary program. For the elementary education program, the following courses are required: EDUC 220-221, 225/226, 227, 228, 233, 321-322, 346, 356 AND 425-426. Starting education courses as early as possible is advisable. In most cases, students who begin taking their education courses in the fall term of their second year have adequate time to complete the program. For admission to the Teacher Preparation Program, candidates must pass PRAXIS I or substitute SAT or ACT scores or, candidates may take PRAXIS I math only and VCLA reading and writing to meet requirements. For licensure in Virginia, candidates must achieve passing scores on PRAXIS II, the VCLA, and the Reading for Virginia Educators (RVE – effective July 2011).

Middle/Secondary Teaching Endorsement - Grades 6-12

Programs for the middle/secondary level are available in the following areas: biology, physics, chemistry, English, French, Spanish, German, history and social science, and mathematics.

In the college catalog, each department (with secondary endorsements in Education) lists the specific course of study that must be followed in conjunction with the Education minor.

The required education courses leading to secondary licensure are as follows: EDUC 220-221, 230, 233, 321-322, 346, 355 AND 425-426. Ideally, EDUC 220-221 should be taken in the fall of the sophomore year, and EDUC 321-322 should be taken in the fall of the junior year. EDUC 230 may be taken in the fall of the junior or senior year. The Teacher Preparation Program requires passing PRAXIS I or substitute SAT or ACT scores. Virginia licensure requires passing PRAXIS II and the VCLA.

Music Education Teaching Endorsement – Grades PreK -12.

Students majoring in music and planning to minor in education for the purpose of state certification must complete MUSC 355 and 356 instead of EDUC 355 and 356 as part of the Education minor. Students should refer to the required coursework for a major in music with teacher certification.

Fieldwork and Technology

All Education courses include fieldwork in local public school settings. For all fieldwork, including student teaching, students must provide their own transportation. The Education courses offer integrated and sequential instruction in technology that surpasses the Virginia Department of Education Technology Standards for Teachers.

The Student Teaching Block (Music and Secondary only)

EDUC 346, 355, and 425-426 are part of the student teaching semester which must be taken during the spring term of the senior year. Students who participate in this program must complete all other degree requirements prior to the final semester of their senior year. Students are not allowed to take any additional coursework during the student teaching semester.

Student teaching provides the capstone experience for the education minor and takes place spring semester of the senior year.

Student Teaching Methods (Elementary only)

EDUC 356 (Elementary Methods) is taught in January term. EDUC 346, 425-426 are taught in spring term of senior year. Students who participate in this program must complete all other degree requirements prior to the January term of their senior year. Students are not allowed to take any additional coursework during the student teaching semester.

Program Requirements and Applications

The minimum overall GPA for admission into the Teacher Preparation Program is 2.60, which must be in place by the end of J-term of the junior year. Passing score on PRAXIS I or accepted substitute assessments, which is a general knowledge assessment, is required for program admission.

Formal application for admission to the Teacher Preparation Program is made during the second semester of the student's junior year. In addition, during the fall of the student's senior year, he or she must apply for admission to student teaching. In each case, the student's application is reviewed by the department in which the student is majoring, by the Education Department, and by the Teacher Preparation Committee of the college. Applicants will be considered with regard to the following:

1. Scholarship in the major field, in education courses, and in the general liberal arts courses. Students are eligible to apply for the Teacher Preparation Program during their junior year if they have at least a 2.6 cumulative GPA and have completed at least one Randolph-Macon College Education course with a grade of C- or better. Students are eligible to apply for the student teaching experience during their senior year if they have continued to maintain a 2.6 cumulative GPA and a 2.6 GPA in their major field. Students who have a grade-point average of 2.4-2.59 GPA in their major field may also be reviewed upon recommendation of the department concerned. Students must continue to demonstrate competence in their professional education courses and experiences;
2. Personal characteristics which seem to indicate that the student has the potential to become an effective teacher;
3. Physical and mental health;
4. Proficiency in written English (grade of C- or better in: ENGL 185, advanced placement, or transfer credit);
5. Proficiency in oral English skills (grade of C- or better in COMM 210 or COMM 215);
6. Proficiency in math (grade of C- or better in one math course taken to satisfy the collegiate requirement, or advanced placement credit);
7. Proficiency in history (C- or better):
   - Elementary minors must take HIST 111-112;
   - Secondary History or Political Science majors must take HIST 111-112;
   - All other Secondary majors may take HIST 100-101.
8. Minimum passing score (532) or better on PRAXIS I or substitute SAT score of 1100 with 530 minimum in math and reading. May substitute ACT scores of composite 24 with minimum 22 in math; 46 in English/reading or PRAXIS 1 math (178) plus VCLA (470) reading 235 minimum, writing 235 minimum.

Only students accepted into the Teacher Preparation Program may continue to enroll in education courses.

Application for Student Teaching

The spring Student Teaching Block course work is designed for full-time undergraduates of the college. In the fall semester of the senior year, students with program acceptance status must file an application for student teaching. All of the program standards listed for admittance must be maintained.

In certain unique circumstances, graduates of Randolph-Macon may enroll in the spring block if:

a. the student has been accepted into the program by application to the Teacher Preparation Committee,
b. there is a written request from the graduate that he or she may apply to student teach the following spring, and
c. all conditions for acceptance to student teaching are met.

Graduates of other colleges and universities who desire to complete spring block coursework for teacher licensure may be considered if:

a. conditions for acceptance to the program are met, and
b. all conditions for acceptance into student teaching are met.

Applications are available in the Education department and on the college Web site. Applications for admission into the program are due in March of the student's junior year, and applications for admission to student teaching are due by November of the student's senior year. Students must declare the Education Minor by the end of the Fall semester of their junior year. All applicants for the program and student teaching are responsible for obtaining applications from the Education Department. All students must take the PRAXIS I tests before or during EDUC 220-221. A passing score on PRAXIS I, a professional assessment for beginning teachers is required for admission to the Teacher Preparation Program. The aggregate Randolph-Macon College pass rate on the PRAXIS 1 basic skills (reading, writing, and math) tests for 2009-2010 was 100 percent. SAT score of

1100 with 530 minimum in math and reading may be substituted for PRAXIS 1. ACT scores of composite 24 with minimum 22 in math; 46 in English/reading or PRAXIS 1 math (178) plus VCLA (470) reading 235 minimum, writing 235 minimum.

All teacher preparation students must take a PRAXIS II-Specialty Area Test. Elementary teachers take "Elementary Education: Content Knowledge" test. Middle school and secondary teachers take the tests based on their academic majors. Required PRAXIS II tests are posted outside of Education offices in Marby House.

Student Teaching

The education department is fortunate to have a long-standing, successful, collaborative relationship with Hanover County Schools. Several of the schools where education students have field work or student teaching experiences are within walking distance of the campus. Though the college will attempt to accommodate students' needs, students are responsible for transportation to and from local schools for field work and student teaching.

Education (EDUC) Courses

102 - REAL: Real Experiences/Authentic Learning – Real Reading: Launching the Olympian Reader – The purpose of this one hour course is to provide students with an experiential learning opportunity in the field of reading while promoting community service. Under the direction of a Randolph-Macon College professor, school librarian, reading specialist, and classroom teacher, Randolph-Macon College students will work with children in a local elementary school to read and discuss books in a collaborative manner. This course is open to all students. Permission of instructor required. One hour. Fall only. Roberson.

201 – Issues in Contemporary Education: Formation Through Action – This course is designed to provide a forum for students and invited faculty experts to discuss contemporary educational issues. A primary objective is to generate literacy and interest in current educational affairs that impact students' lives. Students will be encouraged to expand their perspectives on education to include viewpoints from other cultures, disciplines and experiences. Students will interview guest speakers, lead class discussion of the topic to be presented, engage in lively discourse with guests and become acquainted with significant research related to topics under discussion. They will refine and develop their critical thinking, speaking and writing skills as they delve into an analysis of educational issues that impact all college students. Active participation in class and discourse with Randolph-Macon College scholars are central components. This course does not count toward the Education minor. January Term/select years. Three hours. Bruce.

220 – Foundations of American Education – The philosophical, historical, and sociological foundations of American education form a context from which students analyze the institutional characteristics and curricular patterns, objectives, and resources of the contemporary elementary and secondary schools. Emphasis is placed on issues, problems, and challenges which influence curriculum and instruction in grades K-12 today. This course, which is a prerequisite to all other required education courses, requires minimum 2.20 overall GPA to enroll as a sophomore and 2.45 overall GPA to enroll as a junior. This course is not open to freshmen or seniors. Must be taken concurrently with EDUC 221. Students are required to take PRAXIS I tests prior to or during this course or approved substitutes. Praxis I is required for eligibility for all subsequent education courses. Three hours. Fall and Spring. Staff. Yesbeck.

221 – Field Work in Foundations of American Education – Provides the field work in local school classrooms and must be taken concurrently with EDUC 220. One hour. Staff.

225 – Reading and Language Arts for Elementary Teachers – This course offers an overview of the developmental reading process and the related theory and instructional practices. It provides a survey of children's literature with an emphasis on fostering creativity and facilitating language arts, and it includes an introduction to modern phonetics, grammar, and creative writing. It also includes field work and a survey of reading problems, formal and informal diagnostic instruments, and instructional procedures. Prerequisites: EDUC 220-221, EDUC 321-322 or permission of the instructor. Offered fall semester only. Must be taken concurrently with EDUC 226. Three hours. Roberson.

226 – Fieldwork in Reading and Language Arts for Elementary Teachers – Must be taken concurrently with EDUC 225. One hour. Roberson.

227 – Math Methods for Elementary Teachers – This course provides an overview of the development of mathematical reasoning skills in elementary students (preK-6) and examines the implications for the design of effective instruction. Encompassed in this course is the integration of concrete manipulatives in learning to teach mathematics as well as other content areas. Strategies for fostering an understanding of computational and problem-solving skills needed for mathematics instruction are emphasized. A fieldwork component is included. Prerequisites: EDUC 220-221. Three hours. Fall term. Yesbeck.

228 – Science Methods for Elementary Teachers – This course is designed to expand pre-service teachers' knowledge and skills in the teaching of science in

the K-6 classroom. New materials and methodologies will be examined in light of current trends, research findings and professional guidelines. Strategies for developing an understanding of content, process skills and attitudes of science are modeled. A field work component is included. Prerequistes: EDUC 220-221. Three hours. Spring term. Yesbeck.

230 – Reading in the Content Areas K-12 – This course explores how students comprehend and learn with text and how teachers can assist them in these processes. Students will examine what it means to comprehend and learn from text material. Then, students will read, discuss, and experiment with instructional strategies that promote understanding of narrative and expository texts. The course will actively engage students in using a variety of instructional approaches. The opportunity to observe inservice teachers will be included. Required for all secondary education minors. Suggested for all education minors. Prerequisites: EDUC 220-221, related fieldwork, or permission of the instructor. Highly recommended: EDUC 321-322. Offered in spring semester only. Three hours. Roberson.

233 – Survey of Exceptional Children – The dimensions of exceptionality will be examined including medical, cognitive, communicative, and social/emotional. Roles and responsibilities of education and the community will be examined including speakers and/or field trips to selected sites. Research, discussion, group projects, and videos will be used to assist in examining relevant issues. Course may be used as an elective in psychology major or minor. Prerequisites: EDUC 220-221 or permission of the instructor. Offered fall and spring. This course is required for all education minors. Three hours. Bruce, Staff.

321 – Educational Psychology – A study of human growth and development (physical, cognitive, motional, social, and moral) through the adolescent period. In addition, other major topics include theories of learning, intelligence, motivation, creativity, reasoning, problem solving, and awareness of multicultural impact on learning. The study enables students to apply psychological principles to the educational process and classroom teaching. Units on measurement/evaluation and child abuse and neglect recognition, reporting, and responding are also included. EDUC 321 must be taken concurrently with EDUC 322. Prerequisites: EDUC 220-221. Three hours. Fall only. Davis.

322 – Field Work in Educational Psychology – Must be taken concurrently with EDUC 321. Provides fieldwork assoociated with development, learning, and instructions as observed in public school classrooms. One hour. Davis.

346 – Senior Seminar – This capstone course is part of the senior block plan. Student teachers create an electronic portfolio which serves to present the cumulative professional and personal teaching qualifications. The portfolio emphasizes various in-depth aspects of overall teacher preparation. This course concentrates on continued development of the reflective professional process. Additionally, the seminar addresses current educational issues and best practices in teaching including technology. This class meets one evening each week. Prerequisites: EDUC 220-221, 230, 321-322 for secondary education minors and EDUC 220-221, 225, 227, 228, and 321-322 for elementary education minors. This course fulfills the Cross Area Requirement for computer technology. Spring only. Three hours. Davis.

355 – Principles and Methods of Secondary Education – Building on the foundations of EDUC 220 and EDUC 321 as well as on the students' knowledge of their teaching field, students continue to study secondary curriculum and instructional procedures. Emphasis is placed on topics and experiences which enable students to develop an effective teaching style. Topics include instructional planning, choosing and implementing a variety of instructional strategies, technology, classroom management, measurement and evaluation of performance and achievement and differentiation of instruction. The course work includes the student's planning, preparation, and presentation of micro-lessons, some of which will be video-taped. Students will be required to create a comprehensive instructional unit of study to be used in student teaching. In addition, major department tutorials will address textbooks, technology, instructional materials, and resources and Virginia SOL's relevant to each student's teaching field. Working with LEP (Limited English Proficiency) students is addressed in this course. (This course is part of the education block plan and must be taken concurrently with EDUC 346 and EDUC 425-426 during spring semester of the senior year.) Prerequisites: EDUC 220-221, 321-322 and admission to student teaching. Spring only. Four hours. Davis.

356 – Principles and Methods of Elementary Education – Emphasis is on multiple teaching techniques and varied instructional materials appropriate to the elementary level. The course develops an understanding of factors and competencies necessary for effective elementary classroom instruction, including the development of cross-curriculum integrated instructional units of study based on Virginia Standards of Learning, classroom management strategies, and teaching techniques that address learning style, multiple intelligences, and current brain-based research among other aspects necessary for the student teaching experience. Effective and efficient classroom management theories and strategies are addressed. Working

with LEP (Limited English Proficiency) students is addressed in this course. (This course is part of the block plan and must be taken in J-term prior to EDUC 346 and EDUC 425-426 which are taken during the spring term of the senior year.) Prerequisites: EDUC 220-221, 225, 227, 228, 321-322 and admission to student teaching. Three hours. Yesbeck.

425 – Observation- Observation and student teaching are the capstone experiences for all Education minors. Students are given opportunities to integrate knowledge and experiences from all other Education courses and field work. These include: professional, academic, and creative integrations. Education 425 includes 4-5 weeks of observation, participation, and specific assignments to prepare the student for ten weeks of full-time student teaching. Must be taken concurrently with EDUC 346 (only elementary minors must take EDUC 356 during J-term prior to spring block) and EDUC 355 during the senior year. Prerequisites: EDUC 220-221, EDUC 321-322 (and additional specified for both elementary and secondary minors as listed for EDUC 346). Three hours. Spring term. Davis.

426 – Student Teaching- Student teaching is the culminating experience for the Education minor. Student teaching is designed to integrate and refine knowledge and experiences to become an effective teacher. Student teaching is a full-time ten week teaching experience. Student teaching fulfills the Cross Area Requirement for Experiential Learning. Must be taken concurrently with EDUC 346 (only elementary minors must take EDUC 356 during J-term prior to spring block) and EDUC 355 during the senior year. Prerequisites: EDUC 220-221, EDUC 321-322 (and additional courses specified for both elementary and secondary minors as listed for EDUC 346). Six hours. Spring term. Davis.

450 – Directed Field Studies – This course provides an opportunity, under unusual circumstances, for a qualified student to gain practical experience or research study with an educational institution through field placement. Prerequisite: permission of the department chair. Three hours. Staff.

455 – Internship in Education – Designed for juniors or seniors with a minimum of a 2.25 GPA who desire an immersion experience in an educational setting other than those available through education course-related field work experiences. The qualified student should have a specific area of educational interest such as special education, working in juvenile detention classrooms, working with school counselors, working in hospital settings, etc. The student will need to have successfully completed EDUC 220-221 or have permission of the instructor. For elective credit only, this course may not count towards an education minor. Application required; see Internship Program. Three hours. Davis.

English

Professor Peyser, Chair; Professors Goodwin, Scott, and Sheckels; Associate Professor Giemza; Assistant Professors Cadwallader, Cull, and Haynes; Instructors Mills and Reynolds.

At the core of the major in English is an encounter with one of the richest and now most diverse literary traditions in the world. To study English is thus to learn how to enjoy and understand an unparalleled variety of works that, to paraphrase the great eighteenth-century critic Samuel Johnson, have pleased many and pleased long. For many, majoring in English marks the start of a lifelong fascination with anything from Arthurian legend, to Shakespeare's plays, to the recent flowering of Anglophone literature in Africa. Of necessity, appreciation of such works entails an enhanced sensitivity to precision and nuance in language, a sensitivity that can greatly benefit students' own writing. Those electing to major in English may also include in their program courses from the allied fields of communication and journalism, fields united with the major in their attentiveness to rhetoric and preoccupation with the way language can be used to persuade, inform, or even give meaning to life. As a whole, the major not only introduces students to some of the most powerful depictions of the human condition ever created, but also endows them with skills of expression and analysis highly prized in many professions.

The requirements for a Major in English:

The English major consists of 13 courses.

- Students must take ENGL 210, 211, 212, 311, and 495;
- Students must take one course in literature before 1485: ENGL 308, 407, or 408;
- Students may count only 6 courses at the 200 level toward fulfillment of the major;
- Students may petition to count two courses from other departments if they are literature courses or complement the student's course work in the major;
- Students may count three designated courses from Journalism and Communication Studies (JOUR 203, 205; COMM 225, 307, 309, and 361) toward fulfillment of the major.
- No more than three courses total coming from departments other than English and American Studies may count on the major.

Students minoring in Education who wish to be certified to teach at the secondary level must include the following courses in the major program:

- ENGL 251 and 252;
- One of the following courses: ENGL 300 or 305;
- One of the following courses: ENGL 375 or 377.

Students minoring in Education are strongly encouraged to take ENGL 233.

English

There are two minors available in English,

The requirements for a Minor in English/Literature:

- ENGL 211 and 212;
- Twelve additional hours of literature at the 200, 300, or 400 level;
- ENGL 375 or 377 may be counted toward the English/Literature minor;
- Students may include one of the following writing courses: ENGL 300, 302, 306, or 307.
- Students may petition to include one course from a different department on the minor if the course is in literature or complements the student's coursework for the minor.

The requirements for a Minor in English/Writing:

- One of the following courses: ENGL 300 or 305;
- One of the following courses: ENGL 375 or 377;
- Six hours of literature at the 300 or 400 level;
- Two additional courses from the following: ENGL 300, 302, 303, 304, 305, 306, 307, 400, 401, JOUR 203, 204, 205, and COMM 225.

English (ENGL) Courses

185 – Seminar on Exposition and Argument – The Seminar on Exposition and Argument provides an intensive introduction to all of the skills that go into good writing: critical reading, framing arguments for different audiences, mechanics, style, and research. The seminar must be taken during a student's first year at the College. The core curriculum will ask students to continue to refine their writing, but this course lays the foundation for the kinds of writing expected of students throughout college. Four hours. Staff.

210 – Major Tutorial in English – A one-hour limited enrollment class offered each semester in which majors, while enrolled in English 211, 212, 251, or 252, learn skills in close reading and literary anaylsis. The readings vary with the instructor. Prerequisite: permission of department chair. One hour. Staff.

211 – British Literary Traditions I – Traces the literary imagination in Britain from Anglo-Saxon times to the late Renaissance through an examination of the changes in literary forms, audience, and modes of production. Works and authors studied include Beowulf, Chaucer, Shakespeare, Milton, Marvell, Herrick, and Donne. Three hours. Staff.

212 – British Literary Traditions II – A continuation of ENGL 211. Examines literary movements from the Restoration to the Victorian period. Authors studied include Finch, Dryden, Pope, Wordsworth, Coleridge, Keats, Arnold, and the Rossettis. Three hours. Staff.

231 – Introduction to Poetry – An introductory study of various modes of poetry in England and in America. Three hours. Staff.

232 – Introduction to Drama – A survey of dramatic literature, including classical, neo-classical, and experimental forms, with an emphasis on social context and performance. Includes comedies of manners by Moliere and Wilde, absurdist texts by Beckett and Pinter, "social consciousness" plays by Ibsen and Strindberg. Also includes plays from nonwestern and other minority traditions. (Students may not receive credit for both ENGL 232 and DRAM 320.) Offered alternate years. Three hours. Scott.

233 – Introduction to the Short Story – A critical study of the short story as a form, examining works in the modes of fantasy, realism, and naturalism. A central focus will be on point of view. Three hours. Giemza.

234 – Introduction to the Novel – An introduction to narrative that draws on works by Austen, Emily Brontë, Dickens, Woolf, Joseph Conrad, and Gustave Flaubert. Three hours. Haynes.

235 – Introduction to the Short Novel – An introduction to the art and technique of storytelling that focuses on the modern short novel. Three hours. Cull and Haynes.

251 – Introduction to American Literature – The development of U.S. literature from its origins through the 19th century. Topics covered may include: discovery and exploration, the Puritan era, the Age of Reason, slavery and abolition, the American Renaissance and realism. Three hours. Giemza and Peyser.

252 – Introduction to American Literature – A continuation of ENGL 251. Major focuses include the rise of the United States as an international and cultural power, industrialization, realism and naturalism, and the development of modern and postmodern consciousness. Three hours. Giemza, Haynes, and Peyser.

253 – From Roaring Twenties to Depression Thirties: American Culture between the Wars – A study of the vibrant cultural life of America during the l920s and l930s using novels, short stories, plays, poems, music, and movies of the period. Three hours. Staff.

255 – Introduction to African-American Literature – A survey of writing by African-Americans from the 18th to 20th centuries, covering early texts, poetry and speeches, narratives of slavery and escape, abolition, the Reconstruction era, the Harlem Renaissance, the Black Arts movement and contemporary black writers. Offered alternate years. Three hours. Haynes.

271 – Writing Women's Lives – Writing by and about women across time and geography. The course examines both literature and feminist literary criticism to explore a range of topics, including how expectations of women's and men's roles have affected women's access

to and practice of writing, how differences of culture, race, sexuality and nationality register in women's texts, how women writers see themselves in relation to various literary traditions, and how distinguishing women's writing as a separate field poses both advantages and problems for the study of literature. Three hours. Staff.

272 – Modern African Literature – An introduction to and survey of major trends and authors in African literature mainly written in English in the last century with attention to selected texts and countries. Offered alternate years. Three hours. Sheckels.

300 – Advanced Expository Writing – A course designed to give intermediate and advanced students concentrated instruction and practice in expository writing. Offered alternate years. Three hours. Cull and Mills.

301 – Peer Tutoring of Writing – Theory and practice to prepare for tutoring in the college's Writing Center. Students will study principles of effective writing and tutoring and will practice what they've learned. Topics include: the use of writing resources, writing across the displines, and the tutoring of students with varied backgrounds (including ESL). Permission of the instructor required. One hour. Mills.

302 – Autobiographical Writing – An examination of the history of autobiographical writing, its various purposes, and attendant controversies. Students will read a selection of memoirs and essays on autobiographical writing and draft their own memoir, which they will present to the class on days devoted to writing workshops. Prerequisites: ENGL 211 and 212 or permission of instructor. Three hours. Staff.

303 – The Craft of Editing – Editors have to know everything about everything. Introduces students to the essential skills of editing that help assure clarity, coherence, consistency, correctness, and elegance in written communication. Considers how the rapid and dramatic changes in print culture are blurring the lines between writer and editor. Prerequisite: ENGL 185. Same as JOUR 203. Three hours. Staff.

304 – Creative Writing: Poetry Workshop – A study of the art and craft of writing poetry. Emphasis on understanding and practicing the process, developing skills of evaluation, and discovering new voices in the field. Prerequisite: ENGL 185 or permission of the instructor. Three hours. Staff.

305 – Feature Writing – This hands-on course will teach students how to write feature articles and to submit them for publication to magazines and weeklies. Students will learn ways to develop marketable ideas and to write feature stories, profiles, how-to articles, and more. The class includes field trips to local magazine publishers and visits from guest editors and writers. Prerequisite: ENGL 185. Three hours. Mills.

306 – Creative Writing – A workshop experimenting with various approaches to creative writing. Emphasis on understanding and practicing the processes of writing poetry and fiction, among other forms, developing skills of evaluation, and discovering new and original voices. Prerequisite: ENGL 185. Three hours. Haynes.

307 – Creative Nonfiction – Focuses on crafting prose that is literary and factually accurate. Through writing techniques attributed to both fiction writing and journalism such as character development, narrative arc and loyalty to facts, it studies real people and events. To this end this course will focus on reading, writing and analyzing various forms of creative nonfiction including personal essays, memoir, and autobiography written by various authors including James Baldwin, Phillip Lopate, and Honor Moore. Students will produce their own nonfiction pieces during the semester that will focus on these various forms. Prerequisite: ENGL 185. Three hours. Haynes

308 – The Late Middle Ages – A variety of literature from the 12th through the 15th centuries, including manuals, romances, visionary works, letters, tale collections, and mystical treatises. The course will explore how literary works are transmitted from one culture to another and how they change to accommodate different traditions, values, and audiences. Works studied include Yvain, the Inferno, the Decameron and the Canterbury Tales. Prerequisite: ENGL 211. Offered alternate years. Three hours. Goodwin.

311 – Shakespeare and His England – An introduction to a selection of Shakespeare's Comedies, Histories, Tragedies, Romances, and the so-called "Problem" plays. These plays will be interwoven with the major literary, political, and gender-related issues of the period from 1590-1613. Students will come to understand the plays not only as written texts but also as performed events. Prerequsite: ENGL 211 or permission of instructor. Three hours. Cull and Scott.

315 – Tudor/Stuart Drama – A study of dramatic developments and social contexts of one of the richest periods of English literary history, the Renaissance. Plays from the mid-16th century through the 1630s, excluding Shakespeare. Topics covered include the development of "mixed" genres, political application, and the growing civil instability that resulted in the English Civil Wars. Prerequsite: ENGL 211 or permission of instructor. Offered every third year. Three hours. Scott.

317 – Renaissance Poetry and Prose – This course will study a rich and diverse range of literature that exemplifies the historical, political, intellectual, and artistic interests of the English Renaissance. Students will explore a number of different modes, tracing particularly the development of lyric poetry and its representations of love, courtiership, and the good life;

students will also look at the development of prose (utopian fiction, travel narrative, and romance/pastoral). Prerequisite: ENGL 211. Offered alternate years. Three hours. Cull.

318 – The 17th Century – An examination of the lyric poetry of John Donne, Ben Jonson, George Herbert, Andrew Marvell, John Milton, and other Cavalier and religious writers, including some women writers. These poems will be read in conjunction with one dramatic work from the period. Instruction and frequent practice in explicating poetry. Prerequisite: ENGL 211. Offered alternate years. Three hours. Cull and Scott.

321 – The 18th Century – A survey of British literature, 1660-1798, focusing on Restoration comedy, the public poetry of Dryden and Pope, the satire of several Restoration and Augustan figures, the emergence of the sentimental, the advent of new literary genres such as biography and the journal, and the transition from a Neo-Classical to a Romantic aesthetic. Prerequisite: ENGL 211 or permission of instructor. Offered alternate years. Three hours. Sheckels**.**

322 – The 18th Century Novel – An examination of the novel as it gradually developed into a major literary genre. The course considers the formative shorter fiction by Aphra Behn, Delariviere Manley, Jane Barker, Daniel Defoe, Penelope Aubin, Eliza Haywood, Mary Davys, Elizabeth Singer Rowe, and the later more developed novels by Samuel Richardson, Henry Fielding, Laurence Sterne, Frances Sheridan, and Fanny Burney. Prerequisite: ENGL 211 or permission of instructor. Offered alternate years. Three hours. Cadwallader.

331 – Apocalypse Now: The Romantic Movement in American Writing – A study of the key period in American literature, focusing on such themes as the need to destroy what exists, the dangers posed and opportunities afforded by democracy to spirit, the cosmic significance of America, despair and ecstasy. Authors studied include Dickinson, Whitman, Poe, and Hawthorne. Prerequisite: ENGL 211, 212, 251, or 252. Offered alternate years. Three hours. Giemza.

333 – The Realistic Movement in American Writing – A survey of American literature of the Golden Age, 1865-1900, focusing on the works of Mark Twain, Henry James, Emily Dickinson, Kate Chopin, Theodore Dreiser, and the local color and naturalistic schools of American writing. Prerequisite: ENGL 211, 212, 251, or 252. Offered alternate years. Three hours. Staff.

335 – The American Novel between the Wars – A study of novels written by major American novelists of the Roaring 20s and Depression 30s, focusing on Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis, William Faulkner, John Dos Passos, John Steinbeck, and Richard Wright. Prerequisite: ENGL 211, 212, 251, or 252. Offered alternate years. Three hours. Staff.

336 – Post-World War II American Fiction – A study of the major thematic and stylistic trends in American fiction since 1945. Prerequisite: ENGL 211, 212, 251 or 252. Offered every third year. Three hours. Peyser.

339 – Genre Fiction – Genre Fiction is an introduction to popular historic and contemporary genre literature – the types of books frequently found in grocery stores, airports, and best sellers lists, and only very rarely found in the college classroom. Romances, science fiction novels, detective stories, fantasy epics, and horror stories may be snubbed as escapist, "low-brow" literature, but the pleasures these texts yield reveal much about contemporary culture. By scrutinizing genre fiction with the same academic rigor we apply to "great" literature, we will try to define a variety of popular genres and come to an understanding of what makes these genres – and the specific texts we will read – so appealing. Not open to students who have completed HONR 282. Prerequisite: ENGL 211 or 212. Not open to students who have completed HONR 282. Three hours. Cadwallader.

341 – Sports and Literature – This course offers a study of sports literature. Topics include: the ability of sports to encourage self-examination and redemption of the individual; whether more can be learned about life from winning or from losing; the impact athletic success may have on one's character; and the greater societal impact which sports can have on our culture. These issues will be examined through novels, short stories, and poetry. Among the writers studied are John Cheever, Pat Conroy, Bernard Malamud, and John Updike. Prerequisite: ENGL 185. Three hours. Woods.

351 – Romantic Literature in England – A critical and historical study of English literature from 1789 to 1832, with emphasis on the lyric and the novel. Prerequisite: ENGL 212 or permission of instructor. Offered alternate years. Three hours. Cadwallader.

352 – Victorian Literature – A study of England's literature between 1842 and 1901, with special attention to the crisis in religious belief sparked by theories of evolution, serial fiction, and the "woman question." Prerequisite: ENGL 212 or permission of instructor. Offered every second year. Three hours. Cadwallader.

353 – Children's Literature – A historical study of children's literature from 1749 to today with particular emphasis on the genre's Golden Age (1865-1925). Prerequisite: ENGL 211 or 212. Three hours. Cadwallader.

354 – 19th-Century British Novel – A study of the nineteenth century novel from Austen to Gissing, paying special attention to forms of emergence, the "woman question," and social history. Prerequisite: ENGL 212 or permission of instructor. Offered every third year. Three hours. Staff.

361 – 20th-Century British Literature – A study of masterpieces by major authors of the British Isles, with emphasis on the modernist novel and lyric. Prerequisite: ENGL 211 or 212 or permission of instructor. Offered every third year. Three hours. Peyser.

363 – Contemporary British and American Drama – A survey of dramatic developments and social contexts in Britain and America since the 1960s. Topics include AIDS, the Vietnam War, one class/race relations with an emphasis on non-traditional dramatic performance, incorporating music, dance, graphic design. Prerequisite: ENGL 211, 212, 232, 251, or 252, or premission of the instructor. Offered every third year. Three hours. Scott.

364 – The Novel in the 20th Century – This course examines some of the astonishing experiments that have transformed the way we think of the novel, which many agree is the central literary form of the twentieth century. We will consider the political, artistic, and philosophical questions raised in masterpieces by British, American and European novelists like Woolf, Faulkner, Kafka, and Beckett. Works originally written in languages other than English will be read in English translations. Prerequisite: ENGL 211, 212, 251, or 252. Offered every third year. Three hours. Peyser.

365 – Literature of the American South – A wide-ranging survey of southern literature, across genres, from the colonial period until the present , this course will investigate how the American South has served as a cradle of regional and national mythology and consider identity formation in a robust, contradictory, and enduring literature. Prerequisite: ENGL 211, 212, 251, or 252. Three hours. Giemza.

367 – Post 1950 Canadian Literature – An intensive survey of the modern English literature written outside of the United States and the United Kingdom in the nation of Canada. Among the writers studied are Margaret Laurence, Margaret Atwood, Alice Munro, Mordecai Richler, and Michael Ondaatje. Prerequisite: ENGL 211, 212, 251, or 252 or permission of instructor. Three hours. Sheckels.

368 – Post 1950 Australian Literature – An intensive survey of the modern English literature written outside of the United States and the United Kingdom in the nation of Australia. Among the writers studied are Patrick White, Peter Carey, Tim Winton, Janette Turner Hospital, and Kate Greenville. Prerequisite: ENGL 211, 212, 251, or 252 or permission of instructor. Three hours. Sheckels.

369 – Post 1950 African Literature – An intensive survey of the modern English literature written outside of the United States and the United Kingdom in several nations of Africa such as Nigeria, Kenya, and South Africa. Among the writers studies are Chinua Achebe, Buchi Emecheta, Ngugi wa Thiong'o, J. M. Coetzee, and Nadine Gordimer. Prerequisite: ENGL 211, 212, 251, or 252 or permission of instructor. Three hours. Sheckels, Haynes.

370 – Post 1950 Caribbean Literature – An intensive survey of the modern English literature written outside of the United States and the United Kingdom in several nations of the Caribbean such as Jamaica, Barbados, and Trinidad. Among the writers studies are Michelle Cliff, V. S. Naipaul, Derek Walcott, Jean Rhys, and Edward Brathwaite. Prerequisite: ENGL 211, 212, 251, or 252 or permission of instructor. Three hours. Haynes.

375 – Grammar for Writers, Readers and Teachers – This course offers a survey of the principal components of English grammar with an eye to enhancing students' appreciation and comprehension of good writing, their ability to recognize and correct errors, and their capacity to produce sophisticated prose. Offered alternate years. Three hours. Peyser.

377 – The History of the English Language – A dual focus on the linguistic processes through which all languages change and the development of English from its origins to the present. This course will explore the political, social, economic, intellectual, and technological influences that have shaped English and the historical conditions that can accelerate or impede change. The course will take up such topics as Ebonics, sexism in language, and the varieties of Modern English and provide practice in the analysis of texts from the recent and remote past. Offered alternate years. Three hours. Goodwin.

381-382 – Special Topics – Intensive study of literature or criticism not covered by other courses, tailored to the needs of advanced students. Three hours each. Staff.

391 – Junior Independent Study – An independent study of a particular writer or group of writers under the guidance of a member of the Department of English. At least a 3.25 cumulative grade point average and approval by the curriculum committee are required. Three hours. Staff.

392 – Junior Independent Study – A continuation of ENGL 391. Three hours. Staff.

400-401 – Internship in Writing – Intensive experience as an apprentice writing professional in a business setting. Possible internships include supervised work in employee communications, public relations, and technical writing. All internships require the study, application, and evaluation of general principles of effective written communication as well as the rhetorical and editorial principles particular to the internship. Prerequisite: ENGL 300, 304, or 305. Application required; see Internship Program. Three hours each. Goodwin.

407 – Chaucer's Canterbury Tales – A study of how this 600-year-old tale collection both introduces the reader to some of the most vivid and enduring charac-

ters and stories in English literature and provides a serious meditation on the subjective nature of the creation and interpretation of literature. Prerequisite: ENGL 211 or 377. Three hours. Goodwin.

408 – Chaucer, the Court Poet – A study of how Chaucer's short lyric poetry, dream visions, and his tragedy Troilus and Criseyde engage readers with both the stories his narrator recounts and the seemingly insurmountable artistic and ethical problems that confront the poet as he attempts to mediate between his sources and the interests of his audience. Prerequisite: ENGL 211 or 377. Offered alternate years. Three hours. Goodwin.

412 – "Full Fathom Five...": Shakespeare in Depth – A study of five of Shakespeare's more difficult plays in the context of current literary criticism and production theory. Special emphasis on gender and social relations and on the way these texts continue to have relevance today will drive the discussion and assignments. Students should be prepared to analyze critical perspectives of the plays, both literary and theatrical. Prerequisite: ENGL 311. Offered alternate years. Three hours. Scott.

413 – Hamlet: Perspectives and Productions – A January term course which studies a single text and its importance as a cultural artifact all over the world. We will consider Shakespeare's Hamlet from the perspectives of different theories of literary criticism, old and new, view productions which offer radically different interpretations of age-old questions, and see how Hamlet goes on being written and re-written today. Prerequisite: ENGL 311 or permission of instructor. Offered every third year. Three hours. Scott.

422 – Milton – A close study of the works of John Milton, with attention to his life and times. Prerequisite: ENGL 211 or permission of instructor. Three hours. Scott.

450 – Commonwealth Women Writers – A study of selected modern works written in English by women in the nations of the British Commonwealth. Among the writers studied will be Margaret Laurence, Margaret Atwood, L.M. Montgomery, Alice Munro, Marian Engel, Joy Kogawa, Michelle Cliff, Merle Hodge, Jean Rhys, Buchi Emecheta, Bessie Head, Nadine Gordimer, Christina Stead, Elizabeth Jolley, and Helen Garner. Prerequisite: ENGL 211, 212, 251, or 252 or permission of instructor. Offered every third year. Three hours. Sheckels.

487 – Departmental Honors I.

488 – Departmental Honors II.

491 – Senior Independent Study – An independent study of a particular writer or group of writers under the guidance of a member of the Department of English. At least a 3.25 cumulative grade point average and approval by the curriculum committee are required. Three hours. Staff.

492 – Senior Independent Study – A continuation of ENGL 491. Three hours. Staff.

495 – Senior Seminar – An intensive study of an author or topic that culminates in a major research paper. As the English major capstone, the senior seminar provides a culminating experience in which students will widely integrate, extend, critique, and apply knowledge and skills from the student's major program. This course should be passed as late as possible in an English major's program. Prerequisite: Permission of instructor. Three hours. Staff.

496-498 – Senior Project – The preparation and oral defense of a lengthy thesis in the field of British or American literature. Open only to seniors. Departmental approval is required. A degree credit for the first term of a two-term senior project will not be recorded until both terms have been successfully completed. Six hours. Staff.

Study Abroad courses offered at Wroxton College in England

ENGL 3410 – Modern Novels on the Screen – Works by five major 20th century novelists, J. Conrad, *The Heart of Darkness,* E. M. Forster, *A Room with a View,* D. H. Lawrence, *Women in Love,* Evelyn Waugh, *Brideshead Revisited,* and John Fowles, *The French Lieutenant's Woman.* A close critical study of the novels goes hand in hand with an analysis of screen adaptations, including looking at the different possibilities and limitations of the two media. Three hours.

ENGL 3421 – Not of an Age but for all Time – An exploration of the ways in which plays of the 16th and 17th centuries reach out to us today through an examination of the relationship between text and performance. As such, the main thrust of the course will be an appreciation of plays in performance. Particular reference will be made to plays being presented by the Royal Shakespeare Company at the Swan Theatre, Stratford-upon-Avon. This course may not be substituted for ENGL 311. Students may not receive credit for both this course and 76EN417. Three hours.

ENGL 3422 – The Play's the Thing – This course provides an exciting and stimulating opportunity for students to explore the work of Shakespeare through an examination of the relationship between text and performance. As such the main thrust of the course will be an appreciation of plays in performance. The course will focus upon plays in the Royal Shakespeare Company's season in Stratford-upon-Avon. This course may not be substituted for ENGL 311. Three hours.

ENGL 3424 – To Hold the Mirror Up to Nature – The course will trace how actors, directors and

designers work on a text, with particular reference to productions staged by the Royal Shakespeare Company. The potential for a variety of interpretations will be explored further through analysis of film and television productions of the play. Three hours.

ENGL 3466 – Three 19th-Century Writers – The Victorians enjoyed narrative. Through the study of Charlotte Bronte's *Jane Eyre* and *Shirley*, George Elliot's *Mill on the Floss* and *Scenes of Clerical Life* and Thomas Hardy's *Tess of the d'Urbervilles* and *The Mayor of Casterbridge*, the course considers how reality is constructed by each author, and examines such social issues as class and gender. Three hours.

ENGL 3467 – 18th-Century Literature – This course looks at novels, poetry, and shorter fiction where one finds many kinds of satire, philosophical ideas, and sentiment, making up a rich picture of eighteenth-century life. Focuses upon the works of Pope, Swift, DeFoe, Johnson, and Voltaire. Three hours.

Environmental Studies

Professor Fenster, Director; Professors Bell, Franz, Gill, Gowan, and Lang; Associate Professor Huff.

It is the mission of the environmental studies program to equip students with the knowledge and skills needed to make informed decisions about Earth and its resources, both natural and social. The program is interdisciplinary, giving students a grounding in the traditional disciplines which relate to environmental issues, and also experience making connections among disciplines in order to deal with those complex issues. After completing the environmental studies major, students will be able to analyze environmental problems and offer realistic solutions to those problems in full knowledge of the constraints imposed by natural laws and economic, ethical, political, and social forces.

The environmental studies program prepares students for a variety of careers after graduation, including employment in federal or state agencies, consulting firms, private industry, and advocacy organizations. With proper selection of courses in an Area of Expertise (see below), students will also be prepared to enter graduate study in such fields as environmental science, environmental law or policy, and elementary or secondary school education.

Randolph-Macon has study-abroad relationships with two United Kingdom universities and one Australian university with strong environmental studies curricula. Students interested both in environmental studies as a major and in study abroad are strongly encouraged to investigate opportunities at Lancaster University (England), the University of Ulster (Northern Ireland), and the University of Central Queensland (Australia). Course work and research opportunities are available at these universities that are not available at Randolph-Macon.

Students of environmental studies must become adept at identifying the issues that comprise a complex problem, skillful in gathering the information necessary to understand it, creative in developing holistic solutions, and productive in interdisciplinary teams. To give students practice in environmental problem solving, the EVST curriculum has a core of required three courses (EVST 105, 305, 405, the last of which is the capstone to the major), each designed around a particular environmental issue that will be analyzed in detail. These issues will come largely from the community, and students will work with real stakeholders in developing the analysis. The core also includes a required internship (EVST 451) or field study (EVST 450).

Environmental professionals also must have a depth of expertise in some aspect of environmental studies so that they can contribute this expertise to interdisciplinary teams. These areas of interest include subjects such as environmental policy, conservation biology, environmental economics, geology, ecology, environmental sociology, chemistry, and others. To help students identify their Area of Expertise early in their careers, a required seminar (EVST 106) must be taken in the freshman or sophomore year. Based on the identified Area of Expertise, students will select, in consultation with their EVST adviser, at least 15 additional credit hours towards the major. These credit hours, if approved by the adviser, can come from any department or program on campus. These credit hours must be all in the same discipline and beyond the introductory-level (i.e., at the 200 or 300 level, depending upon the discipline; consult the Director of the EVST Program for information about a particular discipline). Students are encouraged to pursue a minor or second major in their Area of Expertise.

Environmental professionals also must have a level of proficiency in areas outside their expertise. As such, students must take least one course from each of the following categories. These courses must be in addition to those used to satisfy the College's Area of Knowledge requirements and are listed below under the requirements for the major.

The requirements for a Major in Environmental Studies:

- Must complete EVST 105, (may substitute a pre-approved FYEC, including FYEC 162, 170, 177, 193/194, 212, or 232), 106, 305, 405, and 450, or 451;
- Must complete a breadth requirement of 9-12 semester hours, in addition to those used to satisfy the College's Area of Knowledge requirements, with at least one course from each of the following categories:
  - o Category 1 (natural sciences): BIOL 121, 122, CHEM 121, 122, EVST 245, 300, GEOL 101, PHYS 151, or 152;

  - o Category 2 (social sciences): ECON 201, 202, 203, EVST/PSCI 319, PSCI 201, 202, RELS 260, SOCI 210, or 440;
  - o Category 3 (humanities): PHIL 213 or 313, or if those courses are not available, PHIL 212, 280, RELS 235 or 237 with permission of the EVST Chair;
- Must complete an area of expertise requirement of at least 15 semester hours within a single discipline and must be beyond the introductory level.

Environmental Studies (EVST) Courses

101 – Introduction to Environmental Science – An introduction to the physical, chemical, and biological principles necessary to understand how human beings function in and influence their physical environment. The class will consider current environmental issues, both in the United States and in other countries, and discuss ways of dealing with these issues. The goal is to enable students to become more knowledgeable and, therefore, more critical of environmental public policy on both the local and national levels. EVST 101 may be combined with either a physical or a life science laboratory course to satisfy the collegiate requirement in laboratory science. Partially fulfills the collegiate requirements in the Natural Science Area of Knowledge. This course is not intended for environmental studies majors. Three hours of lecture/discussion and one three-hour laboratory session per week. Four hours. Staff.

105 – Environmental Problem Solving I – Interdisciplinary problem solving is the central skill needed by environmental professionals, and examining real-world issues best develops this skill. This course will focus on a local or regional environmental issue, and we will work with government, business, and community leaders in order to analyze the issue from the varying perspectives of these stakeholders. At the end of the course we will provide the stakeholders with a detailed analysis that draws on information from the natural sciences, social sciences, and the humanities. Partially fulfills the collegiate requirements in the Natural Science Area of Knowledge. Intended primarily for students seriously considering EVST as their major. Four hours. Gowan or Fenster.

106 – EVST Success Strategies – This course is for freshman or sophomores considering EVST as a major. Because EVST is a broad topic, you have to decide which area of specialty most interests you. You might choose some aspect of biology, political science, geology, sociology, chemistry, physics, or any of a number of other disciplines. You will explore career options in EVST with the help of outside guests from government, private industry, and non-profit environmental organizations, and will plan your EVST Area of Expertise to prepare you for the upper-level EVST core courses and your chosen area of specialty. One hour. Gowan or Fenster.

200 – Field and Laboratory Methods in Environmental Science – A field and laboratory course covering major methods and approaches used in environmental science. Particular emphasis is put on learning how to use Geographic Information Systems (GIS) software to display and analyze spatial data, and on using the Global Positioning System (GPS) to collect spatial data in the field. Other topics include methods to estimate plant and animal abundance, techniques used in wetlands delineation, and use of population models to estimate extinction probability. The course is taught in an integrated lecture-field (laboratory) approach. Prerequisite: EVST 105 or BIOL 121 or BIOL 122, or permission of the instructor. Four hours. Gowan.

245 – Water Resources and Politics in the Middle East – Water scarcity poses one of the most immediate and serious threats to the international community. One problem specific to Middle East water resource management is that major watershed (and groundwater) divides rarely coincide with political boundaries. In some cases, such as the Nile River, the Tigris River and the Euphrates River, a single water source passes through several nations, and disputes arise between upstream and downstream users. In other cases, rivers form national borders, such as the Jordan River, which is lodged between Israel and Syria, Jordan and the West Bank. The control of this resource has become the primary national security issue for many Middle East nations. In an active-learning format using a series of Middle East case studies, this class will enable students to determine both the historical and modern, natural and human-induced factors that lead to water crises (i.e. shortages) in any part of the world; to predict the socioeconomic and political implications of water crises; and to formulate workable solutions to a water crisis. Students conduct multi- and interdisciplinary analyses of at least five Middle East water crises in an integrated laboratory and class format. This course may be offered as an interdisciplinary laboratory science course on the collegiate laboratory science requirement. Same as INST 245. Four hours. Fenster.

300 – Alternative Energy Sources – An examination of how human energy needs can be met by considering alternatives to current practice. Active and passive solar systems, conservation, geothermal techniques, biomass conversion, and nuclear power will be analyzed as replacements for fossil fuels in electric power generation, transportation, space heating and cooling, and industrial applications. Prerequisite: EVST 101 or 105. Offered alternate years. Three hours. Franz.

305 – Environmental Problem Solving II – This course is the second in a three-course sequence devoted to environmental problem solving using real-world issues. Building on the skills and knowledge introduced in EVST 105, this course will focus on a more complex local or regional environmental issue than the one analyzed in EVST 105, and you will be expected to use information from your Area of Expertise courses when analyzing the issue. Like EVST 105, students will work with government, business, and community leaders in order to analyze the issue from the varying perspectives of these stakeholders. At the end of the course we will provide the stakeholders with a detailed analysis that draws on information from the natural sciences, social sciences, and the humanities. Partially fulfills the collegiate requirements in the Natural Science Area of Knowledge. Recommended for those with junior standing in the EVST major. Prerequisite: EVST 105. Four hours. Gowan or Fenster.

310 – Freshwater Ecology – This course has three goals: to understand the physical, chemical, and biological properties of natural streams, rivers, and lakes; to examine how these properties relate to form a functioning watershed; and to explore how human cultural forces influence these functions. In the laboratory component of the course, students collect data on macroinvertebrate populations, monitor water quality, and make measurements of parameters defining physical habitat in a variety of freshwater habitats. They also prepare and present group reports comparing and contrasting data on different habitats, and compare their results with those in the published scientific literature. Same as BIOL 310. Prerequisites: EVST 105 and BIOL 121-122. BIOL 325 is recommended. Three hours of lecture and three hours of laboratory per week. Offered alternate years. Four hours. Gowan.

311 – Environmental Law – Students will gain an overview of the essential concepts of environmental law that shape the practice of environmental and political science, and learn how to analyze issues in their legal contexts with regard to the environment. The course provides a historical survey of the field from its common law roots to its current applications dealing legislatively with a variety of complex environmental issues, such as air and water pollution, loss of species diversity, and global climate change. It is taught as a seminar in which the historical development of common law concepts and the evolution of the present complex of statutory laws are highlighted through study of the major court cases that have guided environmental legislation and policies. Same as PSCI 311. Three hours. Staff.

319 – Environmental Policy – Students will be afforded the opportunity to develop an awareness and appreciation of the national public policymaking process, especially as it applies to the environment. Students will be involved actively in the study of environmental policymaking through a variety of approaches: seminar discussions, the case study approach to problem-solving, cooperative research projects and presentations, and field trips. Same as PSCI 319. Three hours. Staff.

380 – Topics in Environmental Research – Students may select a laboratory or field research project covering any area of contemporary environmental investigation. Projects are selected in consultation with a faculty member and a proposal is developed as part of BIOL 399 or an equivalent course. This proposal (including a literature review and a plan of research) must be submitted to the program chair before the last day of classes in the term prior to the one in which the research is to be done. The proposal must be approved by the chair before the project commences. A seminar and a final written research paper must be presented to the environmental studies program prior to the end of classes in the term in which the research is done. Prerequisites: EVST 105 and BIOL 399 (or an equivalent course approved by the chair), and program approval. Three hours. Staff.

381-382 – Special Topics – These courses are designed to treat advanced topics not otherwise dealt with in the rest of the environmental studies curriculum. Three hours each. Staff.

405 – Environmental Problem Solving III - This course is the third in a three-course sequence devoted to environmental problem solving using real-world issues, and it is the capstone to the EVST major. Building on the skills and knowledge introduced in EVST 105, deepened in the Area of Expertise, and practiced in EVST 305, this course will focus on a different local or regional environmental issue than was analyzed in EVST 105 and EVST 305. Like EVST 105 and EVST 305, we will work with government, business, and community leaders, but students will be in charge of all aspects of the analysis. Moreover, students enrolled in EVST 405 will meet concurrently with and serve as project leaders for EVST 305 students who will be working on the same issue. At the end of the course we will provide the stakeholders with a detailed analysis drawing on information from the natural sciences, social sciences, and the humanities. Partially fulfills the collegiate requirements in the Natural Science Area of Knowledge, and as an Interdisciplinary course. Recommended for those with senior standing in the EVST major. Prerequisites: EVST 105 and 305. Four hours. Gowan or Fenster.

420 – Seminar in Environmental Studies – This speaking-intensive course, intended for senior environmental studies majors, provides students an opportunity to develop skills and gain experiences that will be of later use to them as environmental professionals. Students will hear presentations given by invited speakers on current environmental issues, prepare and

deliver oral presentations on environmental topics, gain familiarity with the environmental research literature, and explore employment opportunities in environmental fields. Offered spring term only to declared majors in environmental studies, or by permission of the Environmental Studies Council. Senior standing required. One hour. Staff.

450 – Field Studies in Environmental Studies – Field studies is intended to provide environmental studies majors with an opportunity to gain first-hand experience in the environmental workplace. Placements are possible with private, state, or federal agencies, committees of the U.S. Congress, or with environmental advocacy groups. Open only to environmental studies majors or by permission of the Environmental Studies Council. Junior standing required. Offered any term throughout the year. Three hours. Staff.

451-452 – Internship in Environmental Studies – The internship in environmental studies is intended to provide qualified environmental studies majors with an opportunity to gain first-hand experience in the environmental workplace. Internship placements are possible with private, state, or federal agencies, committees of the U.S. Congress, or with environmental advocacy groups. Open only to environmental studies majors or by permission of the Environmental Studies Council. Junior standing required. Offered any term throughout the year. Three hours each term. Staff.

496-498 – Senior Project – The senior project in environmental studies provides majors an opportunity to carry out original research on an environmental topic under the supervision of a member of the Environmental Studies Council. Prerequisites: BIOL 399, CHEM 325, or permission of the proposed faculty research supervisor, combined with senior status and required approval of the Environmental Studies Council. Six hours. Staff.

Ethics

Associate Professor Breitenberg, Director; Professors Brat, Fenster and Scott; Associate Professor Huff.

The minor in ethics offers an interdisciplinary approach to ethics. Throughout history, notions of the good have been a central concern for individuals and societies. Although both philosophy and religion have traditionally been the disciplines which study ethics, ethical questions arise in the whole of human life, and every academic area is to some extent concerned with such questions. Fourteen departments or programs of the college presently offer courses approved in this minor. These courses pursue an understanding and critical examination of ethical notions, arguments, practices, decisions, and decision-making as they investigate various subject matters. The aim of the ethics minor is consonant with the purpose of the college: "to develop the mind and character of the students" and to prepare them "to meet life's challenges with… ethical awareness." It does this by offering courses in different disciplines which cultivate students' understanding and judgement about often complex issues of right and wrong.

The minor consists of five courses: two foundation courses and three electives. Students must take one foundation course in Philosophy (PHIL 212) and one in Religious Studies (either RELS 235 or 237). Students are encouraged to take one or both foundation courses before taking electives in the minor. If a student takes both RELS 235 and 237, one will count as a foundation course and the other as an elective. No more than three courses from a single department may count toward the minor. The foundation courses also count toward the AOK Civilizations requirement.The three electives will be selected by each student in consultation with his or her adviser and a member of the Ethics Minor Council. Each student who intends to minor in ethics will construct a coherent set of three classes from the list below and propose them to the director of the Ethics Minor Council for approval. The set of courses chosen by each student should have some focus and rationale. However, the focus and rationale will vary from student to student. For instance, students may wish to explore ways in which ethics is related to the sciences and technology, connections between ethics and psychology, or ways in which ethics has been understood in different societies and social groups. Some students may wish to explore moral values in literature, while others may wish to see how ethical issues are related to a range of interrelated disciplines, (e.g., business, political science, and history.) In their proposals, students will be expected to explain their rationale for their set of ethics minor elective courses. Ordinarily, approval of a student's proposed list of electives should be given by the Director of the Ethics Minor Council before a student takes elective courses for the minor. Students should normally take one or both of the required courses prior to or concurrently with the first elective course for the minor.

Required Courses:

PHIL 212 AND RELS 235 or RELS 237.

Approved Electives:

BIOL 127, 136; BUSN 367; ECON 357, 370; ENGL 232, 235, 271, 363; FLET 202; HIST 332; JOUR 303; PHIL 213/313, 220, 251, 260, 308, 328, 343, 363, 404, 405, 408; PSYC 120, 175, 341; RELS 227, 251, 262, 271, 275, 341, 343, 352, 375; SOCI 219, 241, 320, 340, 420, 430; WMST 101, 282, 326, 347.

Film Studies

Associate Professor Eren, Director; Professors Doering, Inge, and Sheckels; Associate Professors Munson and Teixidor.

Film study entails understanding the history and aesthetics of this important art form, as well as the theoretical approaches used in its analysis. The film studies minor seeks to develop in students a critical, analytical perspective, from which they will be able to examine cinematic productions from their own and other cultures. Like the study of literature, music, and art, the study of film builds students' critical thinking and communication skills as well as their knowledge of the different national traditions of cinema.

The requirements for a Minor in Film Studies: The minor in film studies requires students to successfully complete five courses of three or four semester-hours each. They must take FILM 210 and either FILM 243 or 244. In addition, they must take three of the following, only one of which may be from Group II.

Group I: Film courses

AMST 355, 356; ASTU/FILM 292; FILM 215, 228, 243, 244, 253, 261, 262, 345, 346; FLET/GERM 227; FLET 272/FREN 472; HONR 192; CHEM/PHYS 150; MUSC 215; WMST 347.

Group II: Courses with substantial film content AMST 350, 351, 357; FLET 225; FLET 248/FREN 448, FREN 245.

Film Studies (FILM) Courses

210 – Introduction to Film – An introduction to the study of film that teaches the critical tools necessary for the analysis and interpretation of the medium. Students will learn to analyze cinematography, mis-en-scene, editing, sound, and narration while being exposed to the various perspectives of film criticism and theory. Through frequent sequence analyses from sample films and the application of different critical approaches, students will learn to approach the film medium as an art. Four hours. Eren.

215 – Australian Film – A close study of Australian "New Wave" Cinema, considering a wide range of post-1970 feature films as cultural artifacts. Among the directors studied are Bruce Beresford, Peter Weir, Simon Wincer, Gillian Armstrong, and Jane Campion. Offered every three years. Four hours. Sheckels.

228 – The Holocaust in German and European Film – This survey course introduces students to German and European Film on the Holocaust. Students will study films that deal both with the history and the aftermath of the Holocaust, and learn how the Holocaust affected most of Europe. In addition to weekly film screenings, students will read texts on the Holocaust and give presentations, as well as write a final paper. By the end of this course, students will develop the necessary skills to interpret and critique international films. They will also be able to compare how the history of the Holocaust has been depicted in various German and European films, and they will be able to explain the historical contexts of the countries producing these films. Recommended: GERM 111. Three hours. Moser.

243 – History of American Film – This course offers a historical survey of American film, from the silent era to the present, with an emphasis on major American films, directors, styles, and genres. The focus will be on "Hollywood" and feature film-making, but other topics such as documentaries will be discussed. This course will introduce students to the serious study of film by focusing on the critical tools and theoretical perspectives necessary for analysis and interpretation. Students will also consider how changes in media and technology have affected American films and film history. Offered alternate years. Four hours. Staff.

244 – Introduction to International Film – This course is one of the basic requirements for the study of film history, with emphasis on major international films, directors, styles, and genres. It is the second course that will introduce students to the study of film by focusing on critical tools and a variety of film/media theories necessary for the analysis and interpretation of film. Moreover, through the discussion of influential international films, students will be introduced to stories. Also, because of the effects of globalization and movements of people, students will explore topics such as identity, nationality, and multiculturalism to better understand the world today. Offered alternate years. Four hours. Eren.

253 – History of American Independent Film – The *History of the American Independent Film* traces the evolution of a parallel or second American cinema that developed outside the Hollywood studio system and the Production Code's censors. Comprised of diverse perspectives, alternative production modes, and non-classical story structures, the independent film was able to address subjects--

racial, labor, feminist and gay--that Hollywood was reluctant, or unable, to represent. Daily screenings, lectures, readings. Four hours. Staff.

261 – Writing for Film – An introduction to the principles and practices on screenwriting, this course analyses the theories, structures, and themes of comedic and dramatic storytelling and explores the creative stages and chronological stages in script development. Offered annually. Three hours. Staff.

262 – Filmmaking – An introduction to the visualization practices and production principles of filmmaking with an in-depth examination of the professional language, personnel, equipment, and technical components involved in pre-production, production, and post-production. An exploration of the creative role of the director in such activities as artistic shot selection, visual and audio synchronization, music and sound alignment, storyboard development, cinematography, and editing. An examination of the process of filmmaking with an emphasis on interaction and coordination among such elements as scene construction, frame composition, lens selection, lighting, camera placement or movement, and film coverage/ratios. Offered annually. Three hours. Staff.

292 – Japanese Film as History: The Works of Kurosawa Akira – This course serves as general introduction to postwar Japanese film through close examination of several films of Kurosawa Akira, one of the most celebrated directors in the history of the medium. Classic samurai drama such as "Rashomon," "The Seven Samurai," and other period films will be the focus of the course. Students will be introduced to basic theories and concepts in film studies, as well as topics in Japanese history relevant to both the settings and production of the films. Close attention will also be paid to issues of nationalism, gender, war and cross-cultural adaptation. Japanese language skills are not required. Same as ASTU 292. Offered alternate years. Four hours. Munson.

300 – Topics in Film Studies Research – Students may select a research topic in a specialized area in film studies. Projects are student-designed in consultation with a faculty member. A proposal (including a literature review or bibliography/filmography and a research plan) must be submitted to the faculty member by the end of the second week of the term in which the research is to be completed. The project culminates in a paper presented to the supervising faculty member and perhaps others by the end of that term. Prerequisites: FILM 210 and permission of the program director. Three hours. Staff.

345 – Major Film Makers – An examination of the works of four or five major figures in film history. For example, the works of such figures as Eisentein, D. W. Griffith, Renoir, Welles, Hitchcock, Hawks, Chaplin, and Truffaut might be included. Offered alternate years. Four hours. Staff.

346 – Film Genres – A detailed examination of several film genres, such as the musical, the suspense film, the political film, and the French "New Wave." Offered alternate years. Four hours. Staff.

Fine Arts (FINA) Courses

350 – The Arts in London – An interdisciplinary course developing the student's appreciation of, and experience in, art, music, and drama. Students explore aspects of these disciplines which cross the usual but artificial boundaries between them. Students receive extensive exposure to the arts through attendance at art exhibitions, museums, concerts, ballets, opera, and theatre in London. Appropriate readings and papers will be assigned. Prerequisite: any three-hour course in art, music, or drama, or permission of instructor. Three hours. Staff.

First-Year Colloquia (FYEC) Courses

First-Year Colloquia are two-semester, interdisciplinary courses open only to freshmen. Each colloquium is described below as a pairing of courses.

139-140 – Missing: Loss, Separation, and Remembrance – Death and dying are components of life and living that constitute a crisis for society, for groups, and for the individuals and, thus, engender cultural as well as personal responses. Each of us confronts, accepts, or denies death and/or dying as an individual, as a member of a group or groups, and as a member of society and global community. Combining texts from literature, mythology, philosophy, and sociology/anthropology, the primary purpose of this course is to acquaint the student with the social and literary implications of death and dying and to examine the death-related behaviors, both individual and collective, through which these aspects of life are experienced. This course provides an overview of the study of death and dying covering the key issues and questions in the field. We look at the personal and social attitudes regarding death in our society as well as those of other cultures and periods of time. This course combines sociological, psychological, anthropological, historical, medical, literary, mythological and spiritual investigations into the subject of death, with coverage of death-related issues ranging from personal confrontations with mortality to the study of large-scale encounters with death through an examination of memory and civic dialogue as they create memorials and rebuild environments in the aftermath of mass violence and political trauma. Areas of Knowledge requirements met: one literature course under *Arts and Literature* and one course under *Social Sciences*. Four hours each semester. Gill and Scott.

227-228 – The Longest American Century – History Realities and Theatrical Reflections – This course is an interleaved two-semester history and theatre course which examines six primary themes in American history and theatre. These are: Displacement and Transition, Equality and Struggle, Economics and Urbanization, War and Peace, Prosperity and Modernization, and Mass Media and Politics. This course analyzes the connections and intersections of the disciplines of History and Theatre as vehicles for understanding America's transition from a British colony to a unique nation using the English language. Transition is a primary theme because Africans, Europeans and Indigenous People acculturated to create a new reality. They struggled with basic questions of equality as well as articulated notions of domination and subjugation. Hence, economic stratification became more obvious with urbanization and the move toward modernization. While various mass media promoted the idea of "keeping up with the Joneses," politicians promised a nation of continued development, growth and prosperity. Although those politicians were advocating peace, they were always preparing for war. These conflicting aspirations and contradictions find expression on a very broad American stage and among its many different citizens. If history is a record of America's past, then theatre is the reflection of that past in many venues. Area of Knowledge requirements met: one history course under *Civilizations* (HIST 100) and one arts course under *Arts and Literature*. Four hours each semester. Jefferson and M. Mattys.

237-238 – Ethics and Capitalism: Morality, Society and Wealth – This colloquium will explore capitalism and the complex interrelationship between capitalist enterprises and society as they have developed over time. Two interleaved courses will look at important topics and figures from management, social, and philosophical perspectives. Students will develop a deeper understanding of both the benefits and criticisms of capitalism and of alternative, socialist perspectives. Important topics include the concepts of wealth creation, wealth distribution, the role of government, and the often contentious relationship between capital and labor. Of particular importance will be an understanding of the historical, political/legal and socio-cultural contexts which influenced and were influenced by various ethical systems and ideologies. There will be readings that are unique to each class, as well as shared readings addressed in both. Area of Knowledge requirements met: one course under *Social Sciences* and one philosophy course under *Civilizations*. Four hours one semester. Three hours one semester. Showalter and Gray.

239-240 – Mythbusters: Why People Make Dumb Decisions – This course will explore decision making behavior from two perspectives, management and neuroscience. As a year-long, project-based course, multiple research approaches will examine the ways we understand and interpret our world. Area of Knowledge requirements met: one course under *Social Sciences* and one natural science *without* laboratory course under *Natural and Mathematical Sciences*. Three hours each semester. Lowry and Franssen.

241-242 – "Boys Don't Cry": Masculinity in Literature and Society – Guys. Dudes. Bros. Men. In contemporary American culture, we face confusing (and often conflicting) ideas about what it means to be a man. But what does it really mean to "be a man"? More specifically, what does it mean to be a man in America? In this FYC, we take a critical look at the broad category of masculinity, examining the social constructs that surround notions of manhood while also examining famous literary representations of these constructs. We examine how both "real" and "fictional" men's lives are shaped by sexuality and gender, exploring men as boys, men as soldiers, men as friends, men as lovers, and men as fathers. Students in this course will learn basic concepts of both sociological and literary theory, and will also participate in unique interdisciplinary opportunities to apply both disciplinary practices to popular culture representations of manhood, such as with advertisements, television shows, films, and music. Areas of Knowledge requirements met: one literature course under *Arts and Literature* and one course under *Social Sciences*. Four hours each semester. Armenia and Cull.

243-244 – Science Facts and Media Myths – This course, intended for non-science majors, will look at media myths as well as the science facts of a number of contemporary science topics. Students will examine and deconstruct the media myths in order to understand their origins and why the portrayal and reporting of science in the mass media is often inaccurate. Both news and entertainment representations of science will be examined. Students will also conduct lab experiments to test the conventional wisdom of public scientific information, gain scientific literacy, and contrast the facts and fiction. Areas of Knowledge requirements met: one natural science with laboratory course under *Natural and Mathematical Sciences* and one course under *Social Sciences*. Four hours each semester. Green and Conners.

245-246 – Untangling DNA: Knot just Genetics – DNA is typically considered in the context of heredity: that offspring inherit DNA from their parents, and by doing so, express similar traits as the latter. This course will explore DNA from both the topological and genetic perspectives. Students will learn the fundamentals of knot theory, and apply them to understanding the physical structure of DNA in bacterial

and eukaryotic cells. At the same time, this course will demonstrate how an understanding of DNA as knots can significantly add to our understanding of basic biological processes such as cell division and gene expression. Students will gain an appreciation of how the analysis of DNA topology can lead to the development of antibiotics and chemotherapeutics. Areas of Knowledge requirements met: one natural science with laboratory course under *Natural and Mathematical Sciences* and one mathematics course under *Natural and Mathematical Sciences*. Four hours each semester. Lim-Fong and Clark.

247-248 – Kids These Days: A History of Childhood in Psychology and Literature – Chances are, at some point in your childhood, you heard an adult utter the phrase, "Kids these days! Why, when I was growing up . . . ." What followed was generally some tale of woe, perhaps involving being seen but not heard or walking barefoot through the snow to school -- uphill both ways. You may have dismissed these stories ("Sure, Grandpa"), but they raise an interesting question: was childhood different for earlier generations? This course will take on that question, examining the way Western society has treated children and defined childhood over the last few hundred years. We will examine four major views on children: as puppets (to be controlled), as geniuses (to be amazed), as plants (to be tended), and as animals (to be tamed). In the psychology portion of the course, this means studying how our scientific views of human nature have changed along with our understanding of what goes on in the mind of a child. In the English portion of the course, we will read texts ranging from The Secret Garden to Where the Wild Things Are, and study cultural objects aimed at children such as toys, games, and films. Areas of Knowledge requirements met: one literature course under *Arts and Literature* and one course under *Social Sciences*. Four hours each semester. Cadwallader and Reiner.

249-250 – Drama, Dialogue and Dialectic – Philosophers and dramatists from ancient Greece to the present have striven to understand the human condition, its meaning and significance, its beauty and at times horror. A classic form for their explorations is the dialogue, posing questions and proposing answers on subjects such as: What is justice? How shall we recognize truth? Can individuals transcend the assumptions of society? Do we control our lives, or are we helpless in the hands of Fate? In this course we will read dramatic literature and philosophical works exploring several of these conundrums. Along the way, we will consider how philosophy and drama can expand our understanding in different and complementary ways. We will also consider the special advantages of dramatic opposition, dialogue, and dialectical methods for illuminating complexity and expanding our comprehension. Areas of Knowledge requirements met: one arts course under *Arts and Literature* and one philosophy course under *Civilizations*. Four hours each semester. Huff and J. Mattys.

251-252 – Civil War to Civil Rights – The United States is currently commemorating the 150th anniversary of the Civil War and the Emancipation Proclamation, and the 50th anniversary of a seminal moment in the Civil Rights Movement – Dr. Martin Luther King's "I Have a Dream Speech" during the March on Washington. Students in this colloquium will study the meaning given to these historic events using the methods of art history and political science. Students will prepare their own commemorative website based on the understandings developed in the colloquium. Students who complete this course may not also receive credit for either ARTH 226 or PSCI 202. Areas of Knowledge requirements met: one arts course under *Arts and Literature* and one course under *Social Sciences*. Four hours each semester. Terrono and Turner.

253-254 – Irreplaceable Resources: Recording our History, Mapping our Environment – This class is devoted to the science of archaeology, an important topic because our historical resources are valuable and finite. Whenever archaeological or historical sites are excavated, whether by archaeologists or for other reasons such as real estate development, the record of the past is removed forever. Archeologists seek both to understand the story that historical resources tell us about our past, and accurately document on maps the exact location of the resources so that, after they are removed, their original locations are known precisely forever. We will chart some of the irreplaceable historic resources in Hanover County, and participate in an archaeological excavation at an Antebellum Plantation. Students who complete both semesters of this course may not also receive credit for either ARCH/CLAS 221 or EVST 200. Areas of Knowledge requirements met: one natural science with laboratory course under *Natural and Mathematical Sciences* and one natural science *without* laboratory course under *Natural and Mathematical Sciences*. Cross-Area requirements met: computing. Four hours each semester. Gowan and Fisher.

255-256 – Untold Stories, Vanished Peoples: The Construction of "Other" American Identities, from Early Colonial Encounters to the Digital Age – *What is "America?" Who are the "real" Americans? Native Americans? Puritans? The descendants of African slaves?* In this course, we will study the way that "America" and "Americans" have been defined and imagined from the time of the arrival of the first Europeans and Africans until today. Our goal is to reach beyond contemporary identity

politics and mainstream narratives of the American past by exploring the forgotten stories—and histories—of lesser known population groups of the United States. Combining historical, literary/autobiographical, and sociological approaches, this course will unearth the buried stories of the "real" America, with all its ambiguity, complexity, and richness. We will ultimately answer the questions "What is 'America'?" and "Who are the 'real' Americans?" and "Who are we?" through oral history projects documenting our own families' ancestries and their incorporation into the vivid, interwoven and often contradictory fabric of American society. Areas of Knowledge requirements met: one literature course under *Arts and Literature* and one course under *Social Sciences*. Four hours each semester. Borchard and Dunkel.

Foreign Literature in English Translation (FLET) Courses

201 – The Ancient Epics – Readings in English translation of the epics of Homer, Vergil, and other selected ancient authors. Special attention will be given to oral formulaic composition, the literary epic, the didactic epic, literary conventions and traditions, and the influence of the genre on Western literature. Same as CLAS 201. Three hours. Staff.

202 – Greek and Roman Tragedy – Readings in English translation of the tragedies of Aeschylus, Sophocles, Euripides, and Seneca. Special attention will be given to origins and development, literary and scenic conventions, and the influence of the genre on Western literature. Same as CLAS 202. Offered alternate years. Three hours. Staff.

203 – Greek and Roman Comedy – Readings in English translation of the comedies of Aristophanes, Menander, Plautus, and Terence. Special attention will be given to origins and development, literary and scenic conventions, and the influence of the genre on Western literature. Same as CLAS 203. Offered alternate years. Three hours. McCaffrey.

204 – The Ancient Art of Friendly Persuasion – As democracy evolved in Ancient Athens, the ability to speak for one's self before the assembled populace became the distinguishing mark and crucial skill of the free citizen. The Greeks then developed a theoretical framework and an educational curriculum for eloquence which was preserved by the Romans, passed into the Middle Ages and formed the basis for the traditional liberal arts. To study both the ancient theory and practice of eloquence, students will read speeches of ancient Greek and Roman orators. They will learn about the theory and education of ancient rhetoric. Students themselves will put these theories into practice in a series of speeches and presentations. Same as CLAS 204. Offered alternate years. Three hours. McCaffrey.

205 – Women in Antiquity – Although almost all of Greek and Roman literature was written by men, many works treat or concern women, sometimes as realistic figures but more often as symbols. This course will examine the image of women in classical literature from Archaic Greece to Imperial Rome. For purposes of comparison and discussion, the social and historical realities will be considered as well. Same as CLAS 205. Offered alternate years. Three hours. Staff.

206 – Peregrinations: Travel in Antique Lands – This course will study the many ways in which both classical and modern authors have treated the theme of the journey. Epic poets, like Homer and Virgil, described their heroes' journeys for very special purposes. Writers of satire, like Horace and Petronius, had different artistic purposes. Modern writers like Nikos Kazantzakis and Henry Miller have followed in the footsteps of the ancient and written reflections on their experiences in the ancient lands. This course will usually be taught in conjunction with a trip to lands once known to Greeks and Romans. The particular readings, especially the modern ones, will be chosen to connect with the itinerary of the course. Students will read, analyze and discuss both the ancient and the modern works. In their journals, students will connect the reading with the sites visited and will themselves practice different forms of travel writing. Same as CLAS 206. Offered alternate years. Three hours. McCaffrey.

221 –Modern Drama of the German-speaking World in English Translation – A study of selected modern German, Austrian, and Swiss dramatic works that represent the Germanic world view. Major themes of contemporary life to be explored include war and peace, an expanding universe and human consciousness, personal and linguistic isolation, the natural environment, supply and demand, and values and meaning as exemplified in drama. Same as GERM 221. Partially fulfills theArea of Knowledge requirement in Art and Literature (literature). Offered alternate years. Three hours. Staff.

222 – 20th-Century German Narrative Fiction in English Translation – Aclose reading and critical study of novels and other major examples of narrative fiction with special emphasis on the works of a particular writer (for example, the novels of Thomas Mann), or place, or period (for example, Exile Literature or East German narrative fiction). Same as GERM 222. Offered every three years. Three hours. Staff.

225 – Holocaust and Jewish Culture in Germany and Austria – This course introduces students to the history of the Holocaust and Jewish Culture in Germany and Austria. Students will examine major sites of the Holocaust in Berlin and Vienna, and also

examine Jewish Culture prior to and after the Holocaust. Historical and literary readings will be complemented by on-site visits of monuments and museums commemorating this history. Students will also examine the general historical developments in Germany's and Austria's capital cities in the twentieth century. Recommended: GERM 111. Three hours. Moser.

227 – The New German Cinema – This course is designed for both German majors and general FLET students. We will study content and form/techniques of ca. 12 films of the period between 1966 and 1990; the major directors, who are known for their exploration of and experimentation with the film medium, include Alexander Kluge, Rainer Werner Fassbinder, Volker Schondorff, Margarethe von Trotta, Helma Sanders- Brahms, Wim Wenders, Werner Heroz, Helke Sander. The study and discussion of these films will introduce students to the basics of film analysis and give them an overview of an important phase in the history of modern German film, exposing them to cultural and political issues that faced Germany in the Cold War era. Offered every three years. Four hours. Staff.

230 – Asian Literature: Islam and India – An introduction to the classics of Asian literature with specific attention to translated classic works by Muslim and Hindu authors. Same as ASTU 230. Offered alternate years. Three hours. Inge.

231 – Asian Literature: China – An introduction to Chinese literature with attention to translated classics as well as modern works of fiction and poetry. Same as ASTU 231. Offered alternate years. Three hours. Inge.

232 – Asian Literature: Japan – This course will explore the literature of modern Japan. In particular, this course will examine the manner in which Japanese authors have responded to the challenges of the twentieth century such as the construction of self, the quest for love, the role of the family, Japan's relations with the rest of the world, the war time state, the atomic bomb and the reconstruction of postwar Japan, and colonial and postcolonial literature. The course will focus on techniques of reading and interpretation of texts. All texts are in English. Same as ASTU 232. Three hours. Staff.

233 – The Spirit of Samurai in Literature and Film – A course on the history, tradition and ethics of samurai, the warriors of feudal Japan, and how samurai have inspired modern and contemporary Japanese culture as well as western literature and film. The class is discussion-oriented, and consists of four parts: the stereotype of samurai; the truth of samurai through history, tradition and ethics; the place of samurai in modern and contemporary Japanese literature and film; and, the influence of samurai on Western culture. Same as ASTU 233. Three hours. Tasaka.

248 – African and Middle East Literature and Film – This course is a study of postcolonial literature and film from Africa and the Middle East. The focus will be on recent novels and short stories from countries formerly colonized by France (such as Senegal, Guinea, Cameroon, Algeria, Morocco, and Tunisia,) but the course will also include material from Lebanon, Egypt, and Palestinian areas in Israel. Additionally, attention will be given to transnational contemporary literature and issues raised by migration and cultural change. Readings and class discussions will be in English. For French majors, most readings and the additional weekly discussion session will be in French, thus providing a fourth credit hour. Same as FREN 448. Prerequisites for French credit: French literature survey 351, and 356, or permission of instructor. Offered every three years. Three hours; four hours for French major and minor. Staff.

249 – French and Francophone Literature and Culture – This course will provide an introduction to the contemporary Francophone world through the literature, cinema, and culture of France and of countries formerly colonized by France. It will present the cinematographic and literary works of France and countries such as Algeria, Cameroon, Quebec, and the French Caribbean. It will highlight the diversity of what is too often vaguely named "the francophone world" but also reveals the French characteristics that can be found in each country. This course will fulfill a literature AOK, non-western CAR and experiential CAR. Three hours. Teixidor.

271 – Women in French Literature: 17th to 20th Centuries – An examination of the various ways in which women (both writers and literary characters) have seen themselves and have been seen in a male-dominated society. The readings will include the works of such women as Madame de Sevigne, Madame de LaFayette, Madame de Stael, George Sand, Colette, Simone de Beauvoir, andMarguerite Duras, as well as works whose central characters are women, including Laclos' Liasons Dangereuses, Flaubert's Madame Bovary, and Mauriac's Therese Desqueyroux. Offered alternate years. Three hours. Staff.

272 – Women in French Film – This course, open to students from all academic backgrounds, will provide an introduction to film analysis and will focus on the representation of women (as heroes, rebels, mothers, friends, lovers, madwomen, etc.) in French films of the last 40 years. The course will also examine the work of several important French women film directors. Over the course of the term, students will become familiar with distinctive aspects of French film styles, with French vs. American representations

of women, and with the cultural context of the selected films. This course counts towards the women's studies minor or major, the film minor, and French major. Prerequisite for French credit: FREN 351 and 356. Same as FREN 472. Additional class meetings in French for French majors or minors who will earn four credit hours. Offered alternate years. Three hours. Staff.

381 – The Holocaust in German and European Film – This survey course introduces students to German and European Film on the Holocaust. Students will study films that deal both with the history and the aftermath of the Holocaust, and learn how the Holocaust affected most of Europe. In addition to weekly film screenings, students will read texts on the Holocaust and give presentations, as well as write a final paper. By the end of this course, students will develop the necessary skills to interpret and critique international films. They will also be able to compare how the history of the Holocaust has been depicted in various German and European films, and they will be able to explain the historical contexts of the countries producing these films. Four hours. Moser.

French

Professors deGraff and Hilliard; Associate Professor Teixidor; Instructor Shotwell.
(Department of Modern Languages)

In its full range of courses, the French section of the Modern Languages Department seeks to develop student proficiency in four areas: listening, speaking, reading, and writing. Courses at all levels are designed to provide continued opportunities for use of the language in a variety of modes and settings, on campus and abroad. In addition to imparting linguistic skills, the French section of the Modern Languages Department nurtures critical thinking and synthesis in a program balancing language, civilization, and literature. The French faculty believes that a multifaceted study of another culture sensitizes students to realities other than their own, and encourages them to become more understanding of cultural differences at the same time that they are developing an appreciation for the literature and language which evolves from another culture.

The department offers a number of study abroad opportunities. Individual faculty members accompany groups of students to France during the January term, and the college has established a fall and spring semester program in Paris and in Poitiers. In addition, through its affiliation with ISEP, the college has exchange programs with several universities in France and in the Francophone world. The college also offers an exchange program with the University of Nice that is fully funded by a scholarship.

The program for a major in French consists of a minimum of 33 semester hours and 11 courses of at least 3 semester hours numbered 221 or above, planned in consultation with an adviser in the department. FREN 241, 351 and 356 must be completed as soon as possible since these courses are prerequisites for upper-level literature and civilization courses. To major in French, students must have departmental permission. All majors must take any tests related to departmental assessment activities. French majors are required to have a study abroad experience, in a country where French is the native language, preferably for an entire semester. All students taking two French 400-level courses (except FREN 448 or 472) will satisfy their capstone experience.

The requirements for a Major in French:

- Must complete FREN 220 (may be waived), FREN 232, 241, 316, 351, and 356;
- Must complete two of the following courses: FREN 261, 275, or 366;
- Must complete two of the following courses: FREN 435, 437, 443, 445, 447, 448, or 472;
- Must complete two of the following electives: FREN 221, 256, 273, 332, 349, 450, 381 or 481 (only one 381 or 481 allowed);
- Students who take FREN 448 and 472 will need to also take FREN 495 to complete their cap stone requirement;
- Majors must take the Assessment Exam at the end of their Senior year.

The requirements for a Minor in French:

- Must complete FREN 232;
- Must complete two of the following courses: FREN 261, 275, or 366;
- Must complete two of the following: FREN 241, and either FREN 351 or 356;
- Must complete one additional FREN elective above 232 (only one 381 or 481 allowed).

Modifications of these groupings may occur if students elect to complete a portion of their study in courses taken abroad in programs other than our own in Paris, Poitiers, or Nice. The department will accept a maximum of one half the major and one half of the minor courses in transfer from other institutions.

To receive an education endorsement in French, students must successfully complete all courses required for the French major including FREN 221 and 349. Students must spend a semester abroad or complete a comparable program, as determined in consultation with the department.

French (FREN) Courses

111 – Elementary French – Essentials of French, stressing the four skills: listening, speaking, reading, writing. Required additional scheduled session of language practice. Given in French. Designed for students with no experience in French. Three hours. Staff.

French

112 – Elementary French – Second half of elementary French. Prerequisite: FREN 111. Required additional scheduled session of language practice. Given in French. Three hours. Staff.

115 – Intensive Elementary French – A review of elementary French intended for students having previously studied French in high school. Required additional scheduled session of language practice. Given in French. Admittance through placement testing only. Students who have taken FREN 111 and/or FREN 112 may not enroll in FREN 115. Four hours. Staff.

211 – Intermediate French – A review of French grammar with increased emphasis on reading, writing, conversation and comprehension, and introduction to aspects of Francophone culture. Required additional scheduled session of language practice. Prerequisite: FREN 112/115 or admittance through placement testing. Given in French. Three hours. Teixidor, deGraff.

212 – Intermediate French – Second half of Intermediate French. Increased time spent on reading and writing of compositions. Required additional scheduled session of language practice. Prerequisite: FREN 211. Given in French. Three hours. Teixidor, deGraff.

215 – Intensive Intermediate French – An accelerated course which completes intermediate French in one semester. Designed for advanced students. Admittance through placement testing only. Students who have taken FREN 211 and/or FREN 212 may not enroll in 215. Required additional scheduled session of language practice. Given in French. Four hours. Staff.

216 – French Culture and Society – This travel-study course in Paris will provide students in FREN 212 and those who have just completed FREN 212 or 215 with the opportunity to gain greater fluency in speaking and writing in the target language. It will also allow students to significantly increase their understanding of contemporary French culture, important artistic movements and historical events as they relate to Paris itself. Students will experience first-hand French daily life and culture through day-to-day activities and visits to monuments. Co-requisite: FREN 212 or Prerequisite: FREN 212 or 215. Three hours. Teixidor.

220 – French Language Through Contemporary Films and Grammar – Through a selection of diverse French films and the study of grammar and vocabulary, this course will broaden and strengthen the knowledge of French grammar and language at the intermediate level. Topics such as family roles, class and racial tension, immigration, and university life will be analyzed and discussed. Students will broaden their knowledge of French contemporary issues and consolidate their linguistic skills through class and group discussions, an in-depth review of grammar points, and writing exercises. Prerequisite: FREN 212 or 215 or instructor permission. Given in French. Three hours. Teixidor.

221 – Phonetics – An intensive study of the history of the language, phonetic theory, and phonetic transcription with the goal to improve listening and speaking skills. Individual conferences with the instructor for diagnosis and correction of particular pronunciation problems. Prerequisite: FREN 212, 215, or 220. Given in French. Three hours. Hilliard.

232 – Conversation – Intensive practice in conversational French. Emphasis placed on the acquisition of a working nonliterary vocabulary. Topics of discussion and reading centered upon contemporary French culture. Prerequisite: FREN 212, 215, or 220 or departmental permission. Given in French. Three hours. deGraff.

241 – Reading Literature in French – This course is designed to teach students, through close reading, the basic structural relationships of a literary text in order to read critically and imaginatively. It is organized by genre because certain critical terms and problems are most often associated with a particular genre. The course will include three sections, devoted respectively to the study of narrative prose, poetry, and drama. Reading, speaking, and writing about literature are central activities in this course. Students will learn reading strategies, which will be reinforced in class and outside class. Prerequisite: FREN 232 or instructor permission. Partially satisfies the AOK requirements for Literature and Art (literature). Given in French. Three hours. Hilliard.

256 – Paris – Old and New – This course, conducted in Paris, is an intensive study of French language and civilization. The course includes both language-building exercises and a study of the history of Paris. Course includes numerous visits to Paris museums and historic monuments and sites as well as excursions to places of interest outside of Paris. Prerequisite: FREN 220 or permission of the instructor. Given in French. Offered alternate years. Three hours. Hilliard, deGraff, Teixidor.

261 – Civilization – This course traces the development of French civilization from prehistoric times through the upheavals of the French Revolution. Students will study the historical and political events as well as the key figures and movements which have shaped France's development over two millennia. Particular attention will be paid to the ways in which cultural products such as art and architecture are a reflection of the time period which produced them. The content of the course will be enriched by wide use of films, documentaries, and the Internet.

Prerequisite: FREN 232 or departmental permission. Given in French. Three hours. deGraff.

273 – Business French – This course is designed for students wishing to acquire a concrete knowledge of French business terminology and business practices, both to be directly applied in class workshops. Prerequisite: FREN 241 or departmental permission. Three hours. Teixidor.

275 – French Cinema – This course will introduce students to the rich history and development of the French cinema, from the first films of the Lumière brothers in 1895 to the latest generation of French filmmakers. Within a chronological and thematic framework, we will analyze films, the major directors, and movements of, in French filmmaking. We will study the endurance and resilience of French cinema and examine the characteristics that make French cinema particularly "French." In addition to studying French cinematographic genres and esthetics, and looking at the contribution of French movie directors to film as an art form, students will study French cinema in its relationship to modern France by analyizing the social, historical, and political contexts embedded in the films studied. Prerequisites: FREN 232 and 241 or departmental permission. Three hours. Teixidor.

316 – Advanced Language Development – This course is a third year language course designed to consolidate linguistic and grammatical skills and extend student's mastery of the language at an advanced level. A major emphasis will be on writing, translation skills (English to French and French to English), and grammar review. Prerequisites: FREN 220 and 232 or 241 or departmental permission. Given in French. Three hours. Teixidor.

332 – Advanced Conversation – This course provides students with the opportunity to consolidate their speaking skills at an advanced level. Class discussion will focus on topics related to French culture which will be studied through the media of French films and T.V. broadcasts. Prerequisites: FREN 232 and 316 or departmental permission. Given in French. Three hours. deGraff, Hilliard, Teixidor.

349 – Teaching Methodology for Foreign Languages – Also listed as GERM 349 and SPAN 349, this course fulfills a state requirement for students seeking certification in the teaching of foreign languages. Students will explore the theories of language acquisition, current research, and various methods of language instruction. Students will create lesson plans and assessments that correspond to current understandings of how K-12 students best learn a second language. This course will emphasize the national standards and proficiency-based objectives for foreign language instruction. Prerequisite: seven courses beyond the 212-215 level and admission to the Randolph-Macon Education Department's teacher preparation program. Course must be taken no earlier than the academic year during which student teaching is to take place. Given in English. Offered as needed. Three hours. Massery.

351, 356 – Survey of French Literature I and II – This course provides an introduction to French literature and a survey of important trends from the Middle Ages through the 21st century. Individual works will be studied in their social and historical contexts and students will learn basic techniques of "explication de texte." Prerequisite: FREN 241 or departmental permission. Given in French. Partially satisfies the AOK requirements for Literature and Art (literature). Three hours each. deGraff, Hilliard, Teixidor.

366 – Modern French Civilization – This course surveys the historical, political, cultural, and social background of France since the French Revolution. It will study the impact of 1789 and analyze French contemporary society through major historical events such as WW II, the end of colonization and the Algerian war, May 68 and the construction of Europe. It will also discuss the issues of immigration, regionalism and nationalism, cultural exception, socialism, and look at some of the major figures of French history. Textbook will be supplemented by the use of films and newspaper articles. Prerequisite: FREN 261 or 351 or departmental permission. Given in French. Three hours. Teixidor.

381-382, 481-482 – Special Topics – Designed in collaboration with advanced students, and tailored to their needs, these courses provide intensive work in an area of language or literature not covered in the general curriculum. Given in French. Three hours each. Staff.

435 – 17th Century French Literature – This course presents an in-depth study of the great classical writers of the age of Louis XIV. Authors studied include Corneille, Racine, Moliere, Pascal, Mme. de LaFayette, La Fontaine, La Rochefoucauld, and La Bruyere. Prerequisites: FREN 351 and 356, or departmental permission. Given in French. Offered every four years. Three hours. deGraff.

437 – 18th Century French Literature – A study of selected works by the major writers of the French Enlightenment, illustrating the evolution from Classicism to Preromanticism. The course will also examine the literature of ideas leading to the French Revolution in the works of the leading "Philosophes:" Montesquieu, Voltaire, Diderot, and Rousseau. Special attention will be given to the development of the memoir and epistolary novels and to the social criticism in the theater of Marivaux and Beaumarchais. Prerequisites: FREN 351 and 356, or departmental permission. Given in French. Offered

every four years. Three hours. Staff.

443 – 19th Century French Literature – The purpose of this course is threefold: to explore the great literary movements of the 19th century such as Romanticism, Realism, Symbolism, and Naturalism; to examine closely both major and minor literary works with a view to understanding the major thematic and formal concerns of their authors (poets, dramatists, or novelists); and to develop critical ways of reading long fiction and poetry. Prerequisites: FREN 351 and 356, or departmental permission. Given in French. Offered every four years. Three hours. Hilliard.

445 – 20th Century French Literature – A study of French novels, plays, and films representative of the main literary, philosophical, and artistic movements of the first half of the 20th century such as Surrealism, Existentialism, the Theater of the Absurd, and the New Novel. Readings will include works by Gide, Sartre, Camus, Beckett, Ionesco, and Robbe-Grillet. Films by Resnais and others will also be included. Prerequisites: FREN 351 and 356 or departmental permission. Given in French. Offered every four years. Three hours. deGraff, Teixidor.

447 – Francophone Literature – This course provides an introduction to the Francophone world (Quebec, Africa, the Caribbean, and the Indian Ocean) through the study of literature. We will read a variety of texts (fiction, poetry, and essay) and examine their history and relationship with France. We will pay close attention to the question of colonialism and its impact on local societies and their cultures, the weight of traditions, gender issues, and the aftermath of colonialism. Prerequisites: FREN 351 and 356 or departmental permission. Given in French. Three hours. Teixidor.

448 – African and Middle East Literature and Film – This course is a study of postcolonial literature and film from Africa and the Middle East. The focus will be on recent novels and short stories from countries formerly colonized by France (such as Senegal, Guinea, Cameroon, Algeria, Morocco, and Tunisia), but the course will also include works from Lebanon, Egypt, and Palestinian areas in Israel. Additionally, we will examine transnational contemporary literature and issues raised by migration and cultural change. Readings and class discussions will be in English. For French majors, most readings and the additional weekly discussion session will be in French, thus providing a fourth credit hour. Prerequisites: FREN 351 and 356, or permission of instructor (for French credit). Same as FLET 248. Offered every three years. Three hours; four hours for French majors and minors. Teixidor.

450 – Internship in French – Individually designed field studies and projects for students of junior or senior standing whose maturity and proficiency in French will enable them to enter the fields of business, industry, government, health, or social services. The internship provides several weeks of practical application of knowledge of French culture and language. Prerequisites: certification of class standing, appropriate GPA, and permission of the department. Application required; see Internship Program. Three hours. Staff.

472 – Women in French Film – This course, open to students from all academic backgrounds, will provide an introduction to film analysis and will focus on the representation of women (as heroes, rebels, mothers, friends, lovers, madwomen, etc.) in French films of the last 40 years. This course will also examine the work of several important French women film directors. Over the course of the term, students will become familiar with distinctive aspects of French film styles, with French vs. American representations of women, and with the cultural context of the selected films. This course counts towards the women's studies major or minor, the film minor, and the French major. Prerequisites for French credit: FREN 351 and 356. Same as FLET 272. Additional class meetings in French for French majors or minors who will earn four credit hours. Offered alternate years. Three hours. Teixidor.

482 – Special Topics – Intensive work in an area of language or literature not covered in the general curriculum, tailored to the needs of advanced students. Given in French. Three hours.Staff.

487-488 – Department Honors I and II. Three hours each. Staff.

491-492 – Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Given in French. Three hours each. Staff.

495 – Capstone Experience – This is a one-credit course to be taken during the spring of the senior year (during fall in the case of Education minors). Working with their capstone adviser, students will submit for approval of the Departmental Capstone Committee, a topic related to the interests of the students. During the fall of their senior year (during spring of their junior year in the case of Education minors), students must begin research for their capstone project. In addition to the written project, students will make an oral presentation on Research Day. Performance in FREN 495 will be evaluated by the Departmental Capstone Committee members and will be based on the students' work with their capstone adviser, the capstone project, and the presentations. Given in French. Offered in spring, offered in fall when necessary. One hour. Staff.

Study Abroad Courses in France

Thanks to the benefit of our own exchange programs and our association with the International Students Exchange program (ISEP), students have numerous options for study abroad. A few of these include universities in Poitiers, Le mans, Angers, Besancon, Nice, Montpelier, Aix-en-Provence, and St. Etienne.

Below is a sample of language and culture courses that are available at all French universities. Examples of courses students have recently taken at their respective universities include "Grands Courants du 16eme Siècle," "Comédie au 17eme siècle," "Mythe et literature," "La force du Nationalisme de 1870 jusqu'a 1914".

The minimum prerequisites for all courses taught in France are FREN 232 and 241 or permission of the department.

222 – French Phonetics Practicum – This course aims to improve student's pronunciation through intensive drills in the language laboratory and through individual conferences with the instructor for diagnosis and correction of particular pronunciation problems. Prerequisite: FREN 212 or its equivalent. This course counts as an elective toward the French major or minor. Two hours.

241 – Textual Analysis, Level I – This course is designed to introduce students to the techniques of textual exegesis and to teach them to appreciate the different prose styles of various forms of literary expression in French. Texts studied will include literary and non-literary works from different periods. Prerequisite: FREN 232. This course counts as an elective toward the French major or minor. Four hours.

242 – Textual Analysis, Level II – This course teaches techniques of textual exegesis at an advanced level through close study of literary texts. Prerequisite: one course at the 300-level in French or permission of the department. Four hours.

309 – Advanced Grammar, Level I – An intermediate level French language course in grammar and composition designed to improve writing skills through vocabulary building exercises, study of idiomatic structures, and numerous writing exercises. Prerequisite: FREN 232. Four hours.

310 – Advanced Grammar, Level II – A third-year French language course designed to consolidate skills acquired and to extend the student's mastery of the language. Major emphasis on the written language and a thorough grammar review at an advanced level with importance given to learning complex grammatical structures and development of a literary vocabulary. Prerequisite: FREN 232. Four hours.

Geology (GEOL) Courses

101 – An Introduction to Geology and the Environment – This course explores the relationship between human beings and their geologic environment. First, it provides a construct for understanding geologic concepts by addressing the nature of science, systems, and time. Using this foundation, students examine earth's internal/external processes and responses within geological systems such as rivers, coasts, aquifers, glaciers, soils, the mantle, and the crust (volcanoes and earthquakes). In the process, students learn: how geology relates to other disciplines; how to respond critically to stories in the media and to arguments by members of interest groups; and how to make wiser business, political, and ethical decisions. Laboratory and field work provide hands-on opportunities to learn the fundamental building blocks of geology and to analyze the impact of human beings on earth's systems. Three hours of class and one three-hour laboratory session per week. Four hours. Fenster.

201 – Watershed Hydrology and Water Resources – This course introduces students to the basic physical and chemical aspects of the applied interdisciplinary science of hydrology. The scale of the watershed allows analysis of the details of hydrologic processes, study of water motion as a continuum through interconnected systems, and application of these concepts to water resource issues. The laboratory and course components are taught in an integrated lecture-field format which focuses on a local and current water "problem" (for example, a Phase II site assessment to determine the yield and quality of water in the aquifer beneath the college). Projects may involve aquifer slug and pump tests, quantitative analyses, modeling, water sample tests, field mapping, sediment/soil textural analyses, stream flow measurements, and water budget data collection and analysis. Prerequisite: GEOL 101 or permission of the instructor. Three hours of class and one three-hour laboratory session per week. Four hours. Fenster.

312 – Coastal Geology –This course provides an analysis of the geologic controls and oceanographic processes that govern the evolution and nature of coastal environments. It also examines the impact of humans on coastal environments such as sedimentary beaches, rocky headlands, and estuaries. Students learn to detect and predict coastal hazards as well as to analyze the effectiveness of methods used to mitigate coastal erosion and to protect coastal development from the impact of storms, storm surge and sea-level rise. Students will critically examine various controversies surrounding coastal issues, management strategies, and policy programs in scientific, socioeconomic, historical, political, and ethical contexts. Includes a national and global survey of beaches and estuaries. Field methods, such as beach profil-

ing, coring, and grain size analyses are conducted at various coastal settings. Thus, field labs and data analyses constitute a significant portion of the laboratory. Three hours of class and one three-hour laboratory session per week. Prerequisite: GEOL 101 or permission of the instructor. Four hours. Fenster.

381-382 – Special Topics – These courses are designed to treat advanced topics not otherwise dealt with in the rest of the geology curriculum. Three to four hours each. Fenster.

German

Associate Professor Eren; Visiting Assistant Professor Moser.
(Department of Modern Languages)

In its full range of courses, the German section of the Modern Languages Department seeks to develop student proficiency in four areas: listening, speaking, reading, and writing. Courses at all levels are designed to provide continued opportunities for use of the language ina variety of modes and settings, on campus and abroad. In addition to imparting linguistic skills, the German section of the Modern Languages Department nurtures critical thinking and synthesis in a program balancing language, civilization, and literature. The German faculty believes that a multifaceted study of another culture sensitizes students to realities other than their own, and encourages them to become more understanding of cultural differences at the same time that they are developing an appreciation for the literature which evolves from another culture.

The department offers a number of study abroad opportunities. The college has established a fall and spring semester program in Marburg. In addition, through its affiliation with ISEP, the college has exchange programs with several universities in Germany and Austria.

The requirements for a Major in German:

- Must complete at least 31 semester hours in German above GERM 212, including GERM 495 (Capstone course);
- Up to 6 hours of approved FLET courses can be used towards fulfilling the requirement of 31 semester hours;
    - o Students seeking teacher certification must complete GERM 349 and at least 6 semester hours of course work at an institution of higher learning in a German-speaking country as part of the 31 semester hours.
- Must have a study abroad experience in a country where German is a naive language. (The department encourages spending a full academic year or a semester at the Phillips University in Marburg, Germany. However, students may be given alternatives in consultation with the department chair.)

The requirements for a Minor in German:

- Must complete at least 18 semester hours in German above GERM 212;
- Up to 6 hours of approved FLET courses can be used towards fulfilling the requirement of 18 semester hours;
    - o Students seeking teacher certification must complete GERM 349 and courses in German culture.
- Students are encouraged to participate in a summer school program or a semester abroad experience.

German (GERM) Courses

111-112 – Elementary German – Essentials of German structure and syntax; emphasis on comprehension of written and spoken German, with course conducted largely in German. Required additional scheduled session of language practice. Within two semesters, students are expected to master the fundamentals of German grammar and to acquire an active vocabulary of at least 1,000 German words. Three hours each. Staff.

120 – Reading and Translating German – A reading and translating course designed for those students who need a reading/translating knowledge of German. No prior knowledge of German needed; no prerequisites; does not fulfill collegiate requirements. For German majors and minors, additional work will be required. Offered by request. Three hours. Staff.

211-212 – Intermediate German – Readings in German prose and poetry. Review of German structure and syntax. Emphasis on enlarging vocabulary, refining grammatical facility, and introducing elementary literary works. Students must be able by the year's end to handle second-year graded readers without difficulty. Required additional scheduled session of language practice. Prerequisites: GERM 111-112 or equivalent or placement by examination. Three hours each. Staff.

221 – Modern Drama in English Translation – Same as FLET 221.

222 – 20th Century Narrative Fiction – Same as FLET 222.

245 – Conversation and Film – This is an introductory conversation course that can be taken after German 212 or equivalent. Films, novels, and other readings provide the basis for conversations that will deal primarily with the culture of Weimar Republic and Nazi Germany (1933-1945). Special topics will deal with German resistance groups as well as how Nazi laws affected Jewish life in Germany. Grammar reviews and writing exercise will round out the course. Prerequisite:

GERM 212 or equivalent. Offered alternate years. Three hours. Eren.

251 – Topics in German Literature – An introduction to literary interpretation designed to enable students to engage in effective analysis of a variety of literary genres. Prerequisite: GERM 212 or equivalent. Given in German. Partially fulfills the Area of Knowledge requirement in art and literature (literature). Offered alternate years. Three hours. Staff.

261 – Culture and Civilization – An historical, social, cultural, and literary study of the German-speaking world from the 19th cnetury to the 2006 world Cup. A wide range of audio-visual aids, as well as lectures, will be used to illustrate the interrelationship of politics, art, literature, and culture. Offered alternate years. Three hours. Staff.

301-302 – Advanced German – The purpose of this third year course is to refine and crystallize those language skills begun and partially perfected during the first four semesters and to ensure that students enrolling in more advanced courses requiring a great deal of reading, writing, and speaking in German will be equipped to do the work without difficulty. Required additional scheduled session of language practice. Three hours each. Staff.

305-306 – Conversational German – Intensive individualized practice in conversational German to develop the student's ability to communicate orally. Emphasis is placed on the acquisition of a broad vocabulary. Topics of discussion and reading center upon contemporary German culture as well as current events. Offered alternate years. Three hours each. Staff.

314 – Modern Drama of the German-Speaking World – Study of a select number of plays from Frank Wedekind to Peter Weiss. The material will be read in the original German. This study of the primary texts will be supplemented by critical writings with a strong emphasis on Brecht's dramatic theory. Emphasis on close textural analysis, interpretive problems, and historical perspective. Prerequisite: a knowledge of German adequate to the understanding and discussion of contemporary German texts. Offered every three years. Three hours. Staff.

315 – The German Novelle – A brief history of the European Novelle and a close reading of selected works by 19- and 20-century German writers. A prior familiarity with other genres in German literature is recommended for more complete appreciation and understanding of the unique character of the German Novelle. There will be close textual analysis of the Novellen, which will be read in German, supplemented by critical writings in both English and German. By the end of the semester, students will be expected to have read representative works by the major authors of German Novellen of this period and to be able to explain their unique character in proper historical and literary critical perspective. Ability to read and understand contemporary German is essential. Offered every three years. Three hours. Staff.

349 – Teaching Methodology for Foreign Languages – Also listed as FREN and SPAN 349, this course fulfills a state requirement for students seeking certification in the teaching of foreign languages. Students will explore the theories of language acquisitions, current research, and various methods of language instruction. Students will create lesson plans and assessments that correspond to current understandings of how K-12 students best learn a second language. This course will emphasize the national standards and proficiency-based objectives for foreign language instruction. Given in English. Prerequisite: Seven courses beyond the 212-215 level and admission to the Randolph-Macon Education Department's teacher preparation program. Required to be taken no earlier than the academic year during which student teaching is to take place. Offered as needed. Three hours. Staff.

495 – Capstone Experience – This is a one-credit course to be taken during the spring of the senior year (during the fall in the case of Education minors). Working with their capstone adviser, students will submit for approval of the Departmental Capstone Committee, a topic related to the interests of the students. The capstone project may be either attached to a course the student is taking or independent of any course. In addition to the written project, students will make two oral presentations, one in English on research day and another in German. Performance in GERM 495 will be evaluated by the Departmental Capstone Committee members and will be based on the students' work with their capstone adviser, the capstone project, and the two presentations. Given in German. Offered in spring, offered in fall when necessary. One hour. Staff.

496-498 – Senior Project – Six hours. Staff.

Greek

Professors Camp, Daugherty, Fisher, and McCaffrey. (Department of Classics)

Students in the classics department study the Greek language in order to read the actual words of the ancient texts, including the Greek New Testament, to understand and appreciate these writings both in the original languages and in translation, and to understand and appreciate Greek culture. A major in Greek is an excellent preparation for graduate studies in classics, ancient history, archaeology, divinity, or law.

The requirements for a Major in Greek consist of 30 semester hours, including:

- eighteen semester hours in GREK above the 200 level (LATN 211-212 may be substituted for six

of these hours; GREK 211-212 may be counted toward the major if not used to fulfill the collegiate requirement in foreign language);
- three semester hours taken from among ARTH 212, 213, 216, 217, 218, or 219;
- three semester hours of CLAS 226 or 311;
- six semester hours of departmental electives selected from among any CLAS courses, FLET 201-206, ARTH 210-219, PHIL 251, LATN above 112, or GREK above 212;
- CLAS 200 is required by the end of the junior year.

Greek (GREK) Courses

All texts read in Greek. One course from 341-346 is taught each semester in a two-year rotation.

111 – Elementary Greek – A linguistically-oriented approach to the study of the Greek language with emphasis on grammatical structure and the acquisition of an elementary reading facility. Offered every year. Three hours. Fisher.

112 – Elementary Greek – Further practice in the grammatical structures of the Greek language with increased emphasis upon the reading of simple Greek prose. Prerequisite: GREK 111. Offered every year. Three hours. Fisher.

211 – Intermediate Greek – Grammar review and selected readings from Greek prose. Prerequisite: GREK 112. Offered every year. Three hours. Daugherty, Fisher.

212 – Intermediate Greek – Selected readings from Greek New Testament, or classical Greek authors. Prerequisite: GREK 211. Offered every year. Three hours. Daugherty, Fisher.

341 – The Greek Epic – Selected readings from the Iliad and the Odyssey of Homer. Prerequisite: GREK 212. Offered every other year. Three hours. Daugherty.

344 – Greek Historiography – Selections from Herodotus, Thucydides, Xenophon, or Polybius. Prerequisite: GREK 212. Offered every other year. Three hours. Daugherty.

345 – Greek Philosophical Prose – Selections from Plato, Aristotle, and their successors. Prerequisite: GREK 212. Offered every other year. Three hours. McCaffrey.

346 – Greek New Testament – Selections from the Gospels and the Pauline letters with special emphasis on problems of exegesis and historical criticism. Prerequisite: GREK 212. Offered every other year. Three hours. Daugherty.

481-482 – Special Topics – Intensive reading and interpretation of authors and texts not covered in general curriculum, tailored to the needs of advanced or pre-ministerial students. Offered as needed. Three hours each. Staff.

487-488 – Departmental Honors – Offered as needed. Three hours each. Staff

496-498 – Senior Project – Individual research project for Greek majors. Six hours. Staff.

History

Professor Malvasi, Chair; Professors Fischbach and Jefferson; Associate Professors Bergmann and Munson; Assistant Professors Throckmorton and Watkinson; Visiting Assistant Professor Redfern.

The last four or five hundred years have marked the evolution of historical consciousness. In that time, history has not only become a form of thinking and knowing, it has become the essential condition of thought and knowledge. As the Dutch historian Johan Huizinga put it: "Historical thinking has entered our very blood." This means that today we describe and understand every human experience and endeavor not through their material, spiritual, or psychic characteristics but through their history.

In the midst of a society undergoing change, there is a need for responsible citizens to understand the process of change. History studies that process in the only societies where it can be fully observed: those of the past. In analyzing the transformations of societies of other times, students acquire the analytical tools for better comprehending their own social environment. In addition, the study of history provides a vocabulary of examples of human activity, which brings greater awareness to the study of other intellectual disciplines. Shakespeare's plays, for example, take a deeper resonance when seen against a background of economic, political, and social change in the Tudor and Stuart dynasties.

The history department aims at more than guiding students toward learning about the past. It also trains students to think critically, research effectively, and write lucidly. Students learn, through classroom experience and examinations, as well as through individual research projects, how to analyze both the form and content of source material; how to discern historical trends and patterns; how to postulate theses and support them with evidence; and how to present conclusions in a compelling, well-organized fashion. Courses also train students to communicate effectively in a public setting. The history department encourages majors to consider the benefits of study-abroad and/or an internship experience. The particular point of view of this department is that history can best be learned where there is close collaboration between teacher and student. To that end, classes are kept small, even at the introductory level, and thereby considerable personal attention can be given to a student's work by the professor.

The requirements for a Major in History:

A major in history consists of a minimum of 31 credit hours in eleven courses numbered 200 and higher: (HIST 100-101 and HIST 111-112 are not part of the major). A minimum grade of C- and a minimum GPA of 2.0 are required for all courses used on the major.

- Must complete six hours (2 courses) in American history from the following - HIST 211, 212, 301, 302, 321, 322, 323, 324, 325, 326, 327, 328, 332*, 333, 337, 338, 339, 342, AMST 351;
- Must complete six hours (2 courses) in European history from the following - HIST 226, 230, 241, 242, 250, 303, 311, 312, 354, 355, 371, 372, 375, 376, 386, 387;
- Must complete six hours (2 courses), in any combination, of non-western subjects from the following - Native American - HIST 320; Asia - HIST 221, 290, 391, 392, 394, 395, 396, 397; Slavery - HIST 332*; Latin America - HIST 251; or, Middle East - HIST 281, 282, 361, 367;
- Must complete twelve hours (4 courses) elected from the entire list of history courses not previously taken for credit, and above the 100 level;
- Must complete HIST 401 Capstone.
- Note*: Courses taken abroad and 400-level courses can also satisfy these distribution requirements; please consult with the department chair. HIST 332 may be counted towards the major under the American or the non-western designation, but not both.

The requirements for a Minor in History:

A minor in History consists of five three-hour history courses (15 hours) numbered 200 and higher. A minimum grade of C- and a minimum GPA of 2.0 are required for all courses used on the minor.

- Must complete three hours (1 course) in American history from the following - HIST 211, 212, 301, 302, 321, 322, 323, 324, 325, 326, 327, 328, 332*, 333, 337, 338, 339, 342, AMST 351;
- Must complete three hours (1 course) in European history from the following - HIST 226, 230, 241, 242, 250, 303, 311, 312, 354, 355, 371, 372, 375, 376, 386, 387;
- Must complete three hours (1 course), in a non-western subject from the following - Native American - HIST 320; Asia - HIST 221, 290, 391, 392, 394, 395, 396, 397; Slavery - HIST 332*; Latin America - HIST 251; or, Middle East - HIST 281, 282, 361, 367;
- Must complete six hours (2 courses) elected from the entire list of history courses not previously taken for credit, and above the 100 level.
- Note*: Courses taken abroad and 400-level courses can also satisfy these distribution requirements; please consult with the department chair. HIST 332 may be counted towards the minor under the American or the non-western designation, but not both.

The requirements for Teacher Certification:

The program requirements of a history major planning to minor in education for the purpose of state certification (both elementary and secondary) vary slightly from those of other history majors.

- Must complete HIST 111-112 for certification (meets the AOK requirement);
- Must complete twelve hours (4 courses) in American history of which 6 hours (2 courses) must be in HIST 211-212, plus two others from the following - HIST 301, 302, 321, 322, 323, 324, 325, 326, 327, 328, 332*, 333, 337, 338, 339, 342;
- Must complete six hours (2 courses) in European history from the following - HIST 226, 230, 241, 242, 250, 303, 311, 312, 354, 355, 371, 372, 375, 376, 386, 387;
- Must complete six hours (2 courses), in any combination, of non-western subjects from the following - Native American - HIST 320; Asia - HIST 221, 290, 391, 392, 394, 396, 397; Slavery - HIST 332*; Latin America - HIST 251; or, Middle East - HIST 281, 282, 361, 367;
- Must complete six hours (2 courses) elected from the entire list of history courses not previously taken for credit, and above the 100 level;
- Must complete HIST 401 Capstone (completed through student teaching).
- Students seeking certification at the secondary level must be certified in social studies which includes a major in history (see above) plus the following or their equivalents:

  HIST 319 - Geographical History (may be used as an elective in the major) one course in economics - ECON 201 or 202, and one course in political science - PSCI 201 or 202.

NOTE: HIST 100-101 or 111-112 are a prerequisite for all other history courses. HIST 111-112 are required for all students planning to meet the requirements of teacher certification; most majors/minors and other students will complete their AOK requirement in HIST 100-101. Courses from the two sequences cannot be mixed.

History (HIST) Courses

100 – Introduction to History, I – An introduction to the skills and methods of historical study. Each section of the course may differ in content by era, nationality, region or topic, but all sections include common

goals and requirements. Students will be asked to reason historically, think clearly and analytically, read critically, and convey their understanding of change and continuity through clear and concise essays. They will apply the skills learned by writing a critical or comparative book review in which they judge how another historian has applied those skills. Applicable toward the AOK requirement when combined with HIST 101. Offered annually. Staff.

101 – Introduction to History, II – A continuation of HIST 100. This course builds on the skills and understanding developed in HIST 100 and extends them through more complex reading assignments and a research project in which students fashion their own interpretation of a period, person or an event. Historical skills are interrelated and cumulative. Sections may vary in content by era, region, nationality, or topic; students may enroll in any section of the course. Applicable toward the AOK requirement when combined with HIST 100. Prerequisite: HIST 100. Offered annually. Staff.

111 – Foundations of the Modern World I – This course is a survey of history from the end of the classical era to the end of the 18th century. It explores the development of the principal social, economic, political, religious, and intellectual concepts that underlie today's global society. Emphasis is on the development of European civilization, its interaction with Asia, Africa, the Americas, and the Middle East, and its rise to world dominance. The course also develops students skills in reading and writing, and in historical methodologies: chronology, narrative, analysis, and abstract thinking. Required for teacher certification in History/Social Science. Applicable toward the AOK requirement when combined with HIST 112. Offered annually. Three hours. Staff.

112 – Foundations of the Modern World II –This course continues the themes of HIST 111 into the 19th and 20th centuries. Emphasis is on the conservative, liberal, radical, industrial, nationalistic, and imperialistic forces of the nineteenth century; it includes 20th century topics such as: the First and Second World Wars, Communist Revolutions, the Cold War, the collapse of European Imperialism, and contemporary world events. Required for teacher certification in History/Social Science. Applicable toward the AOK requirement when combined with HIST 111. Offered annually. Three hours. Staff.

***NOTE: HIST 100-101 or HIST 111-112 are prerequisites for all HIST courses at the 200 level or above.**

211 – The United States to 1865 – This course analyzes the cultural, economic, political, and social developments of the European North American colonies and the United States through the Civil War. It emphasizes the origins of American nationalism and republican ideology during the colonial and revolutionary periods, the rise of the two-party system, their maturation in the Federalist, Jeffersonian, Jacksonian eras, and the social, economic, cultural, and political tensions that culminated in the American Civil War. Offered every fall semester. Three hours. Staff.

212 – The United States since 1865 – This is a continuation of HIST 211, but may be taken out of sequence. The Civil War was a watershed moment for the American people and marks the beginning of "modern "America. This course traces that transformation, emphasizing the dramatic late-nineteenth century social, economic, and political changes wrought by industrialization, immigration, and expansion and that forged the powerful nation of the twentieth century–a century of conflict at home and abroad that challenged and redefined American ideals. Offered every spring semester. Three hours. Staff.

221 – Tokyo Past and Present – Same as JAPN 221.

226 – Warfare in Antiquity – Same as CLAS 226.

241 – England to 1660 – This course begins with a rapid survey of England's geography, medieval experience and continues with a more detailed analysis of the Tudor and Stuart reigns. Emphasis is on the origins of the English nation and on the 17th-century Revolution. Offered alternate years. Three hours. Staff.

242 – England since 1660 – From the Glorious Revolution, this course extends the study of England into the modern era. The semester's emphasis turns on the Industrial Revolution with its eighteenth-century origins, the creation of a working class, and the impact of the empire receiving special attention. The semester concludes with Britain's gradual decline in the 20th century. Offered alternate years. Three hours. Staff.

250 – Women in European History – Did women have a Renaissance? Have the great events and movements of European history affected women in the same ways as men? Were women too busy giving birth and caring for children and homes to have a role in, or an effect on, European history? In this course we will survey Europe from the Middle Ages to the present to answer these questions and discover women's place in European history. Same as WMST 250. Offered alternate years. Three hours. Watkinson.

251 – Colonial Latin America – This course provides an overview of Latin America through the 1820s, beginning with the pre-1492 American and Iberian backgrounds. Topics include: Spanish and Portuguese conquest and colonization; Iberian imperialism and the Atlantic World; race and slavery; socio-economic and cultural patterns; and the struggles for independence

and nation building. Offered alternate years. Three hours. Bergmann.

281 – Islam to the 14th Century – This course provides an overview of the development of the Middle East from the birth of Islam to the rise of the Ottoman Empire. Its seeks to acquaint students with the political, socio-economic, cultural, and religious forces that shaped the lives of Middle Eastern peoples during this period. Topics include: the life of the Prophet Muhammad; Islamic belief (Sunni and Shi'i) and institutions; the foundation of the Islamic states; the Umayyad and Abbasid Empires; the Mongol invasions; and the Crusades. Offered alternate years. Three hours. Fischbach.

282 – The Modern Middle East – An examination of the Middle East (Egypt and the Arab East, Turkey, Israel, and Iran) from the 19th century to the present. An effort is made to relate recurring upheavals in the area, including conflicts between ethnic-religious groups and economic classes, to structural transformations. Topics include: the end of the Ottoman and Safavid empires; Western imperialism and colonialism; Middle Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; the Islamic revival; the U.S. invasion and Iraq; and women's history. Offered alternate years. Three hours. Fischbach.

290 – Introduction to East Asia – Same as ASTU 290.

301 – United States Social and Intellectual History to 1865 – A study of the culture of the people of the American colonies and the early republic. Emphasis will be placed on the European origins of American thought as well as on the philosophical and literary developments of antebellum America. Offered every three years. Three hours. Malvasi.

302 – United States Social and Intellectual History since 1865 – A continuation of HIST 301. A study of the impact of industrialization and urbanization on American life. Philosophical and literary trends are again stressed and related to the two World Wars and the Great Depression. Offered every three years. Three hours. Malvasi.

303 – Roman Britain – Same as CLAS 303.

311 – Greek History – Same as CLAS 311.

312 – Roman History – Same as CLAS 312.

319 – Geographical History – This thematic course illustrates how geographic methods and approaches can further our understanding of past societies and civilizations. To do so, it uses the paradigm of the Atlantic World from 1400 to 1888. It analyzes the relationships of Western European, West African, and North and South American peoples to the places they inhabited and came to inhabit after 1400, as well as the intraregional, interregional, and transoceanic networks that existed and emerged after contact and colonization. It investigates how both regional and hemispheric geographical attributes affected social and cultural development and contributed to social, cultural, and political changes over time. This includes: climatic and environmental factors, trade and distribution, land use, demographic shifts, and perceptions of the physical geography of the land. Offered alternate years. Three hours. Bergmann.

320 – Native American History – This course explores the major political, economic, social and cultural themes in Native American history from the pre-contact era through the twentieth century and provides students with the opportunity to conduct fruitful research into specific themes. The course will consist of lectures and discussions surveying Native American history and methods of researching it as well as guided student research and presentations on chosen projects. Prerequisites: HIST 211 or HIST 212 or permission of the instructor. Offered alternate years. Three hours. Bergmann.

321 – Colonial America to 1763 – This course will emphasize the European background of the American colonies and the story of the settlements in North America from the late 16th century through the mid-18th century. Attention will be given to pre-contact North America, the social and cultural attributes of colonial life as well as to the developments of colonial government and economies. Offered alternate years. Three hours. Bergmann.

322 – The American Revolution, 1763-1789 – A continuation of HIST 321. The chief subjects of discussion will be the development of British imperial reorganization beginning in the 1760s, the growth of American resistance to the mother country, the campaign sin the War for American Independence, the efforts at government building, and the socio-cultural changes brought forth by revolutionary ideologies. Offered alternate years. Three hours. Bergmann.

323 – The Early American Republic, 1789-1824 – The Constitution was only the starting point in the establishment of a national government; equally important were the economic, social, and political precedents set by the first generation. This course analyzes the forging of the United States and the strains and conflicts that arose in the process–some of which remain unresolved .This course examines the development of our republican governmental system, the sectional tensions accompanying expansion, the political and diplomatic dilemmas the young nation endured, and the beginnings of the shift from an agrarian economy. Offered alternate years. Three hours. Bergmann.

324 – The Age of Jackson, 1824-1845 – This course surveys the history of the United States from the election of 1824 to the outbreak of the Mexican War in

1846. Primary emphases include: the rise of democracy, the growth of the market, and the ferment of social reform; Indian removal and territorial expansion; the Bank War and the Nullification Crisis; the growth of southern sectionalism; and the development of competing definitions of the Republic. Offered alternate years. Three hours. Malvasi.

325 – The Crisis of the Union, 1845-1861 – This course surveys the history of the United States from the outbreak of the Mexican War in 1846 to the outbreak of the Civil War in 1861. Primary emphases include: the debate over territorial expansion and the spread of slavery; the collapse of the Second American Party System; the general political upheaval of the 1850s; the election of Abraham Lincoln; the secession of the southern states; the formation of the Confederacy; and the outbreak of civil war. Offered alternate years. Three hours. Malvasi.

326 – The Civil War and Reconstruction, 1861-1877 – This course surveys the history of the United States from the outbreak of Civil War in 1861 to the end of Reconstruction in 1877. Primary emphases include: the military history of the war; the political and social history of the Confederacy and the Union; and the history of Reconstruction in the South. Offered alternate years. Three hours. Malvasi.

327 – The Gilded Age, 1879-1919 – This course surveys the history of the United States from the end of Reconstruction in 1877 to the outbreak of World War I in 1914. Primary emphases include: the rise of big business and the organization of labor; the growth of cities and the creation of urban politics; the agrarian revolt and the Progressive reform movement; the transformation of American manners and culture; and the emergence of the United States as a world power. Three hours. Malvasi.

328 – The United States in the 20th Century – This course will narrate the changes in modern American economic, social, political, and intellectual realms. Although HIST 212 is not a prerequisite, it is strongly recommended. Offered alternate years. Three hours. Staff.

332 – The Problem of Slavery – This course surveys the history of slavery in the Western Hemisphere. Primary emphases include: the role of slavery in the colonial expansion of Europe; the emergence of a unique ideology of slavery in the southern United States; and the creation of Afro-Caribbean and African-American cultures that enabled Blacks to challenge slavery. Offered alternate years. Three hours. Malvasi.

333 – The Antebellum South – This course surveys the development of Southern society from the founding of Jamestown in 1607 to the outbreak of Civil War in 1861. Discussion will emphasize the origins and expansion of slavery, the rise of the plantation economy, the relations between masters and slaves, the character of Southern religion and thought, and the politics of secession. Offered every three years. Three hours. Jefferson.

337 – African-American History since 1865 – This course provides the opportunity for students to gain a chronological and thematic understanding of African-American history since the Civil War. It examines and evaluates the legacy of slavery, the nature and evolution of African-American culture and thought, the promise and perils of emancipation, the accomplishments and failures of Reconstruction, the origins and consequences of segregation, the struggle for civil and political rights, and the ongoing effort to create an integrated society. Offered every three years. Three hours. Jefferson

338 – The Black Novel as History – This course uses fiction to explore the nature and meaning of African-American history. Novelists studied will vary. Writers considered in the past have included Charles Chestnutt, James Weldon Johnson, Richard Wright, Chester Himes, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, Toni Morrison, Gloria Naylor, Charles Johnson, and Roger Mosley. Three hours. Jefferson

339 – The Blues - The blues is predominantly, though not exclusively, African-American music. Having numerous antecedents, such as slave songs, spirituals, and gospel, as well as white folk ballads, the blues emerged as a distinctive musical style around the turn of the twentieth century. It grew out of, and reflected, the conditions that blacks faced in the United States during the period of racial tension and violence that followed Reconstruction. Under these circumstances, blacks, although freed from slavery, had few means by which to express their hopes and their humanity. Religion was the safest and most important outlet for blacks, but the blues was the secular response to discrimination, oppression, and hard times. In HIST 339, we shall examine the origins, history, nature, transformation, and meaning of this important form of American music. Not open to students who successfully completed The Blues as HIST 100. Offered alternate years. Three hours. Malvasi.

342 – "The Godfather" as History – Few novels and films have influenced American popular culture as deeply as has "The Godfather." More than a lurid expose of organized crime, "The Godfather" is a tragedy in the classical sense, which unmasks persistent truths about human nature, society, and history that complexities of modern life obscure. In this course, students will examine "The Godfather" to discern the insights the novel and film offer into such perennial questions as the nature of power, the sources of individual and social corruption, the con-

sequences of sin, the character of the good society, the meaning of virtue, the efficacy of religion, and the relations between traditional culture (Gemeinschaft) and modern society (Gesellschaft). Offered alternate years. Three hours. Malvasi.

352 – Victorian England – Queen Victoria's name has become synonymous with the triumph of bourgeois values in the 19th century. This course will make a close examination of Britain's economic ascendancy, liberal politics, and the "Victorian Frame of Mind." Offered alternate years. Three hours. Staff.

354 – The Renaissance – During the fourteenth century, the Italian peninsula witnessed an explosion of intellectual and artistic creativity as classical forms were rediscovered and reinterpreted for contemporary purposes. This course will explore this movement which came to be known in later centuries as the Renaissance. Some of the topics covered are civic and Christian humanism, Renaissance self-fashioning, courtly culture, the Scientific Revolution, the evolution of the artist as hero, conspicuous consumption, and the development of "taste." Offered alternate years. Three hours. Throckmorton.

355 – The Reformation – In 1500 most of Europe officially subscribed to one brand of Christianity, the one articulated by the Catholic Church in Rome. The events of the sixteenth century, the so-called "Iron Century," demonstrated that the ties that bound Church, societies, and people could be, and in many cases, were broken. This course examines how other expressions of Christianity emerged in Western Europe during the early modern period, and the impact that these expressions had on the way people approached God, society at large, and each other. This course covers the Lutheran, Reformed, English, Radical, and Catholic Reformations. Offered alternate years. Three hours. Throckmorton.

361 – Modern Egypt – Described as the only true "nation" in the Arab world, Egypt has provided the modern Arab world with cultural and political leadership even as it has preserved its unique identity and historical experience. This course examines such crucial issues in modern Egyptian history (beginning in the mid-18th century) as Egypt's relationship with the great powers, state industrialization, Islamic reformism, Arab nationalism, and Arab socialism, Third Worldism, cultural production, the Arab-Israeli conflict, and the experiences of "ordinary" Egyptians. Offered alternate years. Three hours. Fischbach.

367 – Arab-Israeli Conflict – At its heart, the Arab-Israeli conflict has revolved around different nationalisms struggling for exclusive control of the same piece of territory, alternately called Palestine or Israel. This course explores the contending Arab and Zionist claims to the land during the 19th and 20th centuries and discusses the course of the resulting struggle. It also examines by-products of the conflict, including socio-economic, political, and psychological ramifications for Jews and Arabs both in Palestine-Israel and beyond. Offered alternate years. Three hours. Fischbach.

375 – Royal France – The growth and development of the French nation from ancient Gaul through the reign of Louis XIV – Charlemagne and the rise of feudalism; the first Capetians; Louis IX, Philip IV, and the foundation of absolute monarchy; the Hundred Years' War; Francis I and the French Renaissance; Henry II and the religious civil wars; Henry IV, Richelieu, Mazarin and the consolidation of monarchical power; and Louis XIV, the majesty of Versailles and the legacy of the Sun King. Offered alternate years. Three hours. Throckmorton.

376 – Modern France – The nature of the absolute monarchy in the eighteenth century; Louis XV, Louis XVI, and the Enlightenment; the Revolutionary and Napoleonic eras; the Restoration and the Revolution of 1830; Louis-Phillippe and the Revolution of 1848; the Second Republic and the Second Empire of Louis Napoleon Bonaparte; The Third Republic and the two world wars; the Fourth Republic and its demise; DeGaulle, the Fifth Republic, and contemporary developments. Offered alternate years. Three hours. Watkinson.

380 - Spain in the Modern Era – In 1700 a vigorous new dynasty encouraged hopes that Spain, an economic and political backwater, might recover its lost energy and splendor. This course surveys Spain's history from the arrival of the Bourbon kings in a Spain rent by its ongoing struggle between the old and the new to the pluralistic and open society of today. Emphasis will be on development of a Spanish national identity, the relationship of church and state, the class struggle, and the current search for economic and political visibility. Offered alternate years. Three hours. Watkinson.

381 – Special Topics in History – These courses focus on areas of history not otherwise covered in the curriculum. Prequisite: permission of the instructor. Three hours. Staff.

386 – World War I – A research seminar on the "Great War." World War I (1914-1919) was a transforming experience in world history. This course will take a close look at the war in general and each student will study one aspect of the war in detail. Offered alternate years. Three hours. Staff.

387 – Problems in Contemporary Europe, 1900 to Present – A study in the history of modern Europe. Special emphasis on the causes and consequences of war, fascism, communism, the European Union, and Europe's colonial withdrawal. Offered alternate years. Three hours. Watkinson.

391 – Ancient, Mughal, and British India – The origins of Indian civilization and classical Hinduism; the

Sultanate of Delhi; Akbar the Great, the Mughal Empire and its decline; European trade; the Portuguese; Anglo-Dutch-French rivalry and the dominion of the East India Company; British expansion; and the nature of the Indian Mutiny and its aftermath. Problems of analysis and interpretation. Offered alternate years. Three hours. Staff.

392 – Modern India, Pakistan, and Bangladesh – The impact of European rule on the subcontinent: the nature of British imperial government; and modernization and social change. The rise of Indian nationalism: the Indian National Congress and constitutional developments; the First World War and the Amritsar massacre; Mahatma Gandhi; and Muslim separatism, the transfer of power, and Partition. The problems of independent South Asian governments, contemporary developments, and problems of historiography. Offered alternate years. Three hours. Watkinson.

394 – Japanese History to 1600 – This course is a survey history of Japan, from the earliest beginnings of civilization through to the end of the sixteenth century. We will touch on the origins of human life on the Japanese archipelago, and focus on topics such as: the introduction of Chinese civilization, the origins of Shinto and Japanese Buddhism, the development of traditional Japanese culture and literature, and the rise of the samurai class during the Heian, Kamakura, and Ashikaga Periods. Offered alternate years. Three hours. Munson.

395 – Japanese History Since 1600 – A seminar-style introduction to modern Japanese history. We will trace the historical development of the Japanese archipelago from an isolated, agrarian federation of feudatories to a modern, industrialized nation-state. In the course of our journey we will focus whenever possible on the international dimension to Japan's early modern and modern periods, specifically concentrating on the tumultuous events of the nineteenth century. At the completion of this course students should be versant in the basic themes of modern Japanese history, understanding how and why Japan occupies its current position in world affairs. Offered alternate years. Three hours. Munson.

396 – Modern China, 1800 to 1935 – This course will examine China's geography, traditional society, the penetration of Western Civilization, and the rise of Chinese nationalism. The course ends with the Long March. Offered alternate years. Three hours. Staff.

397 – Modern China, since 1935 – A continuation of HIST 396, this course takes a close look at the goals, achievements, and problems of China since the Long March. It examines topics such as: education, political structure, the economy, population, and women. Prerequisite: HIST 396 is recommended but not required. Offered alternate years. Three hours. Staff.

401 – Capstone Experience – A culminating experience in which a history major will integrate, extend, and apply knowledge and skills from the student's general education and major programs. Enrollment is through a project contract which may include one of the following :student teaching, a study abroad experience of one semester or more in duration, a research experience outside of a class, or a significant research project completed in conjunction with a regularly scheduled major course. Prerequisites: senior status or junior status with consent of department chair. One hour. Staff.

450-451 – Internship in History – Qualified students may combine their classroom knowledge with practical experience ein internship placements in government, business, law, museum, research institutes, or other fields. Students will complete a project mutually agreed on by the student, the supervisor, and the instructor. Open to juniors and seniors with the permission of the department. Application required; see Internship Program. Three hours each. Staff.

481-482 – Special Topics in History – These courses focus on historical topics not specifically covered in the general curriculum and are designed to meet the individual needs of advanced students. Prerequisite: permission of instructor. Three hours each. Staff.

487-488 – Departmental Honors – For students enrolled in the Honors Program. The course of study will involve a program of reading and research in an area of history appropriate to the student's interest. Offered on request. Three hours each. Staff.

491-492 – Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Offered on request. Three hours each. Staff.

496-498 – Senior Project – This individual study program for history majors is designed to give students an introduction to historical bibliography and the techniques of historical research. Conferences and a major research paper will be required. Offered on request. Six hours. Staff.

Study Abroad courses offered at Wroxton College in England

3422 - Britain in the Modern Era -A history of Britain in the 19th and 20th centuries, which will focus on the political, social, economic, and cultural developments that have made contemporary Britain. Three hours.

Study Abroad course offered at the Sorbonne in France

375 – History of France from the Middle Ages to the XVIII Century – This course includes two series of lectures. The first, the Historical Evolution of

France, offers a study of the origins of French civilization from the Gallo-Roman era to the beginning of the 18th century. The aim of the second series of lectures entitled History of Ideas is to present the fundamental traits of French civilization through 1) a study of important French philosophers, 2) an analysis of the evolution of concepts such as civilization, progress, and the philosophy of history, and 3) discussion of the implication of these concepts in France's history from the 15th century to the 19th century. Prerequisite: FREN 232. Students taking this course may not take FREN 261. May be counted toward a major in history. Three hours.

Honors (HONR) Courses

221 – The History of Scientific Thought from Pythagoras to the Principia – This course is a study of the historical development of scientific ideas in the mathematical, physical, and astronomical sciences, from antiquity to the close of the seventeenth century. Since this is an interdisciplinary subject, it requires skills from more than one area, and should be of interest to anyone studying history, philosophy, physics, or mathematics. Students will be expected to analyze and interpret both primary and secondary sources, make considered evaluations of their scientific, philosophical and/or historical significance, and construct cogent arguments in essay form. Partially satisfies the collegiate requirement in history (any future offerings of this course will count as HIST 111). Three hours. Rice.

228 – Don Quijote – This course will focus on Miguel de Cervantes' best-selling novel Don Quijote de la Mancha. This novel is not only Cervantes' best-known work, but is considered one of the great masterpieces of world literature, and the work's eponymous protagonist is one of the most famous of all literary creations. The novel will be studied to appreciate the character of Don Quijote, to understand the plot itself and to examine the creativity of its writer, Miguel de Cervantes Saavedra. In addition to viewing Cervantes' commentaries on Spanish society of the early seventeenth century and its moral fabric, we will also pay particular attention to the role of reading and writing as portrayed in the novel. We will also look at some central themes of the novel such as the complex relation between fiction and reality and the psychology of Don Quijote as we appreciate the often ribald and scatological humor of the novel. El Quijote is a novel that can be studied for a lifetime, and one to and from which every reader will bring their own experience. Because of this, I will also emphasize the importance for each student to reflect on his or her own reading experiences. Partially fulfills the Area of Knowledge requirement in arts and literature (literature). Three hours. Malin.

292 – Building Mobile Computing Apps – No Experience Required! – The course will use the App Inventor programming environment to build Android apps (there is not yet an equivalent environment for building iPhone apps). Students will learn how to develop and employ apps for the Android phone using easy to learn tools to design the interface, write the computer code, and either emulate or implement the app on an Android phone. In the classroom discussion and in class lab portions of the course the instructor and students will build a series of example apps with each one getting a little harder and introducing new concepts. Students will improve their problem solving skills through the use of good computing practices related to problem specification, program development, and testing. The coursework will culminate with a final project and presentation. Three hours. Burrell.

293 – Holocaust and Gender – This course examines the different experiences that men and women had as they fell victims to the Holocaust. The course will explore and compare the points of convergence and divergence between male and female experiences in a variety of circumstances, including early persecution, refugee life, concentration camp life, life in hiding, separation and reunion of families, and survival in the postwar era. Through an interdisciplinary lens that combines historical, literary, and visual sources, students will analyze how gendered perspective is reflected in Holocaust diaries, memoirs, and art, as well as in the gendered experiences of perpetrators and their postwar representations. Three hours. Moser.

International Studies

Professor Badey, Director; Professors Brat, Fischbach, Hilliard, Lang, Lowry, Pfitzner, and Turner; Associate Professors London, Munson, and Rodman.

International Studies is an interdisciplinary program that seeks to develop students' understanding of their place in the world and of how the various cultural, political, economic, and social systems function and interrelate. By emphasizing an increased understanding of diverse cultures, persons, and ideas, the program aims to cultivate the tools and skills that will provide students with a sound foundation for graduate studies and professional careers in teaching, politics, international business, and public service.

1. The Common Core: The International Studies major consists of five core courses, two additional requirements, and seven courses from one of two concentrations. The concentrations include Culture & Society and International Relations. The Culture & Society concentration allows emphases in area studies. The International Relations concentration allows an emphasis in Political Science or Economics/Business. Some courses in this program may be counted as part of the collegiate requirements.

International Studies

The requirements for a Major in International Studies:
The common core consists of five courses:

- Must complete: INST 261, 321, 422, and ECON 201;
- Must complete one language conversation course above the intermediate (212 or 215) level where offered. If one is not available, another course will be substituted with the approval of the director of the International Studies Program. Arabic language courses are currently not available. Students concentrating in the Middle East must successfully complete one language conversation course above the intermediate (212 or 215) level in another language.

Additional requirements:

- Must complete: MATH 111 or 113 (as a prerequisite – does not count on the Major);
- Must complete a study abroad experience approved by the International Studies Council;*

  Students who are unable to complete INST 422 (see core) may substitute INST 448/449, 452/453, 483/484, 493/494 or 496/498 with the approval of the director of the International Studies Program.

* Foreign Study/Travel Requirement: Students are encouraged to apply for admission into any of the current college-sanctioned study abroad programs (semester or year-long experiences). They may also satisfy this requirement by participating in programs organized by other colleges and universities with the prior approval of the director of the International Studies Program. Two general conditions govern the acceptability of a January-term travel course for the International Studies Program. First, there must be an inherent reason for the course to travel. Second, the course must include a series of organized activities that facilitate direct contact with a distinct culture and its peoples. This series of activities must represent a significant portion of the course and the resulting grade. An immersion in a "distinct" culture is defined as an academic experience in a culture significantly different from the student's own. The use of such an experience to satisfy the foreign study/travel requirement requires prior approval of the director of the International Studies Program. Courses taken to satisfy this requirement may count toward the major.

2. The Concentrations: Must complete one of the two concentrations: **Culture & Society** or **International Relations**. The international relations concentration must include an emphasis in either political science or economics/business.

Concentration in Culture & Society

Students who select a concentration in culture and society are encouraged to seek out a faculty adviser with an expertise in the appropriate geographic area. The student and the adviser will develop an appropriate curriculum supporting the geographic area of study. In addition to the core courses a concentration in culture and society of a specific region requires: two courses drawn from literature, art history, religion, philosophy, film, and/or courses in "civilization"; two courses drawn from history, political science, sociology, psychology, and/or women's studies; and three related courses (not necessarily limited to the selected geographic area).

o **Culture and Society Concentration:** Must choose a geographic area of study from the following and complete all requirements:

- ***Africa and African Diaspora***
  - Must complete two from the following: ARTH 227, ENGL 369, 370 or FLET 248/ FREN 448;
  - Must complete two from the following: HIST 332, 333, 337, 338, PSCI 328, 334, PSYC 160, 180, SOCI 230, 260, or 270.
- ***Asia***
  - Must complete two from the following: ARTH 228, 235, ASTU/FLET 230, 231, 232, ASTU/HIST 290, ASTU 292, 390, FILM 292, JAPN 220, JAPN/HIST 221, PHIL 220, 343, PSCI 335, REL 221, 223, 225, or 227;
  - Must complete two from the following: HIST 281, 391, 392, 394, 395, 396, 397, or PSCI 335.
- ***Europe***
  - Must complete two from the following: ARTH 202, 221, 222, 223, 224, ARTH/CLAS 218, DRAM 342, ECON 383, ENGL 321, 322, 351, 352, 354, 361, FLET/GERM 221, 222, FLET 227, 249, 271, FLET 272/FREN 472, FREN 256, 261, 275, 351, 356, 366, 435, 437, 443, 445, 447, 472, GERM 251, 261, 314, 315, PHIL 252, 370, 371, RELS 240, 243, 251, 336, SPAN 351, 371, 372, 452, 453, 456, or 458;
  - Must complete two from the following: HIST 241, 242, HIST/WMST 250, HIST 274, 347, 348, 352, 354, 355, 375, 376, 380, 386, 387, INST 270, PSCI 331, 332, 342, or 442.
- ***Middle East***
  - Must complete two from the following: ARTH/CLAS 211, 235, EVST/INST 245, FLET 248/FREN 448, RELS 222, 227, or 311;
  - Must complete two from the following: HIST 281, 282, 361, 367, or PSCI 338.
- ***Latin America and Caribbean***
  - Must complete two from the following: INST/SOCI 331*, INST 335, RELS 245, 275, SPAN 356, 376, 462, 464, or 467;

- Must complete two from the following: HIST 251, 319, INST/WMST 282, WMST 326, PSCI 333, 337, or INST/SOCI 331* .
    - o (*Note: INST/SOCI 331 may be used to satisfy only one requirement, not both.)
- Regardless of geographic area chosen, **must complete three approved additional related courses**, not necessarily limited to the selected geographic area.

Concentration in International Relations

Students who select a concentration in International Relations must select an emphasis in either Political Science or Economics/Business.

Political Science Emphasis In addition to the core courses the political science emphasis requires: three courses in foreign and comparative government, two courses in international relations, two courses in international economics and/or business..

- Must complete three from the following Foreign and Comparative Government courses: PSCI 331**, 332, 333, 334, 335, 337, 338, 339, P3450**, or 3456 (Wroxton College). **Students may earn credit for either PSCI 331 or POLS 3450, but not both;
- Must complete two from the following International Relations courses: PSCI 320, 322, 326, 327, 423, 441, POLS 3454 (Wroxton College), FRN/PSCI 338, or FRN/PSCI 421 (the Sorbonne);
- Must complete two from the following International Economics and/or Business courses: ECON 380, 382, 383, BUSN 310***, 370, ECON 3022, or IBUS 2201***. ***Students may earn credit for either BUSN 310 or IBUS 3450, but not both.

Economics/Business Emphasis In addition to the core courses the economics/business emphasis requires: ECON 202 and 323, three international economics and/or business courses, two courses in political science, one of which must be foreign and comparative government.

- Must complete ECON 202 and 323;
- Must complete three from the following International Economics and/or Business courses: ECON 380, 382, 383, BUSN 310***, 370, ECON 3022, or IBUS 2201***. ***Students may earn credit for either BUSN 310 or IBUS 3450, but not both;
- Must complete at least one (but may complete two) from the following Foreign and Comparative Government courses: PSCI 331**, 332, 333, 334, 335, 337, 338, 339, POLS 3450**, or 3456 (Wroxton College). **Students may earn credit for either PSCI 331 or POLS 3450, but not both;
- May complete one course from the following International Relations courses: PSCI 320, 322, 326, 327, 423, 441, POLS 3454 (Wroxton College), FRN/PSCI 338, or FRN/PSCI 421 (the Sorbonne).

3. Other Courses: With the permission of the director of the International Studies Program, students may substitute appropriate honors courses, internships, independent study, special topics, senior projects, or courses taken as part of an overseas academic experience for courses on the international studies major.

4. Minor in International Studies: The minor in international studies emphasizes a core of knowledge and allows for breadth in a choice of electives. 18 hours of coursework, including INST 261, 321, ECON 201, and three additional elective courses from a specific emphasis within the major.

The requirements for a Minor in International Studies:

- Must complete: INST 261, 321, and ECON 201;
- Must complete three approved additional electives from a specific emphasis within the major.

International Studies (INST) Courses

245 – Water Resources and Politics in the Middle East – Same as EVST 245.

251 – Social Geography – This course introduces the student to a study of the world systems and their implications for the United States, Japan, Europe, and the Third World. Issues relating to physical geography, population, food, resources, development, dependency, debt, and the environment are investigated in their historical and global context. This course will partially satisfy the social science Areas of Knowledge requirement. Offered every year. Three hours. Staff.

261 – Introduction to Theory and Method in the Study of Culture – This course seeks to increase awareness of the methodological and theoretical problems inherent in defining, identifying, and analyzing cultures and civilizations. The merit of typical interpretive assumptions, which divide the world into distinct civilizational zones (Western, Islamic, Indic, etc.), is subject to critical scrutiny. The course makes use of case studies drawn from diverse nations and cultures to promote a sophisticated sense of the difficulties faced in working across national and cultural boundaries. This course will partially satisfy the social science Areas of Knowledge requirement. Offered every year. Three hours. Hilliard or Turner.

270 - Inside the Third Reich - This course is a social study of the Third Reich. It will investigate the effect of the regime on the people and the impact it had on

family life, education, sports, the arts, the churches, the army, justice and Jews, Roma and Sinti, and 'undesirables.' The course will analyze how, through propaganda, intimidation, misguided ideology, and hangers-on, a brutal regime effectively permeated the everyday lives of people. How far the average German carried responsibility for most of the unsavory policies of the Third Reich will be examined. The course is a serious study of the evils of Fascism, as practiced in Germany. It is not a glorification of a malevolent regime, but an analysis of how people became part of a violent and corrupt state. Students will be encouraged to look beyond simplistic explanations and explore connections between high and low politics: How did individual groups interact with the Nazi regime? How far did they share common goals? How did the Nazi regime and a particular social group accommodate each other? How did individuals and groups express dissent, and did their opposition have an impact on the regime? This course will partially satisfy the social science Areas of Knowledge requirement. Offered alternate years. Three hours. Staff.

282 – Women and Development – Same as WMST 282.

321 – International Relations – This course will introduce the student to the nature of the problems facing the contemporary international system. Emphasis will be placed on the relationships of man, the state, and the international system to world politics. There will also be a survey of several of the more prominent approaches being advocated in order to limit and control the high level of violence which characterizes the world today. Same as PSCI 321. This course will partially satisfy the social science Areas of Knowledge requirement. Offered every year. Three hours. Badey.

326 – Gender & Change in the Maya Diaspora – Same as WMST 326.

331 – Peoples of Latin America – This course offers an overview of contemporary Latin American cultures through readings, visual documentaries, and group projects. After briefly examining the history of the region, we will turn to contemporary issues such as ecological sustainability, the changing nature of peasant societies, issues of ethnicity and identity, popular forms of religion, the changing role of women, life in the region's growing megalopolises, and the resistance and struggle of Latin American peoples for a democratic and just society. Counts on the major in international studies/Latin America emphasis. Same as SOCI 331. Offered alternate years. Three hours. Rodman.

381-382 – Junior Special Topics in International Studies – Designed to meet the needs and interests of students of international studies and related majors. Topics vary but will be of an area not available in other departmental offerings. Prerequisites established by instructor. Three hours each. Staff.

422 – Senior Seminar in International Studies – The seminar provides students with the opportunity to apply the tools, concepts, and skills they have gained from the program in international studies to investigate specific topics. Students within the seminar will meet to discuss certain common themes, but each student will be required to write a major research paper on a particular question within his/her field of concentration. Extensive consultation between the student and the professor teaching the seminar will be expected. Prerequisite: senior status. Offered every year. Three hours. Badey or Turner.

448-449 – Field Placement in International Studies – This course provides an opportunity for interested students to gain practical experience in international studies through field placement in an appropriate setting. Students are expected to complete goals agreed upon by themselves, their instructor, and their site supervisor. Prerequisite: permission of program director. Three hours each. Staff.

452-453 – Internship in International Studies – Open to qualified students who seek an immersion experience in a setting consistent with their goals, preparation, and interests. Students are expected to complete goals agreed upon by themselves, their instructor, and their site supervisor. Prerequisite: permission of program director. Application required; see Internship Program. Three hours each. Staff.

483-484 – Special Topics in International Studies – Designed to meet the needs and interests of advanced students of international studies and related majors. Topics vary, but will be an intensive study of an area of international studies not available in other departmental offerings. Prerequisites established by instructor. Three hours each. Staff.

487-488 – Departmental Honors – Three hours each. Staff.

493-494 – Independent Study – An independent study under the guidance of a member of the program. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Prerequisite: senior status. Three hours each. Staff.

496-498 – Senior Project – Senior majors may, with program approval, undertake a substantial research project in some area of international studies. Prerequisite: senior status. Six hours. Staff.

Study Abroad course offered at Wroxton College in England

INTER3430 – The Anatomy of Contemporary Britain – A survey of Britain in the 1980s, with

emphasis on cultural heritage and landscape, political, economic, and social structure, education, media, sports, and popular entertainment. A wide range of visits to places of interest supplements the lecture program. Required of all Wroxton College students. Three hours.

Japanese (JAPN) Courses

111 – Elementary Japanese – Essentials of Japanese structure and syntax with emphasis on listening, speaking, and reading and writing of Hiragana and Katakana syllabaries. Required language laboratory for a minimum of one hour per week to reinforce classroom learning. Within two semesters, students are expected to acquire the basic Japanese grammar and vocabulary enough to handle everyday practical conversations. Three hours. Staff.

112 – Elementary Japanese – A continuation of JAPN 111. Prerequisite: JAPN 111. Three hours. Staff.

211 – Intermediate Japanese – Review of Japanese grammar with increased emphasis on comprehension, conversation, reading, and writing. Approximately 100 Kanji will be introduced. The course will be conducted largely in Japanese. Required language laboratory for a minimum of one hour per week. By the end of the year, students must be able to acquire skills to communicate formally and to write letters and journals. Prerequisite: JAPN 112. Three hours. Staff.

212 – Intermediate Japanese – A continuation of JAPN 211. Prerequisite: JAPN 211. Three hours. Staff.

220 – Culture of Japan – This course is a broad survey of Japanese culture from 1800 to the present, examining the interplay between cultural, political, and economic forces in Japan as reflected in a variety of media - visual art, film, and literature - and the effect of these forces upon social structures and institutions. In addition, attention will be given to the impact that cultural appropriation and assimilation have had upon how Japanese individuals and groups have defined themselves vis-a-vis their own past and the rest of the world. Among topics to be considered are: gender and gender roles; the role and impact of "popular culture", the phenomenon of "Japanization" in twentieth-century Asia; consumption and the evolution of consumerism; and, the changing role of "tradition." Offered alternate years. Three hours. Staff.

221 – Tokyo Past and Present – This is a January travel course designed to explore the history of Tokyo, Japan, the world's largest city. It will include two weeks of instruction in Ashland and two weeks in Tokyo. While in Japan students will visit art and historical museums; wander through traditional neighborhoods and high-tech commercial centers; see sumo wrestling and kabuki plays; and explore other aspects of Japanese history and culture. Japanese language skills are not required, but Japanese language students will be encouraged to practice their skills in various settings. Same as HIST 221. Prerequisite: permission of instructor. Three hours. Munson.

311 – Language Development – This third-year language course is designed to give students further knowledge of Japanese advanced grammar and to develop literary vocabulary through the study of idioms, extending students' mastery of the language. Activities will include translation exercises both from Japanese to English and English to Japanese as well as practice drills in spoken and written applications of grammar. This course is taught in Japanese. Prerequisite: JAPN 212. Offered as needed. Three hours. Munson.

312 – Language Development – Continuation of JAPN 311. Prerequisite: JAPN 311. Offered as needed. Three hours. Staff.

381-382 – Special Topics – Intensive work in the areas of language or literature not covered in the general curriculum, tailored to the needs of advanced students. Prerequisite: permission of instructor. Offered as needed. Three hours each. Munson.

Study Abroad courses in Nagoya, Japan

Japanese I, Elementary – Some previous training in basic Japanese is required. A knowledge of at least 100 Kanji as well as Hiragana and Katakana is expected. Students will learn to use basic everyday conversation and are expected to be able to write the structures they can use orally (using about 300 Kanji).

Japanese II, Pre-Intermediate – The purpose of this course is to offer further practice in ordinary conversation so that students will be able to communicate socially using, in particular, polite expressions. Practices in writing simple sentences (using about 500 Kanji) are given.

Japanese III, Intermediate – This course prepares students to be able to carry on a natural conversation with a larger vocabulary and complex structures, including keigo'. The students will also receive training in reading and writing up to 1,000 Kanji.

Japanese IV, Pre-Advanced – This course is designed to give further practice so that students can deal with different levels of speech in longer conversation. Practical training in reading newspaper and magazine articles is offered using approximately 1,500 Kanji. The course also aims to facilitate productive skills in writing on selected topics.

Japanese V, Advanced – This course meets the needs of the advanced students, such as giving oral reports, taking part in discussions, and conversing fluently with a good command of speech levels.

Instruction in academic reading and paper writing will also be offered.

Japanese History – A study of Japanese history from the ancient to Edo periods. Contemporary Japan is rooted in the past, and so the study of history provides insights to understanding the present. Instruction will be focused on historical development and characteristics, with particular attention to the connections to the present. Taught in Japanese.

Japanese Religion – Japanese society may be one of the most secularized in the world. The majority of Japanese do not profess a religion. Sometimes they even openly say that they are "atheists." The question, "What is your religion?" can be, therefore, a puzzling one. But this does not mean that the Japanese are irreligious. Far from it. Japanese culture, customs, and thinking are all deeply related to religion. Religionists relate Japanese "groupism" to Japanese religiosity. Mixing of Shinto and Buddhism and Tenno-ism (Emperor system) is closely connected with Japanese groupism. In this course, various angles on the relationship between Japanese culture and Japanese religions will be explored. Taught in English, Fall only.

Japanese Economy – The main purpose of this course is to survey the structure and operation of the contemporary Japanese economy. It covers important and controversial topics, such as the post-war economic growth, industrial structure and policy, the labor market, and the distribution system. Taught in English, Spring only.

Japanese Internship – IJS has an internship program which offers a supervised practical work experience in a Japanese business environment. The internship includes lecture, sightseeing and meeting with Japanese workers. Participants are required to be proficient in Japanese conversation. Usually the program is offered in late February to March for one month. Proficiency in Japanese.

IJS Field Trips – Each fall and spring semester, a three-day field trip is planned to historic and exciting places in Japan. Places vary each semester, but they have been to historic cities like Kyoto, Nara, Kanazawa, Takyama and Ise, and to the Hakusan Mountain Range and Atsumi Peninsula for nature lovers, and to Tokyo for city excitement. During spring recess each year, a one-day field trip to leading business firms in the Nagoya area is also arranged for international students.

Japanese Society: Understanding Regional Diversity and Socio-Cultural Changes – In order to obtain a holistic understanding of Japanese society, this class explores 1) regional diversities based on geographical, environmental, historical, and other regional socio-cultural traditions; 2) current social systems and their strengths and weaknesses; and 3) traditional ways of thinking and behavior. Through these studies, students are expected to grasp intricate relationships between macro and micro aspects of Japanese culture and society. Taught mainly in English in the Fall Term.

Ceramic Art - In this class various kinds of activities are prepared to learn the history and culture of ceramics. From a historical and global perspective, various aspects of ceramics such as technical innovation, transition of sense of aesthetics, and geographical diffusion and historical change, are presented through practical experience. Taught in English and Japanese (both semesters).

Seminar on Japanese Study: Japanese Culture and Art within Asia – This course will explain various subjects of art and culture in Japanese history, from the perspective Japanese culture and civilization developed and changed during the exchange between Asian cultures and the influence of Western Civilization. Taught in English in the Spring Term only.

Japanese Management Practices – Students in this course will have the opportunity to study the management practices that have made Japanese business so highly productive. Richard T. Pascale and Anthony G. Athos, in *The Art of Japanese Management* (Simon and Schuster, 1981), assert that the main reason for the tremendous success of many Japanese companies is their superior management techniques. Pascale and Athos propose the Seven S's by which to evaluate a company: Strategy, Structure, Systems, Skills, Staff, Style and Shared value. Through this course, we will understand the features of Japanese management approaches based on the Seven-S Framework. Fall Term only.

Sport: Basic Skill of Useful Golf – Introduction to the sport of golf. Class participation, reading assignments, and report required. Fall Term only.

Journalism

Associate Professor Conners.
(Department of English)

The minor in journalism is a rigorous preparation for a career in print media that culminates in workshop style copy-editing courses and internships. Its goal is to produce students skilled in effective journalistic writing and editing, yet the journalism minor is more than simply vocational; it also aims to provide an historical knowledge and a sociological understanding of one of the shaping forces of our culture.

The minor consists of the JOUR 204-205 sequence along with three more classes from the following: COMM 225; ENGL 303, 305; JOUR 201, 202, 203, 303, 450; PSCI/COMM 308. Students who wish to minor in journalism should contact the chair of the English department.

Journalism (JOUR) Courses

201 – American Media History – An overview of media history and development in the United States, including electronic media. The course provides an interpretative look at the men, women, and technological developments that have shaped the American media as we know it today, including newspapers, magazines, television, radio, movies, and the Internet. Three hours. Staff.

202 – Media and Society – An examination of how American media, including print and electronic journalism, impacts society. The course highlights the intersection of media, business, technology, and law to give a complete picture of mass media's social impact. The course offers a comprehensive tour of the events, people and technologies that continue to shape the media that is changing American society. Three hours. Staff.

203 – The Craft of Editing – Editors have to know everything about everything. Introduces students to the essential skills of editing that help assure clarity, coherence, consistency, correctness, and elegance in written communication. Considers how the rapid and dramatic changes in print culture are blurring the lines between writer and editor. Prerequisite: ENGL 185. Same as ENGL 303. Three hours. Staff.

204 – Basic News Writing – An introduction to the different types of newspaper writing: news reports, reviews, editorials, etc. Includes a brief introduction to the general operations of a newspaper. Three hours. Staff.

205 – Advanced News Writing – A continuation of JOUR 204 in which each student concentrates upon one or two types of newspaper writing. Prerequisite: JOUR 204. Three hours. Staff.

303 – Communication Law and Ethics – Explores issues of communication and mass media from legal as well as ethical perspectives. This class will introduce you to the First Amendment and issues concerning the freedom of expression, including libel, privacy, and regulation of broadcasting and advertising. The class will also examine what different philosophical perspectives would say about ethics in communication and apply them to specific cases. Three hours. Conners.

450 – Internship in Journalism – Provides an opportunity for students to gain practical experience in their field. Prerequisites when used for the minor in journalism: JOUR 204 and 205. Application required; see Internship Program. Three hours. Staff.

Latin

Professors Camp, Daugherty, Fisher, and McCaffrey. (Department of Classics)

Students study the Latin language in order to read the actual words of the ancient texts, to understand and appreciate these writings both in the original languages and in translation, and to understand and appreciate Roman history and culture. Students who plan to teach Latin in secondary schools should major in Latin and complete the teacher preparation program. A major in Latin is an excellent preparation for graduate studies in classics, ancient history, archaeology, divinity, or law.

The requirements for a Major in Latin consist of 30 semester hours, including:

- Eighteen semester hours in Latin above the 200 level (GREK 211-212 or higher may be substituted for six of these hours; LATN 211-212 or 215 maybe counted toward the major if not used to fulfill the collegiate requirement in foreign language);
- Three semester hours taken from among ARTH 214, 215, 216, 218, or 219;
- Three semester hours of CLAS 226, 303, or 312;
- Six semester hours of departmental electives, selected from among any CLAS course, FLET 201-206, ARTH 210-219, PHIL 251, LATN above 215, or GREK above 112;
- CLAS 200 is required by the end of the junior year;
- Attendance at the Intercollegiate Center for Classical Studies in Rome in the junior year is highly recommended.

For a secondary education endorsement in Latin, a student in the teacher preparation program must complete:

- LATN 349 and CLAS 312 (226 or 303 may be substituted);
- Three courses from among LATN 343, 344, 345, and 348;
- Three other Latin courses above LATN 215;
- Two courses from among ARTH 210, 214, 215, 216, 218, 219, CLAS 223, or 225;
- CLAS 200 is required by the end of the junior year.

Latin (LATN) Courses

111 – Elementary Latin – The essentials of Latin grammar with emphasis on forms and syntax and the reading of simple Latin prose. Three hours. Staff.

112 – Elementary Latin – Further study of Latin grammar and the reading of selections of prose and poetry. Prerequisite: LATN 111 or pre-placement. Three hours. Staff.

115 – Intensive Elementary Latin. A one-semester review of Latin morphology, syntax, and reading skills designed for entering students with at least one but no more than four years of high school Latin but who are not ready to take intermediate college Latin.

Admittance is only through department placement test. Students who have taken LATN 111 and/or LATN 112 may not enroll in LATN 115. Successful completion qualifies a student to take LATN 211. Four hours. Staff.

211 – Intermediate Latin – Practice in special reading skill required to read and translate continuous passages of Latin prose and an introduction to the reading of Latin prose as literature. Prerequisite: LATN 112 or pre-placement. Three hours. Staff.

212 – Intermediate Latin – An introduction to reading Latin poetry, especially epic. Prerequisite: LATN 211 or pre-placement. Three hours. Staff.

215 – Intensive Intermediate Latin –An accelerated course which completes the collegiate requirement in foreign lan guages in Latin in one semester. Designed for advanced entering students who have completed four or more years of high school Latin or who have scored well on the achievement, advanced placement, or departmental screening tests. Brief review of grammar, syntax, and morphology along with concentrated reading skill development through readings in Latin prose and poetry. Admittance through placement testing only. Four hours. Staff.

Note: Prerequisite for all courses above 215: LATN 212, 215, or permission of instructor.

341 – Roman Drama – Selected comedies of Plautus and Terence will be read. Seneca's tragedies may be added according to faculty and student interest. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. McCaffrey.

342 – Roman Satire – Selections from Horace's Satires, Juvenal, and Petronius. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Daugherty.

343 – Roman Epic – Selections from Lucretius, Ovid's Metamorphoses, and Lucan will be read in addition to Virgil's Aeneid. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. McCaffrey.

344 – Roman Historiography – Selections from Livy, Tacitus, Sallust, Caesar, or Suetonius. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Daugherty.

345 – Roman Lyric Poetry – Selections from Catullus and Horace. Prerequisite: LATN 212, 215, or permission of instructor. Offered every four years. Three hours. McCaffrey.

346 – Roman Epistles – Selections from Cicero's and Pliny's letters. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Daugherty.

347 – Roman Elegy – Selections from Tibullus, Propertius, and Ovid. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. McCaffrey.

348 – Roman Oratory – Selections from Cicero's orations. Other possible authors include Seneca the Elder and Tacitus. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. McCaffrey.

349 – Methods of Teaching Latin – This course comprises a comparative study of the several approaches to the teaching of Latin and an intensive study of several skills necessary for effective classroom teaching of Latin. Offered as needed. Three hours. Staff.

481-482 – Special Topics – Intensive reading and interpretation of the authors and texts not covered in the general curriculum, tailored to the needs of advanced students. Offered as needed. Three hours each. Staff.

487-488 – Departmental Honors – Offered as needed. Three hours each. Staff

496-498 – Senior Project – Individual research project for Latin majors. Six hours. Staff.

Mathematics

Professor B. Torrence, Chair; Professors Rice and E. Torrence; Associate Professors Bhattacharya and Sutton; Assistant Professor Clark; Visiting Instructor Rittenhouse.

Mathematics is the language of the sciences, and the analytical tool of many disciplines. In its own right, mathematics is one of the finest inventions of civilization, demanding both creativity and rigor. At Randolph-Macon College, the mathematics curriculum is designed to serve a broad variety of interests. Courses in calculus, statistics, modeling, finite mathematics, and logic are available to all students and provide one of the cornerstones of a liberal arts education. Students pursuing the mathematics major or minor are expected to gain an appreciation of mathematical rigor, the process whereby propositions are logically deduced from general premises. Such study should enable students to apply greater clarity and precision of thought to their future endeavors and promote higher order thinking and habits of mind suitable for effective problem-solving. The curriculum includes courses in both theoretical and applied mathematics. Each student should be able to develop a course of study which will serve as the foundation for graduate work or for a career that requires well-developed analytical skills. A major in mathematics may lead to graduate study in many fields, e.g. mathematics, statistics, computer sci-

ence, economics, or operations research. The program also provides excellent preparation for a career in law, medicine, business, or engineering.

The requirements for a Major in Mathematics:

- Must complete MATH 132/142, 203, 213, 220, 321, 415, and 421;
- Must complete 5 approved elective courses. These include any 3-hour MATH course numbered above 200 (other than those in the first bullet). One of PHYS 250 or CSCI 310 may also be counted as an elective.

The requirements for a Minor in Mathematics:

- Must complete MATH 132/142, 203, and 213;
- Must complete 3 approved elective courses. These include any 3-hour MATH course numbered above 200 (other than those in the first bullet and 450). One of PHYS 250 or CSCI 310 may also be counted as an elective.

Students in the teacher preparation program must meet specific general and professional education requirements for either an elementary or secondary education minor. In addition, elementary certification requires the completion of a major program in an appropriate department. In order to receive secondary school certification in mathematics, students must complete the courses listed below.

The requirements for a Major in Mathematics for students in the Teacher Preparation Program:

- Must complete MATH 131/141, 132/142, 203, 213, 220, 321, 372, 415, 421, and 435;
- Must complete 3 approved elective courses. These include any MATH course numbered above 200 (other than those in the first bullet). One of PHYS 250 or CSCI 310 may also be counted as an elective.

In addition to the above courses, two additional courses in mathematics above MATH 213 or two computer science courses at the 200 level or higher must be included.

Mathematics (MATH) Courses

105 – Introduction to Finite Mathematics – The course provides an introduction to several areas of finite mathematics which have numerous applications, particularly in the social sciences. Topics will include mathematics of finance, discrete probability, linear programming, matrices, and linear systems. Three hours. Staff.

107 – Introduction to Mathematical Modeling – An introduction to techniques for constructing mathematical models of real world phenomena, primarily through the study of discrete dynamical systems. Topics include recurrence relations; stable and unstable equilibria; and systems of linked recurrences. Basic growth patterns will be examined, including linear, power, exponential, and periodic. Applications include financial mathematics, biological systems, and population dynamics. Satisfies CAR – Computing. Three hours. Staff.

111 – Introduction to Statistics – An introduction to statistical inference and sufficient probability theory for such an introduction. Topics include elementary data analysis, elementary probability, discrete and continuous random variables, distributions (including the normal distribution), correlation and regression, sampling distributions, point and interval estimation, confidence levels, and tests of significance. Students may not receive credit for successful completion of MATH 111 and MATH 113. They may receive a total of seven hours of credit for successful completion of a combination of MATH 111 and BIOL 350, or MATH 113 and BIOL 350. However, the two statistics courses may not be used together to fulfill the collegiate requirement in mathematics. Three hours. Staff.

113 – Introduction to Statistics – Computer intensive version of MATH 111. Students may not receive credit for successful completion of MATH 111 and MATH 113. They may receive a total of seven hours of credit for successful completion of a combination of MATH 111 and BIOL 350, or MATH 113 and BIOL 350. However, the two statistics courses may not be used together to fulfill the collegiate requirement in mathematics. Satisfies CAR – Computing. Three hours. Staff.

120 – Introductory Logic – This course serves as an overview of the basic elements of logic and a deeper treatment of logic as a deductive science. Students are expected to analyze statements and arguments in ordinary language and symbolic form, to translate statements and arguments from ordinary language into symbolic form, to use truth tables in the analysis of arguments and the classification of statements, and to use techniques of natural deduction to construct proofs of arguments in propositional and predicate logic. Three hours. Staff.

131 – Calculus I – This is a course in differential calculus. Topics to be covered will include: functions; limits and continuity; the definition of the derivative; techniques of differentiation; and applications of the derivative. Note: A working knowledge of high school algebra, geometry, and trigonometry is required for this course. Credit will not be awarded for both 131 and 141. Four hours. Staff.

132 – Calculus II – This course is a continuation of MATH 131. Topics to be covered will include: the Fundamental Theorem of calculus; techniques of integration; applications of the definite integral; and sequences and series. Credit will not be awarded for both 132 and 142. Prerequisite: MATH 131 or 141, or permission of instructor. Four hours. Staff.

Mathematics

141 – Calculus with *Mathematica I* – This is a course in differential calculus. Topics to be covered will include: functions; limits and continuity; the definition of the derivative; techniques of differentiation; and applications of the derivative. Note: A working knowledge of high school algebra, geometry, and trigonometry is required for this course. *Mathematica* will be used as an aid in graphing and exploring functions, and as an aid in computation. Credit will not be awarded for both 131 and 141. Satisfies CAR – Computing. Four hours. Staff.

142 – Calculus with *Mathematica II* – This course is a continuation of MATH 141. Topics to be covered will include: the Fundamental Theorem of calculus; techniques of integration; applications of the definite integral; and sequences and series. Technology will be used to explain the definition of the definite integral, to obtain numerical approximations of definite integrals, to examine the graphs of functions, and to check computations of integrals and derivatives. Credit will not be awarded for both 132 and 142. Satisfies CAR – Computing. Prerequisite: MATH 131 or 141, or permission of instructor. Four hours. Staff.

203 – Multivariable Calculus – This course is a continuation of MATH 132/142. Topics to be covered will include: vectors; vector valued functions; functions of two or more variables; partial derivatives; multiple integrals; vector fields; and Green's Theorem. We will use *Mathematica* as an aid in graphing and exploring mathematical problems. Prerequisite: MATH 132 or 142. Satisfies CAR – Computing. Four hours. B. Torrence.

213 – Elementary Linear Algebra – An introduction to the algebra and geometry of three-dimensional Euclidean space and its extension to *n*-space. Topics include vector algebra and geometry; systems of linear equations; real vector spaces; matrix algebra; determinants; linear transformations; eigenvalues; and diagonalization. Emphasis will be placed on writing mathematical proofs. Prerequisite: MATH 203 or a minimum grade of C– in MATH 132/142. Three hours. Staff.

220 – Discrete Mathematics – Boolean algebra and propositional logic with applications. Elements of the theory of directed and undirected graphs. Permutations, combinations, and related combinatorial concepts. The course provides mathematical topics of particular value to students in computer science. Prerequisite: MATH 132 or 142 or CSCI 112. Three hours. Staff.

270 – Indian Mathematics: Ancient and Modern – A study of mathematics from the ancient Vedic era, early applications of the geometry of the Sulvasutras, the invention of zero and the Hindu-Arabic decimal place-value system, medieval Indian algebra and combinatorics, the development of trigonometric series by the Kerala school, and the mathematics of Srinivasa Ramanujan. Prerequisite: MATH 132 or 142. Three hours. Bhattacharya.

307 – Differential Equations: A Modeling Perspective – An introduction to the theory and application of differential equations, including the development of mathematical models of scientific phenomena. Qualitative, numerical, and analytic tools will be used to analyze these models, and technology will also play a significant role. Topics include modeling via differential equations, analytic and numeric techniques, existence and uniqueness of solutions, equilibria, changing variables, systems of equations, phase planes, and qualitative analysis. Prerequisite: MATH 132 or 142. Three hours. Staff.

317 – Number Theory – An introduction to the theory of numbers. Topics covered will include mathematical induction, the division algorithm, the fundamental theorem of arithmetic, the Euler phi-function, congruence, Diophantine equations, the Chinese Remainder Theorem, quadratic residues, the Law of Quadratic Reciprocity, and cryptography. Students are expected to learn definitions and theorems in order to solve problems and prove results. Prerequisite: MATH 220. Offered alternate years. Three hours. Rice.

321 – Modern Algebra – A study of the basic properties of abstract algebraic structures, including groups, rings, and fields. The course attempts to develop the student's ability to deal with abstract mathematical ideas and proofs, while providing widely used mathematical language and tools. Prerequisite: MATH 220. MATH 213 is recommended but not required. Three hours. Staff.

330 – Graph Theory –This course is an introduction to the theory of graphs. This mathematical theory deals with points and interconnecting lines, and has wide-ranging applications to computer science, operations research, and chemistry, among many other disciplines. Course topics include degree sequences, trees, Eulerian and Hamiltonian graphs, matching, factoring, coloring, planar graphs, connectivity, Menger's Theorem, and networks. Students are expected to prove theorems and understand applications of the material to practical problems. Prerequisite: MATH 220 or permission of the instructor. Three hours. Staff.

350 – Game Theory – This course is a mathematical introduction to the subject of game theory. Its prime objective is to equip the student with sufficient skills to solve applied mathematical problems, taken principally from the realm of economics. Topics covered will include Zermelo's algorithm, lotteries, utility functions, bimatrix games, bargaining, cooperative and noncooperative games, mixed strategies, zero-sum games, and Nash and subgame-perfect equilibriums. Students will be expected to use mathematical definitions, formulae,

and techniques to solve game theoretic problems. Prerequisite: MATH 203 or a minimum grade of B- in MATH 132/142. Offered alternate years. Three hours. Rice.

353 – Complex Analysis – An introduction to the calculus of analytic functions. The principal topics are complex arithmetic, elementary functions of a complex variable, analyticity, contour integrals, Cauchy's theorem and its applications, and power series. Prerequisite: MATH 203. Offered alternate years. Three hours. Staff.

371 – Probability – An introduction to combinatorial theory, sample spaces, random variables, and mathematical expectation and probability distributions including their properties for both the discrete and continuous cases. Prerequisite: MATH 203 or 220. Offered alternate years. Three hours. Sutton.

372 – Statistical Inference – The theory and practice of statistical inference. Experimental and statistical design, point estimation, regression and correlation, confidence intervals, and significance tests. Mathematical foundations including the Central Limit Theorem. Prerequisite: MATH 203 (or concurrently). Offered alternate years. Three hours. Sutton.

391-392 – Independent Study – An independent exploration of a specialized area in mathematics under the guidance of a member of the department. Prerequisites: permission of the instructor, a cumulative GPA of 3.25 or greater, and approval of the curriculum committee. Three hours each. Staff.

415 – Mathematics Seminar – This course serves to present mathematics and the mathematician in a variety of contexts. Students will read selections from current mathematical literature. Lectures given by students and guest speakers will present mathematical ideas and lead to discussions. Students will gain experience making presentations, expressing mathematical arguments in writing, and critiquing mathematical arguments presented by others. Prerequisites: MATH 220 and senior status. One hour. Staff.

421 – Real Analysis I – A first course in the theory of functions of real variables. Topics include axiomatic description of the real number system, topology of Euclidean and metric spaces, limits and continuity, and differentiation. Students are expected not only to learn the material presented but also to construct proofs independently. Prerequisite: MATH 220. Three hours. Staff.

422 – Real Analysis II – A continuation of MATH 421. Topics include sequences and series of functions. Riemann-Stieltjes and Lebesgue integration. Prerequisite: MATH 203. Offered as needed. Three hours. Staff.

435 – Higher Geometry – The axiomatic method will be used to develop a geometric system. Topics will be chosen from Euclidean geometry, plane hyperbolic geometry, and real projective geometry. This course is of particular value to students who anticipate entering secondary teaching. Prerequisite: MATH 203. Offered alternate years. Three hours. E. Torrence.

442 – Numerical Analysis – The mathematical foundations of scientific computing. Numerical methods for the approximation of roots of equations, integrals, and solutions of differential equations. Also included are interpolation and error estimation. Prerequisite: MATH 203. Offered alternate years. Three hours. Sutton.

450 – Mathematics Internship - Students in this course are placed in an appropriate organization (typically a commercial, industrial, government, nonprofit, or research facility) and follow an arranged set of readings relevant to their internship experience. Students will be expected to demonstrate (through a written report upon completion of the internship) an understanding of the mathematics used and of its utility in context. Application required; see Internship Program. Offered as needed. Three hours. Staff.

451 – Topology – An introduction to point-set topology. Topics will include topological spaces, metric spaces, continuous mappings, and homeomorphisms. Students are expected to learn basic definitions and theorems, and to construct proofs on their own. Prerequisite: MATH 220. Offered alternate years. Three hours. Clark.

470 – History of Mathematics – A study of the historical development of various branches of mathematics, from antiquity to the 20th century. Topics will include: mathematics in ancient Greece, Islamic mathematics, the development of symbolic algebra, the invention of calculus, and the liberation of algebra and geometry. Students are expected to construct cogent mathematical and historical arguments in essay form. Travel course to Britain. Prerequisites: MATH 203 and ENGL 185. Offered alternate years. Three hours. Rice.

487-488 – Departmental Honors I and II – Offered as needed. Three hours each. Staff.

Music

Professor Doering; Associate Professor Ryder.
(Department of Arts)

The arts, and music specifically, offer unique and personal ways for the individual to view, understand, and communicate about the world. The music program at Randolph-Macon offers all students the hands-on opportunity to explore the creative process of music, to form an understanding of the relationship between art and society, and to develop personal musicality through participation in ensembles, applied study, coursework in music history and music theory, technological applications, music industry coursework, research, internships, and pedagogy coursework.

Music

The requirements for a Major in Music:

- Must complete MUSC 221, 222, 321, 231 232, 322, 351, and one course chosen from MUSC 341, 342, or 361;
- Must complete four one-hour units of MUSC 301-307, with the stipulation that all four must bear the same course number;
- Must complete four one-hour units of MUSC 310 or 314, with the stipulation that all four must bear the same course number;
- Must complete six semester hours chosen from MUSC 101, 215, 230, 240, 260, 275, 280, 381, 420, or 450;
- Must complete the capstone MUSC 422.

The requirements for a Minor in Music:

- Must complete two courses chosen from MUSC 101, 221, 321, 322;
- Must complete MUSC 231 or 232;
- Must complete MUSC 341, 342, or 361;
- Must complete one elective three semester hour course in MUSC;
- Must complete three hours of Applied Music or Ensemble chosen from MUSC 301, 302, 303, 304, 305, 306, 307, 310, or 314 with the stipulation that all three must bear the same course number.

Teacher certification:

Students who wish to pursue a Virginia teaching license in music must complete a **Music Major** and **Education Minor** *as indicated below*. Students should also refer to the Education section of the catalog for further information on requirements for enrollment in the Randolph-Macon College Education program.

The requirements for a Major in Music with Education Minor for Virginia Teaching Licensure in Vocal/Choral Music:

Major

- Music Theory: Must complete MUSC 221, 222, 231, and 232;
- Music History: Must complete MUSC 321, 322, and 351;
- Music Literature and Analysis: Must complete one: MUSC 341, 342, or 361;
- Ensemble: Must complete either MUSC 310 or MUSC 314 four times for 4 credit hours. All credit must be earned in the same course;
- Applied Music: Must complete MUSC 301 4 times for 4 credit hours;
- Capstone: Must complete MUSC 422;
- Music Pedagogy: Must complete MUSC 308 2 times for 2 credit hours, and 4 semesters of any combination of MUSC 202, 302, 307.

Minor

- Must complete MUSC 355, 356, EDUC 220, 221, 233, 321, 346, and 425/426.

The requirements for a Major in Music with Education Minor for Virginia Teaching Licensure in Instrumental Music:

Major

- Music Theory: Must complete MUSC 221, 222, 231, and 232;
- Music History: Must complete MUSC 321, 322, and 351;
- Music Literature and Analysis: Must complete one: MUSC 341, 342, or 361;
- Ensemble: Must complete either MUSC 310 or MUSC 314 four times for 4 credit hours. All credit must be earned in the same course;
- Applied Music: Must complete one from the following: MUSC 302, 303, 304, 305, 306, 307, or 309 4 times for 4 credit hours. All credit must be earned in the same course;
- Capstone: Must complete MUSC 422;
- Music Pedagogy: Must complete MUSC 308 2 times for 2 credit hours. In addition to the Applied Music required above, must also complete one semester of music pedagogy in each of the following: MUSC 303, 304, 305, and 306.

Minor

- Must complete MUSC 355, 356, EDUC 220, 221, 233, 321, 346, and 425/426.

Music (MUSC) Courses

101 - Understanding Music - This course is an introduction to the principles of music and its place in Western culture. Students will explore basic music theory through the study of a broad spectrum of music ranging from chant to symphonies to popular song. Emphasis will be placed on beginning skills, musical literacy, and developing a vocabulary for interpreting and discussing musical language. No previous musical experience required. Three hours. Doering, Ryder.

200 – The Musical Experience – This course is designed as an introduction to the principles of music and its place within Western culture. Students will explore a broad spectrum of music, ranging from chant to symphonies to popular song, through weekly listening assignments, class discussion and lectures, and

concert attendance. Emphasis will be placed on developing a vocabulary for interpreting and discussing musical language, as well as becoming observant participants of the concert experience. Three hours. Doering, Ryder.

201 – Class Voice – This course will begin the process of understanding the physiological, psychological, and expressive aspects of vocal production. Students will explore the foundations of good singing: breathing, phonation, resonance, articulation, and to learn the fundamentals of diction. This course is appropriate for beginning-level students who are interested in studying applied voice. Prerequisite: Permission of the music faculty. One hour. Staff.

202 – Class Piano – This course is an introduction to the fundamentals of piano performance. Students will learn the foundations of good keyboard technique, music notation, chord progressions, scales, and beginning repertoire. This course will give students an opportunity to explore the principles of musical expression through group and individual performance. This course is appropriate for beginning-level students who are interested in studying applied piano. Prerequisite: Permission of the music faculty. One hour. Staff.

215 – Music in American Film – This course offers an historical survey of American film music, beginning with the origins of the industry in the late 19th Century and extending into the current period. Students will develop an understanding of how music is used in motion pictures, examining the ways in which composers have utilized orchestration, thematic unity, and stylistic diversity to complement, strengthen, and even to undermine the action on the screen. The class will study the contributions of film composers ranging from Max Steiner to Bernard Herrmann to Elmer Bernstein, as well as the various ways popular music has been integrated into American film. Four hours. Doering.

221 - Music Theory 1 - This course is an introduction to the theory of tonal music, including the concepts of simple and compound meter, keys, triads, inversions, chord progressions, simple part writing, and Roman numeral analysis. Students will also practice beginning skills in ear-training, sight-singing, and keyboard. Prerequisite: placement, MUSC 101, or permission of the instructor. Three hours. Doering, Ryder.

222 - Music Theory 2 - This course is a continuation of MUSC 221. Students will learn how to analyze diatonic harmony, chromatic harmony, and simple forms. Emphasis will be placed on understanding the historical context for how these concepts operate in Western music. Students will practice intermediate skills in ear-training, sight-singing, and keyboard. Prerequisite: MUSC 221. Three hours. Doering, Ryder.

230 – Politics of Music – Throughout history, philosophers, political leaders, and citizens have celebrated and feared music's political power. This course explores the various ways music has assumed political meaning over the past two hundred years, particularly within the contexts of the United States, Europe, and the former Soviet Union. Students will study and discuss a broad spectrum of music, ranging from opera to symphonies to popular song. Readings will include composer memoirs, philosophical arguments, and contemporary music criticism. Three hours. Doering.

231 – Music History 1 – This course examines the historical development of Western music from antiquity to the late eighteenth-century. Students will gain a detailed knowledge of significant works and composers, as well as develop an understanding for the stylistic differences that characterize music from Medieval, Renaissance, and Baroque periods. Emphasis will be placed on critical listening and developing the skills to recognize, describe, and analyze music from varying historical periods. Some concert attendance required. Prerequisite: MUSC 221 or permission of the instructor. Three hours. Doering.

232 – Music History 2 – This course examines the historical development of Western music from 1750 to the twenty-first century. Students will gain a detailed knowledge of significant works and composers, as well as develop an understanding for the stylistic differences that characterize music from the Classical, Romantic, Modern, and contemporary periods. Emphasis will be placed on critical listening and developing the skills to recognize, describe, and analyze music from varying historical periods. Some concert attendance required. Prerequisites: MUSC 221 or permission of the instructor. Three hours. Doering.

240 – World Music – The aim of this course is to familiarize the student with the objectives and methods of inquiry used in ethnomusicology. We will seek to answer some very fundamental questions about the meaning of music, and the nearly universal need for individuals and groups to create and practice it. By closely examining traditional musics in Persia, Mande West Africa, Japan, and modern Brazil, we will investigate laws of physics which govern tone production, as well as methods of pedagogy (transmission), performance practices, instrument construction, and most importantly, how social, cultural, and personal identity is expressed through the activity of music making. Three hours. Staff.

260 – The History of Rock and Roll: Popular Music from Slavery to the Present – This class will cover the history of popular music from its roots in the African Diaspora through the blues, jazz, country, folk, and ultimately, rock and roll. As well as studying

the great rock bands, album art, and history-making recordings, students will study the evolution of the protest song, Tin Pan Alley, and why certain geographic locations became hubs of musical innovation. Three hours. Staff.

275 – History of Jazz – This course explores the origins and transformations of jazz in the United States. Students will examine the musical language of jazz and the individuals who have contributed to the diversity and breadth of this distinctly American music. Three hours. Staff.

280 – Introduction to Recording Techniques – This course serves as an introduction to the fundamentals of sound recording and production. Students will study the properties of sound, analogue and digital recording, and use of microphones. Students will be engaged in hands-on recording projects and the creation of multi-track recordings. Instruction in Protools and other digital software is included. Prerequisite: MUSC 221 or permission of instructor. Three hours. Staff.

301-309 – Applied Music – Private lessons. Students schedule a one-hour lesson per week for 14 weeks to receive one credit hour. Each student will present a recital to be juried by the music faculty at the end of each semester. Open to all students; music majors and minors receive first priority in scheduling. Prerequisite: audition required. One hour. Staff.

MUSC 301 - Applied Voice

MUSC 302 - Applied Keyboard

MUSC 303 - Applied Woodwinds

MUSC 304 - Applied Brass

MUSC 305 - Applied Percussion

MUSC 306 - Applied Strings

MUSC 307 - Applied Guitar

MUSC 308 - Conducting

MUSC 309 - Applied Music (other)

310 – Concert Choir – A large, mixed voice ensemble. Membership is open to all students by audition, and with the permission of the director. The Concert Choir studies and performs traditional choral literature from the primary style periods (Renaissance through Contemporary), including spirituals/gospel and world musics. On- and off-campus performances are scheduled throughout the college term. Only six hours of MUSC 310 may be counted toward graduation. Prerequisite: permission of instructor. One hour. Ryder.

311 – Chamber Singers – A select chamber vocal ensemble specializing in literature ranging from Renaissance to contemporary. Note: This course does not satisfy the ensemble requirement for the music major or minor. Corequisite: MUSC 310. Prerequisite: audition required. One hour. Ryder.

312 – Jazz Vocal Ensemble – This select ensemble specializes in contemporary vocal music. Ensemble developmental focus is on jazz styles such as swing, bop, Latin, as well as unique vocal technique necessary for stylistic authenticity. Note: This course does not satisfy the ensemble requirement for the music major or minor. Corequisite: MUSC 310. Prerequisite: audition required. One hour. Staff.

313 – Pep Band – The Pep Band provides support at athletic and campus events year-round, playing all types of popular and spirit music. Instrumentation is broad and all are welcome. Note: This course does not satisfy the ensemble requirement for the music major or minor. Prerequisite: audition required. One hour. Staff.

314 – Concert Band – Through a field study placement with the Hanover Concert Band, this course offers students who play and study a musical instrument the opportunity to perform in an instrumental ensemble. Membership is open to all students by audition. The Band studies and performs traditional band literature representing the appropriate musical style of certain periods. On- and off-campus performances are scheduled throughout the academic year. Only six hours of MUSC 314 may be counted toward graduation. This course can satisfy ensemble requirements for students pursuing a major or minor in Music, but does NOT satisfy AOK requirements in Fine Arts. Previous knowledge and training on a musical instrument is required. Prerequisites: audition and permission of instructor. One hour. Ryder.

321 - Music Theory 3 - This course is a continuation of MUSC 222. Students will learn how to analyze advanced chromatic harmony and large scale forms, as well as analytic techniques for understanding non tonal music. Emphasis will be placed on understanding the historical context for how these concepts operate in Western music. Students will practice advanced skills in ear-training, sight-singing, and keyboard. Prerequisite: MUSC 222. Three hours. Doering, Ryder.

322 – Scoring through Technology – This course provides an introduction to the current technological applications in music creation, including music notation, music sequencing, and MIDI software. Students will study the history of Music Technology, and complete several creative projects that focus on music arranging, orchestration, and composition. Prerequisite: MUSC 321 or permission of instructor. Three hours. Ryder.

341 – Art Song – While it can be argued that any tune with a text represents an art song, this course will take a narrower approach and focus on the genre that emerged in Europe in the early nineteenth century and blossomed in the works of Schubert, Schumann, Brahms, Mahler, Debussy, Ives, and others. Art songs consist of poems set to music and are designed for a solo singer and

instrumental accompaniment. These intense, musical miniatures emerge from a central artistic challenge that has inspired composers for centuries: how does one write music for a pre-existing poem? What does the music do that the poetry does not? In this course, students will have the opportunity to listen to and perform art songs, attend concerts, and engage in musical analysis. Prerequisite: MUSC 221 or permission of the instructor. Three hours. Doering.

342 – The Symphony – This course examines the symphony orchestra as both a musical ensemble and a cultural institution. Students will have the opportunity to attend concerts, engage in musical analysis, and survey the contributions of composers from the eighteenth through the twenty-first centuries. We will explore the concepts of musical form, style, and orchestration through live performance and critical listening assignments. The course will also address the significant changes in audiences since the eighteenth century, and more specifically the symphony's relevance in today's musical climate. Prerequisite: MUSC 221 or permission of the instructor. Three hours. Doering.

351 – Defining and Defending Music – A study of the institutions that protect and promote musical creativity. Topics include copyright, censorship, music unions, concert organizations, and music patronage. This course is presented from an historical perspective with an emphasis on American developments past and present. Prerequisite: MUSC 221 or permission of instructor. Three hours. Doering.

355 – Middle/Secondary Music Education Methods – This class is designed to provide an environment in which the students prepare for professional immersion in the schools as a middle/secondary music educator. Students will be guided to investigate materials and methods for middle and secondary music education, collect reference resources, and begin to formulate an individual resolve regarding his/her goal of becoming a music educator. The course will seek to cover aspects of curriculum, classroom management, rehearsal techniques, performance planning and implementation, organization of ensembles and recruitment, development of parent support groups, and rehearsal techniques and discipline procedures. Topics include instructional planning, choosing and implementing a variety of instructional strategies, technology, classroom management, measurement and evaluation of performance and achievement. Students will be required to create a comprehensive instructional unit of study to be used in student teaching. Prerequisites: EDUC 220-221, EDUC 321-322, MUSC 221, 222, and 321. Three hours. Ryder.

356 – Elementary Music Education Methods – This class is designed to provide an environment in which the students prepare for professional immersion in the schools as an elementary music educator. Students will be guided to investigate materials and methods for elementary music education, collect reference resources, and begin to formulate an individual resolve regarding his/her goal of becoming a music educator. The course will seek to cover aspects of curriculum, classroom management and rehearsal techniques. In addition, students will work to develop essential skills for the elementary music classroom, including keyboard, lesson planning and discipline procedures. Topics include instructional planning, choosing, and implementing a variety of instructional strategies, technology, classroom management, measurement, and evaluation of performance and achievement. Students will be required to create a comprehensive instructional unit of study to be used in student teaching. Prerequisites: EDUC 220-221, EDUC 321-322, MUSC 221, 222, and 321. Three hours. Ryder.

361 – Composer's Perspective – This course offers a detailed study of a specific composer's, or group of composers', work and the cultural context in which it was created. Emphasis will be placed on understanding compositional style and the manner in which composers establish their musical voice. Topics will vary from year to year. Prerequisite: MUSC 221 or permission of instructor. Three hours. Doering.

381-382 – Special Topics in Music – Advanced study of both traditional and contemporary topics in music. Students will attend live performances and rehearsals and explore historical developments. Prerequisite: permision of instructor. Three hours. Doering or Ryder.

420 – Researching Music – Music history represents a shifting landscape that requires interpretation. This course provides an introduction to the various methods for acquiring and evaluating primary musical sources. Emphasis will be placed on the correlation between musical performance and music research. Students will have an opportunity to conduct original research in a local archive and/or the Library of Congress. Prerequisite: MUSC 341, 342, or 361 or permission of instructor. Three hours. Doering.

422 – Capstone in Music – This course provides music majors with the opportunity, in consultation with the music faculty, to develop and present an in-depth study of a musical topic. This can include: 1) writing a major paper on an aspect of music history or music theory; 2) preparing and performing a public recital, including scheduling, program development, and musical analysis; 3) writing an original musical composition of suitable substance and length, including production of a manuscript and oral or written presentations about the newly composed work. Topics are subject to approval by the music faculty and must be formally proposed and juried in the semester prior to taking MUSC 422. Prerequisites: senior status or junior status with consent of the music program. One hour. Doering and Ryder.

450-451 – Internship in Music - Qualified students are placed in an aspect of the profession of music such as recording studios, management agencies, church music, and research. Open to music majors and minors only with permission of the music faculty. Prerequisite: Minimum GPA of 3.0 in all music coursework. Application required; see Internship Program. Three hours. Staff.

455 – Field Study in Music - A special studies course which gives music majors and minors the opportunity for a hands-on experience in some aspect of the profession of music. With approval of the music faculty only. Three hours. Staff.

Philosophy

Associate Professor Turney, Chair; Associate Professor Huff.

Socrates claimed that the unexamined life is not worth living. Why not? One reply is that since our unex- amined opinions and values are often inseparable from who we are and how we conceive of ourselves, our satisfactions, our relations to others and reality itself, our lives, and the worth of our lives depend on our efforts to achieve greater understanding. The examination and critique of claims to truth and rightness is central to philosophical understanding, involving the gradual liberation from false beliefs and partial views of ourselves and our world. Because of this, it has an essential place in the liberal arts curriculum.

The aim of the philosophy department is to introduce students to the inquiries of important philosophers and to aid them in developing and in exercising their own critical, independent thought. To this end, philosophy courses encourage students to formulate issues and questions and to evaluate critically philosophers' arguments and their own in classroom discussion as well as in the writing of papers.

The requirements for a Major in Philosophy consists of a minimum of 34 semester hours in philosophy, including:

- Ancient and Modern Philosophy (PHIL 251 and PHIL 252);
- Logic (Math 120);
- Internship (PHIL 450);
- Capstone (PHIL 401);
- 4 other courses at the 300 or 400 level.

The internship in philosophy allows students to explore application of the major to a career field. Philosophy Capstone requires students to explore and develop their own philosophy. Double majors may apply up to two courses from another department to the major in philosophy upon approval of the chair of the department of philosophy. These courses should support or complement a student's interests within philosophy. Double majors and students who have a minor in education may petition for exemption from the philosophy internship. Students who have not earned at least a 2.25 cumulative GPA, who do not qualify for admission to an internship, must take a directed Field Studies in Philosophy.

The requirements for a Minor in Philosophy consists of a minimum of 15 semester hours in philosophy, including:

- Ancient and Modern Philosophy (PHIL 251 and PHIL 252);
- 2 courses at the 300 or 400 level.

Since philosophical questions are concerned with the nature of reality and knowledge and how we conduct our lives, philosophical inquiry leads to the investigation of other disciplines and areas of knowledge. A minor in philosophy is especially valuable for non-humanities and science majors and a natural choice for students in the humanities.

Philosophy (PHIL) Courses

211 – Philosophical Problems – This course is an introduction to the topic of personal identity as treated in the theory of knowledge and in metaphysics. Readings are contemporary and interdisciplinary. Topics include mind and body, memory, artificial intelligence, and cultural relativism. Offered every fall. Three hours. Turney.

212 – Ethics – This course is an introduction to philosophy focused on ethical thinking. Its fundamental aim is to occasion the clarification of our thought concerning how to live, what sorts of persons to be, which kinds of actions and principles to affirm and which not in our relations to others. We will pursue this inquiry by reading classical texts, contemporary dialogues and essays on ethics, and decided cases in law. Our thinking about ethics will attend to three broad approaches to ethical situations: Utility, Rights and Duties, Virtue. Our discussion of these and other considerations will constantly attend to specific moral problems (e.g., abortion, sexual morality, affirmative action, animals, and the environment). Offered every spring. Three hours. Huff.

213 – Environmental Ethics – This course addresses basic issues of environmental ethics: the value of ecosystems (both inherent and instrumental), human beings' treatment of animals and non-animal nature, the meaning and justification of moral obligations to species and to the environment, and the complex and profound ways in which our actions with regard to the environment affect our fellow human beings. We will apply moral theory to environmental problems in the

enterprise of formulating an adequate ethical approach to our environment. Recommended: PHIL 212 and EVST 105. Offered every two-three years. Three hours. Huff.

220 – Philosophy East and West – The purpose of this course is to introduce students to the classic philosophic traditions of Greece, Rome, India, China, and Japan. This introduction might consist of a study of representative texts or of a comparative analysis of central concepts and assumptions. Offered every two to three years. Three hours. Huff.

225 – Women's Nature – A philosophical and psychological inquiry into the concept of women's nature. Topics include genetic determinism, moral development, sexuality, race, gender in communication, feminism and Christianity and gender and culture. Offered every two years. Three hours. Turney.

234 – Philosophy of Education – What are the proper goals of education, and how can we best achieve those goals? In this course we read and discuss classic works in the philosophy of education by authors such as Plato, Rousseau and Confucius, contemporary writings by philosophers and educators, and recent news articles spotlighting pressing questions in education today. We will consider the roles of autonomy and authority, the development of values and desires as compared withskills and information, and the opportunities and dangers of specialization. Students will reflect on their own experiences in education, and develop their views as to what sort of education they should pursue for themselves. They will also develop and argue for their views on what kind of education is best to build a healthy, flourishing society. Offered every two to three years. Three hours. Huff.

251 – History of Western Philosophy: Ancient – A study of classical philosophers who importantly shaped Western thinking and sensibility. Readings include the Pre-Socratics, Plato, Aristotle, Epicurus, and Epictetus. Emphasis is placed on the writings of Plato and Aristotle. Offered every fall. Three hours. Huff.

252 – History of Western Philosophy: Modern – This course focuses on the critical evaluation of important philosophers from the Renaissance through the 18th century. Emphasis is placed on the emergence of modern science and secular humanism in the works of Descartes, Locke, Berkeley, Hume and Kant. Offered every spring. Three hours. Turney.

260 – Philosophy of Religion – This course investigates the relation between philosophy and religion and applies philosophic methods to such problems as the nature of religious experience, the nature of religious language, the question of the existence and nature of God, the problem of the reality of evil or suffering as it relates to assertions of the benevolence and omnipotence of deity, and the issue of the relevance of religious experience to human existence. Offered every two to three years. Three hours. Huff or Turney.

280 – Philosophy of Science – This course examines science as a distinctive way of approaching the world with a unique methodology associated with truth. How is this view of science to be justified? What are its historical origins? Particular attention to the characterization of scientific objectivity and the views of knowledge and reality this entails. Topics include: logic and probability, rationality and irrationality, science and gender, relativism, objectivity and truth. Readings are primarily contemporary. Offered every two to three years. Three hours. Turney.

308 – Feminist Theory – Critical examination of contemporary theories in feminism according to a variety of discourses on difference. Topics include: the politics of sexuality, black feminism, feminist theories of knowledge and reality, marginality, and Post-Colonial theory. Primarily Philosophy with interdisciplinary readings, seminar format. Prerequisite: two courses in philosophy or consent of instructor. Offered every three years. Three hours. Turney.

328 – Bio-Medical Ethics – An examination of the ethical dimensions of decision-making in medical practice, research and technology. Among the issues considered are: the concepts of health and illness, experimentation and consent, abortion, death and dying, rights and justice in health care, and the allocation of scarce medical resources. Prerequisite: two courses in philosophy or consent of instructor. Recommended: Ethics (PHIL 212) Offered every three years. Three hours. Turney.

343 – Confucian Tradition – An in-depth study of the Confucian philosophical tradition, including both classical sources and neo-Confucian developments, guided by recent scholarship. We will explore debates within the tradition over questions such as the relationship between virtue and human nature and the authority of tradition versus individual insight. We will also consider Confucian thought's potential to address contemporary philosophical and practical challenges in both the East and the West. Prerequisite: two courses in philosophy or consent of instructor. Recommended: Either PHIL 212 and/or 220. Offered every three years. Three hours. Huff.

363 – Social and Political Philosophy – A consideration of the justification of political authority, fundamental social principles and the social policies that follow from them. Issues considered include: anarchism and political authority, freedom, justice and equality, rights, as well as such contemporary social controversies as reverse discrimination, free expression and censorship, property rights, and social welfare. Prerequisite: two courses in philosophy or con-

sent of instructor. Recommended: Ethics (PHIL 212) Offered every three years.Three hours. Huff.

370 – 19th Century European Philosophy – An introduction to the thought of several important 19th century philosophers: Hegel, Kierkegaard, Marx, Mill, Nietzsche, Freud. Central considerations: rationality/irrationality; objectivity/subjectivity; freedom/bondage; community/individuality; theory/practice; integration/alienation. Prerequisite: two courses in philosophy or consent of instructor. Recommended: Modern Philosophy (PHIL 252) Offered every two to three years. Three hours. Huff.

371 – 20th Century European Philosophy – This course focuses on the work of several important 20th-century philosophers in different traditions: Existential Phenomenology, Logical Positivism, Structuralism/Post-Structuralism, and Postmodernism. Prerequisite: two courses in philosophy or consent of instructor. Recommended: Modern Philosophy (PHIL 252) or 19th Century Philosophy (PHIL370) Offered every two to three years. Three hours. Turney.

381-382 – Special Topics – Taught by departmental staff and designed to meet the needs and interests of advanced students of philosophy and related majors. Topics vary but may be an intensive study of a major figure or movement in recent or contemporary philosophy. Prerequisite: consent of instructor. Three hours. Staff.

401 – Philosophy Capstone – Intensive writing of one's personal philosophy. Students examine their own beliefs about philosophical issues by reflecting on matters of importance to them to which they were exposed in their courses in philosophy. Students meet bi-weekly to share their writing and discuss their ideas. Prerequisite: permission of instructor. Offered every year. One hour. Turney and Huff.

404 – Freedom – A study of human freedom and how the causality of the human will is to be understood in light of the laws of nature. If humans are a part of the natural world, governed by the laws of biology, physics and chemistry, can we be free? Is freedom simply the ability to carry one's desires into action? To be truly free, must we also be free with respect to the contents of our wills? Contemporary readings from the analytic tradition will be combined with readings from the history of philosophy that provide both context and critical perspective. Prerequisites: at least one course in philosophy at the 300 level or consent of instructor. Recommended: Ethics (PHIL 212) or Modern Philosophy (PHIL 252) Offered every three years. Three hours. Huff.

405 – Emotion – Traditional conceptions of objectivity devalue the influence of emotion in rationality. This course examines a variety of approaches to thinking that insist on the importance of feeling. Topics include: emotion as a kind of judgment, self-deception and the problem of self-knowledge, mind-body dualism, and the politics of emotion. Readings from cognitive psychology, ethics and moral psychology, cultural anthropology and feminist theories of knowledge. Prerequisites: at least one course in philosophy at the 300 level or consent of instructor. Recommended: Philosophical Problems (PHIL 211) or Modern Philosophy (PHIL 252). Offered every three years. Three hours. Turney.

407 – Truth and Meaning – In both ordinary language and disciplinary specific languages, important questions arise regarding meaning. We do not always mean what we say and we can struggle to clarify what we mean. What, then, determines meaning? How is it related to truth? How do we know in cases of disagreement, ambiguity, and other languages? This course examines questions in the philosophy of language. Topics include: the relationship of language to the world, truth, intentionality, translation, speech acts, and body language. Readings are in primarily analytic and continental philosophy. Prerequisites: at least one course in philosophy at the 300 level or consent of instructor. Recommended: PHIL 252 or 260. Offered every three years. Three hours. Turney.

408 – Virtue – In ancient Greece, philosophical discussions of ethics typically centered on a notion of good character, or virtue. A virtuous person has good judgement of what to do, and desires to do it. This approach fell out of favor during the modern period as desire was given less attention, and Kantian and utilitarian approaches came to dominate philosophical ethics. In recent decades, however, there has been a strong revival We will typically examine both historical sources for virtue ethics, such as texts by Plato and Aristotle, and contemporary work. Prerequisites: at least one course in philosophy at the 300 level or consent of instructor. Recommended: Either Ethics (PHIL 212) or Modern (PHIL 251) Offered every three years. Three hours. Huff.

450 – Internship in Philosophy – Students complement their classroom study of philosophy with practical experience in a career setting consistent with their goals, preparation, and interests. Students will complete tasks mutually agreed on by the student, the supervisor, and the instructor. Quarterly reports reflecting on the application of philosophy. Prerequisites: three hours of upper level philosophy and permission of instructor. Open to juniors and seniors who are majoring in philosophy. Application required; see Internship Program. Three hours. Turney.

4**55 – Directed Field Studies in Philosophy –** This course provides an opportunity for interested students to gain practical experience with the application of philosophical principles to actual situations through

field placement with an appropriate community agency. Prerequisites: six hours of upper level philosophy and permission of instructor. Open to juniors and seniors who are majoring in philosophy. Students must meet with the department chair and then submit a proposal for filed study placement and anticipated goals at the time of registration of the course. Three hours. Turney.

491-492 – Independent Study – The department staff offers programs of a tutorial nature for qualified students. At least a 3.25 cumulative quality point ratio and approval by the curriculum committee are required. Topics will vary and will be determined in part by thespecific interests of the students. Prerequisite: consent of instructor. Three hours each. Staff.

496-498 – Senior Project – Seniors may select an area of intensive study and write a thesis on some topic arising from that study. Consent of instructor required. Six hours. Staff.

Physical Education (PHED) Courses

101 – Lifetime Activities – Such as aggression defense, Scottish dance, racquetball, ballet, Aikido, Shotokan karate, power yoga, fly casting, Taekwondo, juggling.

103 – Aquatics –Such as scuba diving.

104 – Conditioning and Wellness – Such as advanced running, walking, weight training, step aerobics, indoor cycling, Zumba, Pilates.

111 – Varsity Sport Participation

Physics

Professor Woolard, Chair; Professor Franz; Associate Professor Spagna; Assistant Professor Dominguez.

The physics department offers a program of lecture and laboratory courses to guide students on an exploration of the basic processes in their physical environment. The dynamic interplay between theory and experiment provides a key component of the intellectual life of the department's faculty and students. Through classroom and laboratory exercises and supervised researchprojects, students are encouraged to integrate their experience with important physical principles, to formulate well-posed problems, to produce and evaluate solutions, and to communicate their conclusions. Computers are used in several courses as tools in this chain of reasoning, to enhance the collection and analysis of experimental data and to model and display theoretical concepts. The study of physics focuses on the interrelation of complex phenomena and a critical evaluation of conclusions.

A major in physics prepares students for entry-level positions in research, development, scientific programming, technical writing, teaching, and other positions requiring technical skills. It is also appropriate for students wishing to pursue graduate study in physics; related professions, such as astrophysics, biophysics, meteorology or oceanography; or other professions, such as engineering, medicine, business, or law. A minor in physics enhances students' comprehension of technical phenomena.

In addition to offering a major and a minor in physics and a minor in astrophysics, the department participates in several cooperative programs. Students wishing to combine a liberal arts education with an undergraduate engineering degree should inquire about the engineering programs in cooperation with Columbia University or the University of Virginia. These programs lead to undergraduate degrees from Randolph-Macon and either bachelor's or master's degrees from the cooperating institution. In a cooperative program with the U.S. Navy, students may spend alternate semesters at Randolph-Macon and at the Naval Surface Warfare Center in Dahlgren, Virginia, where they participate in a work-training program, for which they are remunerated.

Grades of C- or better in PHYS 151 and 152 are required for acceptance into the advanced programs described above. Physics majors participating in the cooperative engineering programs must complete the physics core and collegiate requirements with a B+ average in science and mathematics courses as well as overall.

Students seeking teaching certification as part of the secondary education minor may receive an endorsement in physics. These students must:

- Complete the requirements for the physics major;
- Complete BIOL 121, 122, and CHEM 121, 122;
- Receive a grade of C- or better in these courses and PHYS 151, 152.

Please refer to the catalog listing for Education for other certification requirements. Students interested in any of these programs are encouraged to meet as early as possible with a member of the physics department to plan their collegiate program of study because many physics courses carry prerequisites in mathematics, and many upper-level physics courses are taught only in alternate years.

The requirements for a Major in Physics:

- PHYS 205, 210, 250, 300, 330, 340, and 499;
- Complete a minimum of six semester hours from PHYS 335, 381, 382, 430, 435, 440, 445, 450, 481, 482, ASTR 231, 232, and 321;
- Receive a grade of C- or better in these courses.

Physics

The requirements for a Minor in Physics:

- PHYS 151 and 152;
- At least 12 semester hours selected from physics courses numbered 200 or above;
- Receive a grade of C- or better in these courses.

Courses which may be substituted with the permission of the department are:

- PHYS 496-498 for PHYS 300/499;
- PHYS 215 for PHYS 210;
- introductory or advanced courses in other sciences up to six semester hours.

Students majoring in physics are also required to participate in assessment activities administered by the department or by the college.

The Physics Department highly encourages each student to participate in research opportunities outside of their normal course work. PHYS 271-274, the college's Schapiro Undergraduate Research Fellowship Program (SURF) and the NSF Research Experience for Undergraduates (REU) are some examples of programs which provide students unique research experiences. Students who successfully complete SURF, REU or other research internship programs may request research proficiency for PHYS 300 and substitute another elective course on the physics major. Review of the student's work and permission of the department is required.

Physics (PHYS) Courses

105 – A Hitchhiker's Guide to Physics (With Apologies to Douglas Adams) – This course is a one-semester exploration of the physical world, built around the theme of understanding objects and processes which surround us. Themes to be explored may include conservation of energy and momentum, principles of thermodynamics, electricity and magnetism, the relativity of time and space, and the quantum mechanical description of nature. Students will explore these and other ideas, with student interest driving the specific topics covered. Experiment and direct observation will reinforce the conceptual understanding of topics, and allow the students to further discover the limits of their application to specific phenomena and devices. Through the preparation of written and oral reports, students will develop skills in the communication of technical themes. Six contact hours each week. This course partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Offered alternate years. Four hours. Dominguez.

130 – Atmospheres and Weather – An introduction to planetary atmospheres and weather phenomena, with special emphasis on the Earth. More than just a meteorology study, the course will use atmospheric phenomena elsewhere in the solar system as a way of understanding similar occurrences on the Earth. Topics include general circulation, cloud formation processes, the solar energy budget and transport phenomena, global warming, and the interaction between humankind's activities and the earth's weather. Computer simulations and laboratory exercises will assist students in understanding the basic concepts in this course. This course partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Offered alternate years. Four hours. Staff.

150 – Science in the Movies: From Frankenstein to Star Wars – Same as CHEM 150. Schreiner and Spagna.

151-152 – **Introductory Physics** – A two-semester introduction to the basic principles of classical and contemporary physics. Topics include classical mechanics, waves, heat and thermodynamics, electricity and magnetism, optics, and modern physics. The basic ideas and tools of calculus are presented and used as needed. Laboratory investigation, computer modeling, and context-rich problem solving are emphasized as modes of inquiry into the phenomena being presented. Six contact hours each week. Prerequisites: None for PHYS 151. PHYS 151 is prerequisite for PHYS 152. Students intending to major in physics, chemistry, or computer science, and those intending to participate in the cooperative engineering programs, should be enrolled concurrently or previously in MATH 131-132 or 141-142. Each semester of this course partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Four hours each. Staff.

205 – Modern Physics – Developments in 20th century physics, including the theory of special relativity, black-body radiation, the photoelectric effect, Compton scattering, Rutherford scattering, the Bohr atom, deBroglie waves, wave particle duality, and introductory quantum physics. Six contact hours per week including laboratory. Prerequisite: PHYS 152. This course partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Four hours. Spagna.

210 – Digital Electronics – An introduction to the study and applications of digital electronics and microprocessor interfacing. Theoretical presentations are accompanied by laboratory work emphasizing design of and experimentation with digital circuitry. This course partially fulfills the laboratory science requirement as a physical science. Due to space limitations, permission of the instructor is required for students not majoring in physics or computer science. Six contact hours per week. This course partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Four hours. Woolard.

215 – Analog Electronics – An introduction to analog circuits. The theoretical basis for the uses of active and passive circuit elements is presented along with applications in power supplies, measurement circuits, and amplifiers. Laboratory work providing hands-on usage of the devices discussed is a key component to the course. Two three-hour class/laboratory sessions per week. Prerequisite: PHYS 152 or 210. This course partially fulfills the Area of Knowledge requirement as a natural science with laboratory. Offered alternate years. Four hours. Franz.

250 – Mathematical Physics – An introduction to the application of mathematics to physical systems. Topics included are Taylor and Fourier series, Fourier transforms, generating approximate solutions, and complex variables. Each of these areas of mathematics will be related to applicable systems drawn from physics and chemistry. Numerical techniques on various computers will be employed. The course is designed to be of value to upper-division physics, chemistry, and mathematics majors. Prerequisites: MATH 132 or 142 and PHYS 152. This course partially fulfills the Area of Knowledge requirement as a natural science without laboratory. Three hours. Dominguez.

271-274 – Guided Research in Physics – A guided research course intended to provide interested students an opportunity to do research prior to PHYS 300 or a Senior Project. Students will work with a faculty member to develop and execute a research project. Permission of a faculty member is required. Students will be required to spend at least three hours per week on the research project. Prerequisites: PHYS 151-152. One hour each. Staff.

300 – Physics Research – Students select a research topic in a specialized area of physics or astronomy. Projects are student-designed in consultation with a faculty member. A proposal (including a literature review and a research plan) must be submitted to the faculty member no later than the second week of the term in which the research is to be completed. The project will culminate in a formal written report by the end of that term. Prerequisite: PHYS 205 and/or permission of instructor. Three hours. Staff.

330 – Intermediate Mechanics – A rigorous treatment of the formalism and methods of classical mechanics. kinematics and dynamics are treated in one, two, and three dimensions. Topics include vector algebra and coordinate system transformations, periodic motion in two and three dimensions, non-inertial reference frames, central force formalisms, coupled oscillations, and chaotic dynamics. Four hours of lecture and tutorial each week. Prerequisites: PHYS 205 and 250. MATH 203 should be taken in the same term if not taken in a prior year. Four hours. Spagna.

335 – Continuum Mechanics – An introduction into the study of three-dimensional objects through the determination of internal conditions caused by external forces. Numerous constitutive equations will be presented that describe properties of the material such as stress, strain, elasticity, plasticity, and fluid flow. Tensor analysis will be introduced and used extensively in the physical description of mechanical deformation. Prerequisite: PHYS 330. Corequisite: MATH 203, 307, or permission of the instructor. Spring term, alternate years. Three hours. Woolard.

340 – Electricity and Magnetism – A rigorous treatment of classical electromagnetic theory. Beginning with a review of the calculus of vector fields, these tools are applied to the study of electric and magnetic phenomena. Static electric and magnetic fields are treated, including their interactions with matter. Dynamical effects, including radiation, are derived from the synthesis of Maxwell's Equations. Prerequisite: PHYS 330. MATH 307 should be taken simultaneously if not taken in a prior year. Four hours of lecture and tutorial each week. Four hours. Dominguez.

381-382 – Special Topics in Physics – These courses focus on areas of physics not specifically covered in the general curriculum and are designed to meet the needs and interests of advanced students in physics. Three hours each. Staff

391-392 – Independent Study – An independent exploration of a specialized area of physics under the guidance of a member of the department. Prerequisites: permission of the instructor, a cumulative GPA of 3.25 or greater, and approval of the Committee on the Curriculum. Three hours each. Staff.

430 – Introductory Quantum Mechanics – An intermediate formulation of nonrelativistic quantum mechanics using Shroedinger's equation. In particular, the study of finite, infinite, and periodic potential barriers and wells will lead to a description of the hydrogen atom, simple molecules, and solids, and the nucleus at a more sophisticated level than that developed in PHYS 205. Three one-hour lectures per week. Prerequisite: PHYS 330. Offered alternate years. Three hours. Dominguez.

435 – Optics – An intermediate course in dynamical electromagnetic systems, including geometric and physical optics. Emphasis will be placed upon the nature of electromagnetic waves and their diffraction and interference. Three one-hour lectures per week. Prerequisite: PHYS 340. Offered alternate years. Three hours. Spagna.

440 – Statistical and Thermal Physics – A survey of thermal phenomena. Topics include classical thermodynamics – temperature, heat, work, energy, entropy;

the thermodynamic laws; classical and quantum statistics describing systems of distinguishable and indistinguishable particles. Prerequisite: PHYS 152. Offered alternate years. Three hours. Staff.

445 – Solid State Physics – A survey of matter in the solid phase. Fundamentals of crystallography and band structure will be treated along with selections from the topics of superconductivity, ferromagnetism, photovoltaics, amorphous solids, luminescence, and defects. This course is intended primarily for physics majors, although students majoring in chemistry and computer science will find topics relevant to their fields. Prerequisite: PHYS 205 or CHEM 311, or permission of instructor. Offered alternate years. Three hours. Staff.

450 – Physics Internship – Students in this course are placed in an industrial or research facility and follow an arranged set of readings relevant to their internship experience. Students will be expected to demonstrate through a written report upon completion of the internship an understanding of the physical phenomena used and their applications. Application required; see Internship Program. Offered as needed. Three hours. Staff.

481-482 – Selected Topics in Physics – A course in seminar or tutorial format which allows the student to study – through individual readings, conferences, or laboratory work – advanced topics not covered in the normal curriculum. This course is intended for students who have demonstrated ability and a thorough understanding of physics and appropriate mathematics. Prerequisite: permission of instructor. Three hours each. Staff.

496-498 – Senior Project – Extensive work in some area of departmental research interest. Students will be required to show diligence and independence in their chosen study. A departmental faculty member must consent to supervise and review the student's work. A formal paper and an oral examination are required. Prerequisite: permission of department. A senior project fulfills the Cross-Area Requirement as a capstone experrience. Six hours. Staff.

499 – Senior Seminar in Physics – This course provides a capstone experience for senior physics majors. Students will hear presentations by faculty and other physics professionals, prepare and deliver oral presentations on their own research activities, and gain familiarity with current professional literature in physics. Reading and discussions in the history and philosophy of physics will familiarize students with the larger cultural context in which the discipline has developed. Prerequisites: PHYS 300, 330, and 340, or permission of department. This course fulfills the Cross-Area Requirement as a capstone experience when combined with PHYS 300. Three hours. Woolard.

Political Science

Professor Turner, Chair; Professors Badey and Bell; Assistant Professor Meagher.

Political science in the broadest sense is the study of the institutions of power in society. The political science department strives to impart to its students knowledge and understanding of these institutions of power, the habits and skills of lifelong learning in our discipline, the ability to develop tools to interpret political activity in later life, and an appreciation of the responsibilities of citizenship in our democracy. The knowledge, tools, and skills learned in the department's courses are also intended to give students a strong foundation for graduate study in political science, public administration, law, or other disciplines and to prepare them for professional careers in public service, politics, interest group representation, business, journalism, teaching, and other professions.

Students planning to major in political science must obtain departmental approval and must earn grades of C- or better in PSCI 201-202.

The requirements for a Major in Political Science:

- Must complete PSCI 201, 202, and 301;
- Must complete a total of at least 33 hours in political science;
- Must complete at least one Political Science course from Group I – American Government: PSCI 307, 308, 312, 313, 314, 315, 316, 317, 318, 319, 421, 450, and 455;
- Must complete at least one Political Science course from Group II – International Relations: PSCI 320, 321, 322, 326, 327, 328, 423, and 441;
- Must complete at least one Political Science course from Group III – Foreign and Comparative Government: PSCI 331, 332, 333, 334, 335, 337, 338, and 339;
- Must complete at least one Political Science course from Group IV – Political Theory: PSCI 342 and 442;
- Must complete a capstone experience approved by the department (PSCI 401).

PSCI 401, Senior Seminar in Political Science, fulfills the capstone requirement and is required for the major, unless a student opts to complete the capstone requirement offered in a different major program. The Senior Seminar requirement may be waived, with the permission of the department, if the student conducts directed research, or other appropriate experiential learning as approved by the department, under the supervision of a member of the Political Science department faculty that culminates in the student's senior year.

The program requirements of a political science major planning to minor in education for the purpose of state certification (both elementary and secondary) vary slightly from those of other political science majors. HIST 111-112 is required for certification and meets the AOK requirement. Students seeking certification at the secondary level must be certified in social studies which includes a major in political science plus HIST 211, HIST 212, and either HIST 319 or INST 251, or their equivalents.

The requirements for a Minor in Political Science:

- Must complete PSCI 201 and 202;
- Must complete a total of at least 18 hours in political science.

Political Science (PSCI) Courses

201 – Introduction to Politics – An introduction to the fundamental principles of politics and government. This course develops the theoretical foundations and analytical frameworks enabling students to understand and interpret democratic and alternate forms of government and will provide insight into the inherent difficulties faced by democracies. Three hours. Staff.

202 – American Government and Politics – This course considers the fundamentals of American government and politics. It is a survey of the theoretical principles upon which the U.S. national government was founded as well as a practical look at the structure and function of U.S. national government. Emphasis is placed on the U.S. Constitution, American political institutions, mass political behavior, and mediating institutions such as political parties, interest groups, and the media. Three hours. Staff.

301 – Research Methods – The course will introduce the student to the statistical methods applied in the study of politics – domestic, comparative, and international. With an emphasis on applied research, students will learn the basic statistical measurements of central tendency, dispersion, correlation, sampling and survey research, as well as the more commonly used approaches to hypothesis testing. This course should normally be taken by the end of the sophomore year. Three hours. Bell.

307 – Political Communication – An introduction to the theory and research on the public multi-media communication activities of elections, governance, and policy advocacy. The course considers five approaches taken by communication scholars to this study: the examination of genres of political communication such as inaugural, state of the union, and war declaration addresses; the examination of presidential "style"; the rhetorical criticism (using several approaches) of specific examples of discourse; the examination of the rhetorical difficulties women and minority group members have with political discourse as it has been defined through decades of practice; and the scrutiny of election campaign communication activities including convention speeches, debates, and television advertising. Throughout, the course traces changes in the media being used and in the relationships among the media, the public, those involved in politics as candidates and otherwise, and the institutions of government. Same as COMM 307. Offered alternate years. Three hours. Sheckels.

308 – American Campaigns and Elections – A study of contemporary American political campaigns and elections. The election cycle will be examined from three different perspectives: the political campaign/politician, the mass media, and the voter. State level and federal elections will be analyzed during election years. Same as COMM 308. Offered alternate years. Three hours. Conners.

311 – Environmental Law – Students will gain an overview of the essential concepts of environmental law that shape the practice of environmental and political science, and learn how to analyze issues in their legal contexts with regard to the environment. The course provides a historical survey of the field from its common law roots to its current applications dealing legislatively with a variety of complex environmental issues, such as air and water pollution, loss of species diversity, and global climate change. It is taught as a seminar in which the historical development of common law concepts and the evolution of the present complex of statutory laws are highlighted through study of the major court cases that have guided environmental legislation and policies. Same as EVST 311. Three hours. Staff.

312 – State and Local Government and Politics – This course examines the workings of state and local governments and the politics that surround them. Students will learn about the organization, structure, function, and administration of state, urban, and municipal government, and explore the varied actors and stakeholders who demand policy change from local officials. Issues examined may include education, criminal justice, zoning and economic development, and social services. Course content will be based in part on current events taking place at the Virginia State Capitol and in regional local governments. Offered alternate years. Three hours. Meagher.

313 – Social Movements – This course will examine the theory and history of social movements and other forms of contentious politics. The course will focus on movement politics in the United States, although other contexts will be considered. Students may learn about movements from the past (e.g., abolition) and present (anti-globalization forces, Tea Party activists),

as well as from the left (civil rights, feminism) and right (Religious Right). Offered alternate years. Three hours. Meagher.

314 – Religion and Politics – This course explores the crucial effects of religion on political outcomes. While focusing on the contemporary United States, students will also look to examples from other contexts and countries. The course will cover a number of concepts from the interdisciplinary study of religion and politics, including religious social movements, religious fundamentalism, religious doctrines of war and peace, and the challenges to religion's role in politics offered by atheists and other critics. Students also will explore selected, contemporary public policy issues that have a religious dimension, such as abortion and marriage equality; these latter topics likely will provide the basis for student research papers. Offered alternate years. Three hours. Meagher.

315 – Public Policy – Public policy refers to the process of making and implementing public laws, rules, regulations, and programs and to the policy sciences, which evaluate existing public policies and new policy initiatives in order to assist policy makers. This class will be divided roughly in half, with the first part of the class focusing on the making of public policy, and the second part focusing on evaluating public policies. The class is designed to provide students with an understanding of the complexity of making public policy, as well as perspective on implementing, evaluating, and adapting policies to reach collective goals. Offered alternate years. Three hours. Meagher.

316 – Judicial Process and Behavior – An analytical course dealing with the role of the judicial branch in America's political life. The course explores the courts as political institutions, the processes courts use, the ways judges behave, influences on judges and justices, and the policy-making aspects of what judges do. The emphasis of this course is at the federal level, although consideration will be given to both state and federal courts and judges. Offered alternate years. Three hours. Bell.

317 – The American Presidency – A functional study of the American presidency analyzing the president's role in the formation of public policy and his participation in the national political system. Emphasis will be placed on concepts and techniques of presidential leadership, administrative control and political response, and innovation. Offered alternate years. Three hours. Meagher.

318 – Congress and the Political System – An analytical treatment of the national legislature and its performance within the American political system. This study of the institutional environment of Congress will include consideration of recruitment patterns, internal leadership structures, the role of party, constituencies and interest groups, decision-making, and the relations with the bureaucracy. Offered alternate years. Three hours. Bell.

319 – Environmental Policy – Students will be afforded the opportunity to develop an awareness and an appreciation of the national public policy-making process, especially as it applies to the environment. Students will be involved actively in the study of environmental policy making through a variety of approaches: seminar discussions, the case study approach to problem solving, cooperative research projects and presentations, and field trips. Same as EVST 319. Three hours. Staff.

320 – American Foreign Policy – This course will examine both the nature of the foreign policy decision-making process and the substantive content of policy. Specifically, the course will study the roles that the Department of State, the President and his advisers, the Congress, the press, and public opinion play in the formation of foreign policy. The course will discuss the overall development of U.S. foreign policy since WW II and on the basis of the insights gained analyze contemporary foreign policy issues. Offered alternate years. Three hours. Badey.

321 – International Relations – This course will introduce the student to the nature of the problems facing the contemporary international system. Emphasis will be placed on the relationships of man, the state, and the international system to world politics. There will also be a survey of several of the more prominent approaches being advocated in order to limit and control the high level of violence which characterizes the world today. Same as INST 321. Three hours. Badey.

322 – International Organization – This course will include a survey of the evolution of international organizations and a detailed examination of the structure and functions, both political and administrative, of the organs of the United Nations. A series of case studies involving the League of Nations and the United Nations will be used in this examination of international organizations. Offered alternate years. Three hours. Badey.

326 – U.S. Intelligence and Foreign Policy – An examination of the history, structure, and function of the U.S. Intelligence Community since 1947. This course studies the collection, collation, evaluation, analysis, interpretation, and integration of information as an input to foreign policy. Analyzing the use and often abuse of U.S. covert actions since 1948, the course explores the inherent tensions between the need for secrecy and democratic processes. Noting the momentous political, economic, and technological changes since the end of the Cold War, the course identifies new challenges and threats that face the U.S.

Intelligence Community in the 21st century. Offered alternate years. Three hours. Badey.

327 – International Terrorism – This course introduces students to international terrorism and political violence. It analyzes international terrorism from an individual, organizational, and systems perspective. In addition to examining history, causes, methods, and characteristics of terrorism, this course seeks to provide students with a basis for understanding why international terrorism occurs and what, if anything, governments can do to reduce or to prevent it. Three hours. Badey.

328 – The African Union – This course studies the development, structure, operations, and politics of the African Union (AU). Students will receive briefings from AU diplomats at the organization's headquarters in Addis Ababa, Ethiopia, and will study the relationship between the organization and its member states through interviews and research on a single member state's diplomatic mission to the AU. When possible, credentials will be issued to students as observers to the annual AU Summit of Heads of State and Government. Students will also have opportunities to study the history, culture, and politics of the host state of Ethiopia. Offered alternate years. Three hours. Turner.

331 – Major Governments of Western Europe – A comparative survey of the structure and operation of the political systems of Great Britain, France, and Germany. Consideration will be given to both the formal governmental structures and to the informal political processes of these countries. (Knowledge of European history is assumed.) Offered alternate years. Three hours. Badey.

332 – Russia and the Soviet Past – An examination of the current government and political system of Russia in the context of the development, character, and structure of the former Soviet Union. The course will also cover the process of disintegration of the former Soviet empire. Offered alternate years. Three hours. Badey.

333 – Latin American Politics – This course surveys the governmental structures and political processes of Latin America. The course focuses on the political theories and political cultures of the region, regime types and the processes of regime breakdown, debt relief, political reform, the drug trade, and environmental protection. Students also study micro-level political behavior by looking at how Latin Americans seek to influence their political environment. Thus the course discusses social movements, patron-clientage, ethnic identity and relations, political parties, and voting. Offered alternate years. Three hours. Turner.

334 – African Politics – This course surveys governmental structure and political processes in Africa south of the Sahara. Specifically, the course addresses the capacity of the modern African state to govern. The course addresses the history of the colonial state and its modern impact on politics, the question of why states collapse and how to rebuild them, and the ability of the modern state to accommodate sub-national and ethnic identities. Along with discussing the pessimistic conclusions about African politics drawn by many analysts, students consider successful cases of effective governance in the region, and how Africans organize to influence policy. Offered alternate years. Three hours. Turner.

335 – The Political System of China: Past and Present – A survey of the structure and operation of the Chinese political system. Consideration will be given to the development of the Chinese political system during the Imperial Dynastic period, the Republican period, and the present period of Communist rule. Offered alternate years. Three hours. Turner.

337 – Mexican Politics – This course introduces the students to a variety of political actors and current issues in Mexican politics in an intensive way. The course includes lectures from Mexican politicians, activists, and scholars, as well as visits to the state legislature, courts, political party offices, and other points of interest. Topics covered include national politics, political parties, federal-state and state-local relations, social movements, the administration of justice, and economic and political relations with the United States. The course also instructs students in the ethics and responsibilities, as well as the rewards, of field research in political science. Offered alternate years. Three hours. Turner.

338 – Government and Politics of the Middle East – This course seeks to introduce the student to politics and society in the Middle East. A determined effort will be made to take a balanced view of the area, neither looking at it through Western eyes nor through the eyes of any particular adversary in the numerous regional conflicts. Emphasis will be placed on the political cultures of the area, as well as on the variety of socio-political structures and processes present. This will be followed by a number of comparative case studies on contemporary aspects of Islamic traditionalism, the culture of transition, political modernization, and evolution and revolution in the political processes of the Middle Eastern states. Offered alternate years. Three hours. Badey.

339 – Politics of Nationalism – This course deals with one of the most powerful forces to mobilize people in the modern era – nationalism. Students explore the sources and history of nationalism, individual and collective motivations for national identity and action in the name of the nation, and the political patterns associated with nationalist cultures. The course illustrates issues in the study of nationalism through intensive case studies. Offered alternate years. Three hours. Turner.

Political Science

342 – Introduction to Political Theory – Political theorists ask important questions about the fundamental elements of politics, such as: What is the best kind of regime? How should we distribute wealth and resources? What is the proper relationship between religion and the state? Who should be included in (and excluded from) a political community? This course will consider these questions and others through an examination of selected thinkers, ranging from Plato to Machiavelli to Marx. Three hours. Meagher.

381-382 – Special Topics in Political Science – These courses focus on areas of political science not specifically covered in the general curriculum and are designed to meet the needs of advanced students. Three hours each. Staff.

385 – Social Entrepreneurship – Social entrepreneurship is a process that applies innovative solutions to the world's most pressing social problems. Students will learn about the theory and practice of social entrepreneurship through academic study, as well as activities beyond the classroom including field trips, speakers, and community service. As part of their coursework, students will develop a business plan for a viable social enterprise that seeks to address and solve an existing social problem in a local or remote community. Prerequisite: PSCI 201 or 202 or SOCI 200 or permission of instructor. Three hours. Meagher.

391-392 – Independent Study – Three hours each. Staff.

401 – Senior Seminar in Political Science – The seminar provides students with the opportunity to apply the tools, concepts, and skills they have gained from the major in political science to investigate specific topics. Seminar students will meet to discuss common themes, but each student will write a major research paper on a particular question of importance to the discipline. Student research findings will be reported in both written and spoken form. Extensive consultation between the student and the department's faculty members will be expected. Three hours. Staff.

421 – Constitutional Law – A survey of the development of the Constitution through judicial interpretation. Cases will be analyzed in several areas, including: presidential powers, congressional powers, civil rights (including defendants' rights, minorities' rights, and women's rights), civil liberties, and the First Amendment (speech, religion, and assembly guarantees). Prerequisite: PSCI 202. Offered alternate years. Four hours. Bell.

423 – International Political Economy – This course studies the domestic, international, and ecological sources of economic policy choices made by state and non-state actors. The course is designed to survey the theories of economic policy behavior, and the actions and results of various actors' efforts to influence the international economic environment. Specific attention is given to patterns of trade, finance and property rights, the development of trading blocs and the World Trade Organization, and to the issues of interdependence and world market constraints on national political choices. Offered alternate years. Three hours. Turner.

441 – International Law – A survey of the general principles and theories of the law of nations, including the use of case studies to illustrate the growth and development of international law. Offered alternate years. Three hours. Badey.

442 – Advanced Political Theory – This course will explore ideas, issues, and themes from the study of political theory. Specific topics may vary, and may range from ideologies such as liberalism and socialism to theoretical concepts such as democracy and power to specific historical figures and eras. This course is designed for the advanced student. Offered alternate years. Three hours. Meagher.

450-451 – Internships in Political Science: Washington, D.C. and the United Nations – Qualified students will be able to combine their classroom knowledge with practical experience in internship placements in Washington, D.C. and in New York with work at the United Nations. In Washington-based internships, students will be placed on the staffs of Representatives and Senators, with congressional legislative and party committees, and with private interest groups and think tanks. In New York, students will be placed with non-governmental organizations affiliated with the United Nations. Students will complete a project that will be agreed to by the student, the Washington or New York supervisor, and the instructor. Open to juniors and seniors with the permission of the instructor. Application required; see Internship Program. Three hours each. Bell.

452 – Internships in Political Science – Qualified students will be able to combine their classroom knowledge with practical experience in internship placements in governmental offices, party or interest group organizations, or law offices. Students will complete a project mutually agreed on by the student, the supervisor, and the instructor. Open to juniors and seniors with the permission of the department. Application required; see Internship Program. Three hours. Staff.

455 – Internships in the State Legislature – Qualified students will combine academic preparation with supervised practical experience in working for a member of the state legislature or a lobbying organization. Students are expected to work on a full-time basis and complete a project mutually agreeable to the student, the supervisor and the instructor. Prerequisites: PSCI 201-202 and permission of the

instructor. Open to juniors and seniors only. Application required; see Internship Program. Three hours. Turner.

456 – Advanced Internships in the State Legislature – A continuation of PSCI 455. Prerequisites: PSCI 455 and permission of the instructor. Application required; see Internship Program. Three hours. Turner.

487-488 – Departmental Honors – One of two departmental honors courses for students enrolled in the Honors Program. The course will involve a program of reading and research in an area of political science appropriate to the student's interest. Three hours each. Staff.

491-492 – Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Three hours each. Staff.

496-498 – Senior Project – Senior majors may, with departmental approval, conduct an independent research project on some area or problem in political science. Six hours. Staff.

Study Abroad courses offered at Wroxton College in England

POLS3450 – British Government and Politics – The purpose of this course is to give a broad introduction to the origins, development, structure and workings of the British system of government and British politics. The office of prime minister, the Cabinet, the Civil Service, Parliament, political parties, and pressure groups are among the topics covered. Students may receive credit for either this course or for PSCI 331 but not for both. This course counts as part of Group III on the major. Three hours.

POLS3454 – Descent from Power – This course examines the foreign policy process in Britain and the movement of Britain from a perceived position of Great Power status to one of accepted Middle Power status against a background of changing domestic and international environments during the 20th century. This course counts as part of Group III on the major. Three hours.

POLS3456 – The Power and Personality of the British Prime Minister – The course focuses on the developing role of the British Prime Minister from Walpole to the present day, placing it within the context of the British Political System and British Politics. The powers of the office are looked at, with the analysis being directed towards the extent to which an individual's personality is important in determining the scope of that power. This course counts as part of Group III on the major. Three hours. Baldwin.

Study Abroad courses at the Sorbonne in France

FRN/PSCI338 – The Government and Politics of the Fifth Republic – This course treats the following: the antecedents of the present constitutional structure; the characteristics and politics of the parliamentary-presidential system; the nature of contemporary political parties and constitutional order; and the nature of economic, social, cultural, industrial, and technological planning and policy-making. Prerequisite: FREN 232. It is strongly recommended that students have completed one upper-level comparative government course. May be counted toward a major or minor in political science. This course counts as part of Group III on the major. Three hours.

FRN/PSCI360 – European Economic Community Law – This course will entail an in-depth review of the establishment of the European Economic Community and of its organizational structure. A major portion of the course will be devoted to a study of the powers, roles, and policies of the European Economic Community. Efforts will be undertaken in the final section of the course to present some of the major problems facing the EEC, and the proposals that have been made by the EEC, and by some of its individual members, to solve these problems. Prerequisite: FREN 232. May be counted toward a major or minor in political science. This course counts as part of Group II on the major. Three hours.

FRN/PSCI 421 – Constitutional Law – This course is a study of the theory of constitutional law and of some of its applications. Articles to be studied include the sources of the Fifth Constitution, French political life, the nature of the executive power, the Parliament, and a comparison between the French system and those of other countries. Prerequisite: PSCI 331 or equivalent. This course is entirely different from PSCI 421 or 422 at Randolph-Macon. May be counted toward a major or minor in political science. This course counts as part of Group III on the major. Three hours.

Psychology

Professor Lambert, Chair; Professors Hughes, Klaaren, and Resnick; Associate Professor Parker; Assistant Professor Riener.

Liberally educated students should achieve an understanding of self and of others that enables them to function effectively in diverse intellectual, occupational, and interpersonal pursuits. Psychology, which focuses on the nature and causes of action, experience, and mental activity, can play a central role in achieving this educational aim. The psychology curriculum provides intensive instruction in psychological theory and methodology and exposes students to

important applications of psychological knowledge. With its emphasis on critical reading and thinking, communication, and active learning, the required course work prepares students for graduate study in the social sciences, and is also well suited to students who plan to enter the world of work following graduation.

The theoretical courses in the curriculum provide detailed coverage of fundamental processes in cognition, psychobiology, development, social interaction, and clinical applications. The courses in these areas share the same goal: they are designed to teach basic and advanced principles and methods and to promote analytical skills so that students may deal with complex phenomena, theoretical or applied, with an appropriate level of theoretical sophistication and critical evaluation.

The curriculum also includes extensive instruction and experience in research design and the scientific method; in addition to the required Research Methods course, all students are required to take two Research Applications and Theoretical Systems courses (RATS). These courses will follow specific prerequisite content courses and give students an opportunity to evaluate the empirical and theoretical literature in an area and design and implement an original research project. Students considering graduate study in psychology are strongly encouraged to do further collaborative or independent research under faculty supervision. To support the research activities of students, the psychology department has well-equipped, modern laboratories.

For students with an existing interest in a specific area of psychology, we offer the following emphases within the psychology major: Cognitive Science; Psychobiology; Developmental Psychology; Social Psychology; and Clinical Applications. To obtain such an emphasis, a student must take three courses from a certain category. For example, students interested in a Developmental emphasis would need to take Developmental Psychology (PSYC 330), Infant Development (PSYC 331), and Early Experiences (PSYC 332). It is recommended that the student take his/her RATS course in this area as well. Although the emphasis is not an official designation on the diploma, it is recognized within the department and can be mentioned in letters of application or recommendation for graduate education or employment opportunities following graduation.

The department offers many other opportunities for interested students to become involved in research and practice outside of the classroom. Each external site is chosen for its relevance to the student's interests, abilities, and goals. Sites often selected include hospitals, centers for emotionally disturbed children, personnel offices, corrections departments, nursing homes, and community mental health centers. The field study and internship programs encourage students to relate theory to observation and provide experiences that help students to choose occupational and educational goals wisely. Both are highly recommended for students planning to do graduate work in applied areas such as clinical, counseling, or industrial/organizational psychology. Students may complete up to six hours in internships, field studies, or a combination of the two; however, only three hours will count toward the fulfillment of the major. In addition to internships and field studies, experiential opportunities are available in travel courses and various course and department-related service projects.

Any PSYC 100-level course partially fulfills the Area of Knowledge requirement in the Social Sciences, as does PSYC 200.

PSYC 200 is a prerequisite for all psychology courses above the 100 level. Students considering a major in psychology are encouraged to take this course as soon as possible. Students planning to major in psychology must obtain departmental approval and must earn a grade of C- or better in PSYC 200 before they can take the remaining PSYC courses. Successful completion of PSYC 201 with a C- or better is the prerequisite for 300-level courses in psychology. All majors are required to take PSYC 202, and it is strongly recommended that students take this course concurrently with PSYC 201. PSYC 433 is open to all seniors who have successfully completed PSYC 200, 201, 202 and two 300-level courses.

The major program consists of a minimum of 37 semester hours with grades of C- or better in all courses that count toward the major. The courses required of all majors are PSYC 200; PSYC 201; PSYC 202; PSYC 433; PSYC 320 OR 321; one course from four of the following five categories: Cognitive Science (310 series); Psychobiology (320 series); Developmental (330 series); Social (340 series) and Clinical Applications (350 series); two Research and Applied Theoretical Systems (RATS) courses in two of the aforementioned series (each with a specific prerequisite); and two upper level (300/400) elective courses. The minor in psychology consists of 17 semester hours in psychology including these courses: PSYC 200; 201; a 300-level course and accompanying RATS course; and one upper-level (300/400) elective.

Students in the Honors Program are required to complete a senior project in psychology (PSYC 496/498) or a comparable experience pre-approved by the Psychology faculty. Majors are encouraged to fulfill collegiate requirements in the natural sciences by taking at least one course in biology. Students with weaker preparation in mathematics are advised to take Introduction to Finite Mathematics (MATH 105) prior to taking PSYC 201 (Research Methods). Students who are considering graduate school should enroll in MATH 113 (or 111) and are encouraged to include

among their electives a senior project in which the student spends his/her senior year working on an original research project with a faculty member.

The teacher preparation program in psychology includes course work and other experiences designed to enable prospective teachers to gain an understanding of self and others, cognition, learning, human development and behavior, techniques for evaluating behavioral data, and ethics and values in psychology.

The requirements for Elementary Education Minors:

- In conjunction with the requirements for the major, students must include PSYC 330 (Developmental Psychology) or one course from the 310 (Cognitive) series.
- EDUC 321 (Educational Psychology) may be used to satisfy one upper-level elective.

The requirements for a Major in Psychology:

- General Psychology (PSYC 200); Research Methods (PSYC 201); Success Strategies (PSYC 202); Systems and Theories (PSYC 433);
- One course from four of the following Category Series:

PSYC 310 Series: *(Cognitive Science)* Cognitive Psychology (PSYC 310); Sensation and Perception (PSYC 312); The Animal Mind (PSYC 314); Cognition and Culture (PSYC 315)

PSYC 320 Series: *(Psychobiology*)* Behavioral Neuroscience (PSYC 320); Clinical Neuroscience (PSYC 321); Comparative Animal Behavior (PSYC 322)

PSYC 330 Series: *(Developmental Psychology)* Developmental Psychology (PSYC 330); Infant Development (PSYC 331); Early Experiences (PSYC 332); Adolescent Psychology (PSYC 334)

PSYC 340 Series: *(Social Psychology)* Social Psychology (PSYC 340); Social Judgment (PSYC 341); Psych and Law (PSYC 342); Organizational Behavior (PSYC 343)

PSYC 350 Series: *(Clinical Applications)* Psychopathology (PSYC 350); Personality/Treatment (PSYC 351); Tests/Measurement (PSYC 352); Child and Adolescent Psychopathology (PSYC 353)

- ** All majors must take either PSYC 320 or 321.*
- Two RATS courses from two of the following: Cognitive Science (RATS 318/319); Psychobiology (RATS 329); Developmental (RATS 339); Social (RATS 349); Clinical Applications (RATS 359);
- Any two upper-level elective courses (300/400 courses); only one internship or field study will count toward the major.

Emphases in Cognitive Science, Psychobiology, Developmental Psychology, Social Psychology, and Clinical Applications can be obtained by taking three courses in a single categorical series.

The requirements for a Minor in Psychology consist of 17 semester hours in psychology:

- PSYC 200 and 201;
- PSYC 300-level course and accompanying RATS course;
- One upper-level (300/400) elective.

Psychology (PSYC) Courses

114 – Animal Mind – This course is designed to introduce you to the field of cognitive ethology. Cognitive ethology is the study of animal mind in natural settings. We will contrast the position of the cognitive ethologists with that of the behaviorists. Although behaviorism no longer has a strangle hold on psychological theory, the behaviorist paradigm still has a significant effect on experimental psychology. Attributing mind to animals is a controversial step. After examining the positions within psychology, we will then examine the nonscientific descriptions of animal mind – animal psychics, writers of dog self-help literature and animal rights activists all have opinions on animal thought. These conflicting literatures will allow you to further develop your critical thinking skills as we investigate and debunk some of the notions prevalent in popular literature. Offered alternate years. Three hours. Hughes.

120 – Children, Youth, Families, and Society – This course will utilize a developmental perspective to examine various issues involving children, youth, and their families in society (e.g., media influences, child care, child abuse, effects of poverty). Children both influence and are affected by the social contexts in which they develop, and we will explore some of these complex, multidirectional effects in depth. This course will emphasize the application and real-world examples of how research and theory in child development are used to affect children, youth, and families. Partially satisfies the Area of Knowledge requirement in the social sciences. Three hours. Parker.

125 – Psychobiology of Stress – Although the term "stress" was only introduced to our culture a mere half century ago, most would agree that it has always been a part of our existence. Currently stress seems to be a central component of our lives and our psychological and physical well-being. As we explore this concept, the following topics will be considered: The evolution of the complex stress response in mammals; the toxicity of

the chronic stress response to our health; effective ways to cope with and manage the stress in our lives; laboratory and field scientific techniques used to contribute to the scientific stress literature. Supplemental texts, videos, writing exercises (i.e., stressographies) will be used to augment lectures and discussions in the classroom. Partially satisfies the Area of Knowledge requirement in the social sciences. Three hours. Lambert.

140 – Psychology of Illusion – This course explores several domains of psychology through the lens of illusion. Beginning with illusions of perception, we will continue to others such as illusions of memory, mood, conscious will, cognitive development, and judgement. By investigating how our mind gets things wrong, we will discover ways in which our psychological processes normally work. A central theme that emerges through this integrative approach is that illusions are often side-effects of our remarkably adaptive mind. Offered every year. Three hours. Riener.

145 – Health Psychology – This course focuses on the relationship and interaction of the mind and body. That is, how psychological functioning relates to illness and disease; treatment and outcome; and recovery and cure. In addition, the student will be introduced to the impact of age, gender, and ethnicity on the availability of, use of and access to health care. The relationship of stress and life-style on the immune system, wellness and disease will be discussed. The psychological and physical interaction of some of today's major health issues such as eating, smoking, drinking, cancer, and heart attacks are presented with a discussion of treatment and outcome. Lastly, life-time accommodation to minor and major chronic illness/disease based on psychological adjustment is reviewed. Other topics include: response to terminal illness, adjustment to trauma, and the current industrialization of health care. Partially satisfies the Area of Knowledge requirement in the social sciences. Three hours. Resnick.

150 – Everyday Memory – This course will examine the psychological study of memory phenomena. Although this course will provide an overview of traditional memory theory, emphasis will be placed on everyday memory phenomena. Topics discussed will include the development of memory, remembering to perform tasks, and the use of mnemonics. In addition to learning about existing research, students will have the opportunity to explore the workings of their own memories. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Offered alternate years. Three hours. Hughes.

160 – Culture and Psychology: An African Perspective – The purpose of this course is to provide an opportunity for you to learn about the theories and methodologies of cross-cultural psychology, and to become familiar with the people and culture of Ghana. As part of the experience we will explore the ways in which culture affects our beliefs and behaviors. The format of the course will include lectures, discussions, and trips to a variety of locations including museums, markets and theaters. We will use the differences and similarities we find to address the broader question of universals and particulars in human behavior. Same as BLST 160. Satisfies the Cross-Area requirement for Experiential (Travel) and nonwestern. Partially satisfies the Area of Knowledge requirement in the social sciences. Offered alternate years. Three hours. Hughes.

162 – African American Psychology – This course explores the ways in which African culture, worldview, religion, and philosophy have informed African American culture. Psychologists are interested in understanding the thought and behavior of humans. Recently we as a field have come to understand that our assumptions about the universality of many forms of human thought and behavior have been at fault. This has resulted in a new emphasis on cross-cultural psychology and an investigation of the ways in which culture and ethnicity shape our thought and behavior. The format of the course will include lecture, class discussion, and active learning exercises. Three hours. Hughes.

175 – Psychology of Prejudice and Stereotyping – This course explores the psychology of prejudice and stereotyping with a special, but not exclusive, emphasis on issues concerning race. Topics such as modern forms of prejudice and discrimination, how and why these attitudes and beliefs are formed, strategies for reducing discrimination, and issues of special relevance to college campuses will be covered. A diverse set of readings will include work from several disciplines with a special emphasis on social psychological research and theory. Films, short stories, and essays will also be used to investigate expressions and consequences of prejudice. Fulfills the Cross-area Requirement: nonwestern. Partially satisfies the Area of Knowledge requirement in the social sciences. Offered alternate years. Three hours. Klaaren.

180 – Prejudice, Privilege, and Social Transformations in South Africa –Co-taught by a professor of psychology and a professor of sociology, this course studies race issues, prejudice, and discrimination, especially in the South African context. Special emphasis will be placed on learning about the privileges or advantages that come with being white in both American and South African society. South Africa provides an ideal learning environment for students interested in studying race issues because the last decade has marked truly miraculous change in the "rainbow nation." It has gone from being a nation steeped in struggle, revolt, and oppression to one currently negotiating a difficult, yet truly remarkable,

transition to democracy. Much can be learned about the nature of oppression in historical, political, legal, economic, social, and psychological context by studying in and about South Africa during this remarkable period of transition. This is an exclusive travel course. Students will spend approximately two weeks in Johannesburg, South Africa, and surrounding areas. Prerequisite: none, but students must also enroll in SOCI 270. Satisfies the Cross-Area requirements for experiential (travel) and nonwestern. Partially satisfies the Area of Knowledge requirement in the social sciences. Offered alternate years. Three hours. Klaaren.

200 – General Psychology – A rigorous survey course designed to provide prospective majors or minors with appropriate preparation for further study in the psychology department. This course provides an introduction to psychological theory, methodology, and research findings. Additional topics include: biological psychology, sensation and perception, motivation, learning, cognition, language, development, social psychology, personality, and psychopathology. This course is required for all courses in the department above the 100 level. Partially satisfies the Area of Knowledge requirement in the social sciences. Four hours. Klaaren, Riener.

201 – Research Methods in Psychology – This is an intensive course designed to help the student develop a firm foundation in research methods and statistical analysis. It provides a broad conceptual framework and a set of skills that together support critical thinking in upper-level psychology courses. The course covers a range of methodological approaches (e.g., experimentation, systematic observation, and survey) and statistical procedures (e.g., chi square, correlation, t-tests, and analysis of variance) common in psychology. It includes substantial laboratory, computer, and writing components. This course should be taken as the second course in the department for all students planning to major in psychology. Fulfills the Cross Area Requirement: research and computer. Prerequisite: C- or better in PSYC 200. Four hours. Hughes, Klaaren, and Parker.

202 – Psychology Major: Success Strategies - This course helps students become familiar with the current scope of the field of psychology as well as related fields. The course is designed to help students plan their academic experience so that they can successfully pursue the career of their choice. Ethics and contemporary issues that are central to the field will be examined, as well as the information, skills and strategies necessary for successful entry into the work force and graduate school. Prerequisite: PSYC 200. One hour. Staff.

310 – Cognitive Psychology – This course focuses on the acquisition, storage, retrieval, and use of knowledge and provides research experience related to these areas. Specific topics addressed include: perception, attention, memory, concept formation, problem-solving, language, and judgement. Emphasis will be placed on understanding research and theory, but attention also will be given to practical implications. Prerequisites: PSYC 200 and 201. Three hours. Hughes.

312 – Sensation and Perception – An introductory survey of the human senses (auditory, gustatory, tactile, olfactory, and visual) and their role in perception. We will consider how we sense the physical environment and what factors influence our perception of it. Our perception of the world is not a literal recording of sensory stimuli in the environment. Rather it is the result of the brain's interpretation of sensory events that depends on several factors, including the individual's prior experiences. Through lecture, discussion, and classroom demonstration we will consider the major theories and phenomena of perception. We will approach perception from a variety of perspectives to include: anatomical, environmental, physiological, and psychological factors. Three hours. Riener.

315 – Cognition and Culture – The purpose of this course is to provide an opportunity for students to explore the field of cognitive psychology and to understand the impact that culture has on cognitive processing. As we explore this relationship between cognition and culture, we will also address the nature/nurture question. How much of our cognition is uniquely human and thus part of our genetic endowment? How much of our cognition is based on our experiences? In addition to exposing students to new content areas, this course also provides an opportunity for students to exercise their critical thinking skills as we examine the conflict between traditional psychological theories and more recent cultural approaches. Prerequisites: PSYC 200 and 201. Offered alternate years. Three hours. Hughes.

318, 329, 339, 349, 359 – Research Applications and Theoretical Systems – Once students have gained fundamental information in a designated course, they will continue with advanced theoretical and empirical study by gaining research experience in that specific content area. Students will consult the scientific literature and subsequently write an informed original research proposal. After receiving feedback from class discussions and assignments, students will conduct the proposed research project. Following data collection and analysis, reports will be written and presented to the class. Three hours. Prerequisites: PSYC 200 and 201 are required for all RATS courses. Additional prerequisites are:

- PSYC 310 for Cognitive RATS (PSYC 318). Hughes. PSYC 312 for Sensation and Perception RATS (PSYC 319). Riener.
- PSYC 320 or 321 for Psychobiology RATS (PSYC 329). Lambert.

- PSYC 330 for Developmental RATS (PSYC 339). Parker.
- PSYC 340 for Social RATS (PSYC 349). Klaaren.
- PSYC 350 for Clinical Applications RATS (PSYC 359). Resnick.

320 – Behavioral Neuroscience – A course designed to promote understanding of the neurobiological foundations of behavior. The biological components of certain aspects of behavior (e.g., motivation, learning, emotion, consciousness, and disorders of mood) will be discussed. Lectures and demonstrations will help students understand the methods and theories that behavioral neuroscientists and biological psychologists employ in their efforts to integrate biological and psychological aspects of behavior. Prerequisites: PSYC 200 and 201. Three hours. Lambert.

321 – Clinical Neuroscience – This course is an introduction to the neurobiology of mental disorders such as depression and schizophrenia. Additional topics include: psychoneuroimmunology, stress and coping, nervous system repair/recovery, and the therapeutic potential for self-directed neuroplasticity. Class consists of lectures, student presentations, videos, and round table discussion of readings. Counts on the major/minor in psychology. Prerequisites: PSYC 200 and 201. Three hours. Lambert.

322 – Comparative Animal Behavior – This course investigates general concepts and principles of animal behavior. Topics such as social behavior, reproduction, communication, and learning will be discussed. An emphasis will be placed on the development, mechanisms, evolutionary history, and function of each behavior as it is being studied. Students will learn observational and descriptive techniques used in animal behavior research. Prerequisites: PSYC 200 and 201. Offered alternate years. Three hours. Lambert.

330 – Developmental Psychology – A study of physical, cognitive, emotional, and social development and research experience related to these areas. This course focuses on developmental issues and research relevant to infancy, preschool years, and middle childhood. Throughout, development as a process of structural change leading to emergence of novelty is considered in light of theory, research, and practical application. Prerequisites: PSYC 200 and 201. Three hours. Parker.

331 – Infant Development – This course is designed to introduce students to the infancy period, specifically perceptual, motor, emotional, social, and cognitive development during the first two years of life. The course will integrate this study with an examination of the developing infant in his or her social and physical environment. Lecture, coursework, and discussion will focus on both the formal study of infants as a valid scientific discipline and practical knowledge of the infancy period. Prerequisites: PYSC 200 and 201. Three hours. Parker.

332 – Early Experience and Brain and Behavioral Development – This course will address questions of how the experiences of infancy and early childhood are incorporated into the developing brain, and how, in turn, those changes in the structures of the brain influence behavior. Through the study of child development research, as well as research involving primate, rodent, and bird models, this course will explore how knowledge of brain development can guide us in our understanding of behavioral development and vice versa. Lecture and coursework will focus on sensitive periods and neural plasticity, the phenomena whereby (a) the brain is negatively affected if certain experiences fail to occur within a certain time period, and (b) the brain is altered by experience at virtually any point in the life span. During the course, we will consider not only how experience is incorporated into the brain, but also how this knowledge can influence the decisions society makes about intervening in the lives of children. Prerequisites: PSYC 200 and 201. Three hours. Parker.

334 – Adolescent Psychology – This course is designed to acquaint students with specific theories, concepts, and methods related to the period of adolescence. Students will explore a wide range of topics including: cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture on adolescent development. Prerequisites: PSYC 200 and 201. Offered alternate years. Three hours. Hughes.

340 – Social Psychology – An investigation of the diversity, complexity, and causes of human social behavior combined with integrated research experience in this area. Social psychology is the study of personal and contextual factors that influence individual and collective behavior. Topics discussed include: attribution theory, attitudes and attitude change, attraction, aggression, leadership, gender roles, and group processes. Prerequisites: PSYC 200 and 201. Three hours. Klaaren.

341 – Psychology of Social Judgment – This course explores how people make judgments about themselves, others, and a wide variety of events. Emphasis will be placed on how we form these judgments as well as how we make predictions, explain behavior, and decide between options. Additional topics include: impression formation, self-presentation, group stereotyping, views of the self, nonconscious processes, and the interplay between affect and cognition. This course will focus on many biases and errors in our thinking and discuss ways in which these biases are adaptive or maladaptive. Ways to improve our judgments and decisions also will be discussed. Students will have a chance to explore the

processes involved in many judgments and decisions they make on a daily basis. Prerequisites: PSYC 200 and 201. Offered alternate years. Three hours. Klaaren.

342 – Psychology and Legal Issues – This course is a study of the interface between psychology and the law. Psychological aspects of legal issues will be discussed from theoretical, empirical, and applied perspectives, along with an overview of legal procedures. Research and theory from social psychology, cognitive psychology, law, and forensic psychology will be explored. Topics include, but are not limited to, how lawyers and psychologists are trained, the role of social science research in the legal system, the psychology of juries (selection, deliberation, and decision-making), trial and courtroom proceedings, eyewitness testimony, the insanity defense, conceptions of justice, the death penalty, police interrogations, and the psychology of law enforcement and sentencing. Prerequisites: PSYC 200 and 201. Offered alternate years. Three hours. Klaaren.

343 – Organizational Psychology – This course applies psychological theories and research methodologies to industrial settings. Emphasis will be placed on viewing the organization as a social phenomenon. Specific topic areas include industrial testing, personnel training, job satisfaction, decision-making, work motivation, leader performance, and group dynamics. Same as BUSN 313. Prerequisites: PSYC 200 and 201, or BUSN 213. Three hours. Showalter.

350 – Psychopathology – This course is an overview of mental and emotional disorders found in adults. The impact and interaction of biological, psychological, and environmental causes will be examined. Issues of gender, race, and culture will also be discussed and evaluated along with the recent research in pharmacological and psychological treatments. The insanity defense, right to treatment, and involuntary commitment will be reviewed. Prerequisites: PSYC 200 and 201. Three hours. Resnick.

351 – Theories of Personality and Treatment – This course is designed to expose students to a comparative analysis of the major theories of personality. Structural and conceptual differences will be emphasized as theorists view personality development differently. After each personality theory is reviewed, psychological treatment based on that theory will be examined in depth, including comparative outcome and effectiveness research. Prerequisites: PSYC 200 and 201. Three hours. Resnick.

352 – Psychological Tests and Assessment – This is a survey course of psychological tests and assessment procedures through the life span. The goal of the course is to provide an integrated experience with the principles of psychological testing, including their use, and misuse. Specifically, this class will examine (1) how tests are constructed and interpreted, (2) how race, gender, ethnicity, and age affect test performance and outcome. Class format consists of lectures, student discussions, and "hands-on" experience with psychological tests. Prerequisites: PSYC 200 and 201. Three hours. Resnick.

353 – Child and Adolescent Psychopathology – This course provides an overview of deviance in normal psychological growth and development as influenced by an interaction of heredity, experience, and familial and social environments. Theory and research as related to diagnoses, treatment, and outcome of psychological disorders prevalent among children and adolescents are the focus of this course. Other topics considered include social and legal issues, and influences of gender and ethnicity as applied to this topic. Prerequisites: PSYC 200 and 201. Three hours. Resnick.

380 – Supplement to Travel – This course is a supplement to PSYC 100-level January term travel courses and is only open to psychology majors. It is intended to allow majors the opportunity to enhance their psychology major experience through travel. In additional to fulfilling the requirements of the 100-level "parent course,"students will be responsible for completing additional readings of primary research relevant to the course topic and writing a research proposal building on course material. Prerequisites: PSYC 200 and 201. Three hours. Staff.

381-382 –Special Topics in Psychology – Designed to meet the needs and interests of advanced students of psychology and related majors. Topics vary but will be an intensive study of an area of psychology not available in other departmental offerings. Prerequisites: PSYC 200 and 201, and junior status. Three hours each. Staff.

391-392 – Junior Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Prerequisites: PSYC 200 and 201, and junior status. Three hours each. Staff.

433 – Systems and Contemporary Theories in Psychology – A required capstone course for senior psychology majors designed to encourage integration of theories, events, and people in the development of contemporary psychological theory and practice. Seminar format that requires active student participation and student projects. Prerequisites: senior status, PSYC 200 and 201 and two 300-level psychology courses. Four hours. Hughes, Riener.

450 – Directed Field Studies in Psychology – This course provides an opportunity for interested students to gain practical experience with the application of psychological principles and techniques to actual situations

through field placement with an appropriate community agency. Prerequisites: Six hours of upper level psychology and permission of instructor. Interested students must meet with the department chair and then submit a proposal for field study placement and anticipated goals at the time of pre-registration for the course. Three hours. Resnick.

451 – Directed Field Studies in Psychology – This course may be taken by students who have completed PSYC 450. It can be a completely new experience in a setting different from the 450 experience or it may be taken in the same setting as 450 was if the student will be assuming new responsibilities. Prerequisites: PSYC 450. As in PSYC 450, a proposal for each field study is due at the time of pre-registration. Three hours. Resnick.

455 – Internship in Psychology – Open to qualified students who seek an immersion experience in a setting consistent with their goals, preparation, and interests. Students are expected to complete goals agreed upon by themselves, their instructor, and their site supervisor. Prerequisites: six hours of upper level psychology and permission of instructor. Open to juniors and seniors only. Application required; see Internship Program. Three hours. Resnick.

456 – Internship in Psychology – This course may be taken by students who have completed PSYC 455. It can be a completely new experience in a setting different from the 455 experience or it may be taken in the same setting as 455 was if the student will be assuming new responsibilities. Prerequisite: PSYC 455. Application required; see Internship Program. Three hours. Resnick.

491-492 – Senior Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative quality point ratio and approval by the curriculum committee are required. Prerequisites: PSYC 200 and 201, senior status. Three hours each. Staff.

496-498 – Senior Project – Senior majors may with departmental approval undertake a substantial research project in some area of psychology. Prerequisites: PSYC 200 and 201, senior status. Six hours. Staff.

Religious Studies

Associate Professor Breitenberg, Chair; Associate Professor Ross; Assistant Professor Brown; Instructor Headrick.

The phenomenon of religion is a universal dimension of human life and culture. Belief in a transcendent dimension of life has inspired drama, dance, painting, poetry, and rituals involved in birth, initiation into adulthood, marriage, and death. Humankind's values, history, cultures, morals, hopes, fears, and worldviews would be incomprehensible without an understanding of the religious systems and symbols underlying them. It is, therefore, essential that a well-educated person be exposed to the study of religion. Further, according to our college's mission statement, "The purpose of a Randolph-Macon education is to develop the mind and the character of its students. They are challenged to communicate effectively, to think analytically and critically, to experience and appreciate the creative process, to develop qualities of leadership, and to synthesize what they know with who they are." Through the academic discipline of religious studies, the student confronts religion in all its complexity and diversity. Through this involved and involving study, the student develops critical and analytical skills.

Moreover, the study of religion challenges the student to strive for humanity's highest moral and ethical ideals, and nourishes the uniquely human resources of creativity and imagination. In this way, religious studies uniquely enables students to synthesize what they learn with who they are, and who they ought to become. The study of religion is, therefore, an integral part of the liberal arts curriculum at Randolph-Macon College.

The requirements for a Major in Religious Studies:

- Must complete 31 semester hours of work in religious studies or related subjects and at least 22 hours must be taken in the department;
- Must complete RELS 205 (preferably in the first or second year) and RELS 401 (spring of the senior year; however, those minoring in Education may take RELS 401 in the spring of their junior year);
- Must complete at least 6 hours in each of the three areas of emphasis: Area One: Biblical Studies, Area Two: World's Religious Traditions, and Area Three: Religion and Culture;
- Must complete an exit interview with department faculty in the spring semester of the senior year.

The requirements for a Minor in Religious Studies:

- Must complete 15 semester hours of work in the department;
- Must complete RELS 205 (preferably in the first or second year);
- The remaining 12 semester hours must come from courses taken in at least two of the three areas of emphasis: Area One: Biblical Studies, Area Two: World's Religious Traditions, and Area Three Religion and Culture.

Areas of Emphasis:

1. Biblical Studies Emphasis:
   RELS 111, 112, 210, 211, 212, 215, 217, 273, 311, 312, 321, 322, 323, 362, 404.
2. The World's Religious Traditions Emphasis:
   RELS 221, 222, 223, 225, 227, 228, 229, 230, 231, 240, 243, 245, 247, 248, 335, 336.
3. Religion and Culture Emphasis:
   RELS 235, 237, 251, 260, 262, 271, 274, 275, 341, 343, 352, 375, 384, HONR 289.

   Courses for which no area is specified:

   RELS 205, 401, 450, 481-482, 487-488, 491-492, 496-498.

Religious Studies (RELS) Courses

111 – Biblical Hebrew – This course is a formal introduction to the basic rules and principles of Biblical Hebrew that is designed to facilitate critical reading of the Hebrew Bible. Emphases will be placed upon recognition and translation, employing a controlled vocabulary that consists of the most common Hebrew words and forms. Every class session will entail oral reading (some of which students will be required to tape) and writing exercises from the primary (i.e., Hebrew Bible) and/or resource (i.e., grammar book) texts. The premise of the course is that grammatical and literary analyses of the Hebrew texts are facilitated and complemented by writing Hebrew, including translating Hebrew into English, and that learning the language requires vocalization. Area One: Biblical Studies. Offered every two or three years. Three hours. Ross.

112 – Biblical Hebrew – This course is the sequel to RELS 111 and is designed to focus upon the principles of syntax and to further reading skills. Students will apply the rules and principles of Biblical Hebrew and thereby employ grammatical insights in reading and analyzing selected passages from the Hebrew Bible. This analysis will entail oral reading (some of which students will be required to tape) and diagramming of sentences from the Hebrew Bible. The premise of the course is that grammatical and literary analyses of the Hebrew texts are facilitated and complemented by writing Hebrew and that learning the language requires vocalization. The primary objective of the course is textual, grammatical, and literary criticism of the Hebrew Bible. Prerequisite: RELS 111. Area One: Biblical Studies. Offered every two or three years. Three hours. Ross.

205 – Introduction to Religion – An inquiry into the nature of religious experience and expression. Themes to be considered include interpretations of the term "religion," theories of the origin of religion, myth and ritual, religious language, religious communities, religion and society. Three hours. Staff.

210 – Introduction to the Bible – A survey of the Old Testament and the New Testament, which introduces students to the history and literature of the Bible in conjunction with appropriate ways to critically read, study and analyze biblical texts drawn from the liberal arts. Not open to students who have successfully completed RELS 211 or RELS 212. Area One: Biblical Studies. Three hours. Ross.

211 – Old Testament History and Literature – A survey of the Old Testament documents in which attention is given to the theories of critical scholarship concerning such major problems in Old Testament studies as the origins of the literature, the historical development of the Old Testament community which produced the literature, and the significance of those writings in their own times. Not open to students who have completed RELS 210. Area One: Biblical Studies. Three hours. Ross.

212 – New Testament History and Literature – An introductory survey of the literature of the early Christian church contained in the New Testament, utilizing current critical scholarship concerning such questions as the historical-cultural contexts in which the New Testament emerged, the content of the various New Testament documents, their meaning within their own time, and the kinds of religious questions addressed in the New Testament. Not open to students who have completed RELS 210. Area One: Biblical Studies. Three hours. Staff.

215 - The Bible and Film – This course is designed to facilitate reading and appreciation of the Bible by investigating its use in the popular medium of film. Movies that employ biblical themes and/or portray biblical personalities will be viewed and critiqued in comparison with critical reading of the corresponding biblical texts in order to discern the interpretations and appropriations of the Bible that inform our culture. The goal of the course is to develop students' consciousness of the overt and covert uses of the Bible in formation of modern worldviews. Area One: Biblical Studies. Offered every two or three years. Three hours. Ross.

217 – The Bible in America – This course will survey the history of the use of the Bible in the United States, paying attention to how it was interpreted and how these interpretations were applied during the growth and development of this nation and comparing and critiquing the instances of such within the greater society (e.g., arts, music, drama, government, etc.). This survey will be based upon a very general understanding of the Bible and of the history of the United States in order to aid research and cultural study. Area One: Biblical Studies. Offered every two or three years. Three hours. Ross.

221 – World Religions: Indian, Buddhist, Chinese, Japanese – An examination of the history, beliefs, and practices of living religions of the world: Hinduism,

Buddhism, Taoism, Confucianism, Shinto, and Jainism. Consideration will be given to the variety of answers offered to life's questions, and to the present encounter of world religions. Both primary and secondary sources will be used in learning the basic vocabulary, critical problems, and current state of each of the religions studied. Area Two: World's Religious Traditions. Three hours. Staff.

222 – World Religions: Judaic, Christian, Islamic – An examination of the history, literature, beliefs, and practices of living religions of the world: Judaism, Christianity, Islam, Zoroastrianism, and Bahai. Consideration will be given to the variety of answers offered to life's basic questions, and to the present encounter of world religions. Both primary and secondary sources will be used in learning the basic vocabulary, critical problems, and current state of each of the religions studied. Area Two: World's Religious Traditions. Three hours. Staff.

223 – Hinduism: History, Teachings, Practice – This course provides a thorough introduction to the diverse worlds of Hinduism. Through an exploration of the many layers of religious ideas and practices and the historic circumstances from which they emerge, students will gain an appreciation of the rich and pluralistic Hindu tradition of India and beyond. To accomplish this, students will carry out an inquiry that will range from archeological evidence of the oldest layers of the religious life in India, to the arrival of the Vedas, the composition of the Upanisads and the Epics, the emergence of the great devotional gods and goddesses, and to the everyday practices of Hindus today. Finally, the course will examine the Hindu diaspora, with a particular emphasis on Hindus in America and the continuing influence Hinduism exerts on the American religious imagination. Area Two: World's Religious Traditions. Offered every two or three years. Three hours. Brown.

225 – Buddhism: History, Teachings, Practice – This course provides a thorough introduction to the diverse worlds of Buddhism. Through an exploration of the life and teachings of its founder, as well as the historic and religious context of India out of which the tradition emerges, students will gain an understanding of Buddhism's fundamental claims and practices. By studying the spread of Buddhism into East and Southeast Asia and how these cultures shaped their own unique forms of the tradition, students will obtain an appreciation for the tremendous impact this religion has had in countries such as China, Korea, Japan, Tibet, Sri Lanka, and Myanmar. Finally, the course will examine the arrival of Buddhism in America and the growing influence it is exerting on the American religious imagination. Area Two: World's Religious Traditions. Offered every two or three years. Three hours. Brown.

227 – Islam – This course is an introduction to and overview of Islam, from its beginnings to the present. The class examines the origins of Islam, the content and significance of the Qur'an, the role of Muhammad and the primary beliefs and practices of Muslims throughout the centuries. Students will study the development and expansion of Islam and its impact on politics, law, families, the arts and sciences, and other areas of society around the world. Students will learn about various groups within the Islamic tradition, such as Sunni, Shi', Sufi, and The Nation of Islam. They will examine the relationship of Islam to other religions and the continuing importance of Islam throughout the world today. Area Two: World's Religious Traditions. Offered every two or three years. Three hours. Brown.

228 – New Religious Movements – This course examines the significance of the dramatic rise in New Religious Movements (NRMs) over the past century. With a focus on both the American and global scene, students will explore the following questions: What is the value of studying NRMs and what can they tell us about the dynamics of cultures, religions, and religion? What exactly are NRMs, what forms do they take, into what types can they be divided, and how are they differentiated from other religious traditions or movements? What historical and cultural conditions gave rise to such a burgeoning of NRMs in the past century? How have NRMs been perceived by traditional religions and by the wider population (e.g., as "cults" prone to brainwashing, violence, and sexual deviance)? Who generally joins such movements and why? What is the future of NRMs and what do they suggest about the future of religion? In the process of this inquiry, students will become acquainted with the history, beliefs, and practices of many NRMs throughout the world, such as Wicca, the New Age Movement, Eco-religions, Branch Davidians, People's Temple, Soka Gakkai, Falun Gong, Aum Shinrikyo, Heaven's Gate, Scientology, Santeria and Rastafarianism. Area Two: World's Religious Traditions. Offered every two or three years. Three hours. Brown.

229 – Native American Religions – This course will introduce students to the diverse religious traditions of the Native Americans. First, students will explore the variety of tribal traditions and their religious ties to the landscape. Second, the course will examine the importance of Christianity across the Native American traditions. Third, it will study the formation of new religious movements that extend beyond tribal ties. Finally, students will look at recent attempts by Native people to create a pan-Native American religious identity or spirituality that is frequently posed as an alternative to modern, Western culture. Area Two: World's Religious Traditions. Offered every two or three years. Three hours. Brown.

230 – Judaism – A general introduction to the Jewish faith. The course will give attention to the emergence, structure, and content of the vast body of Jewish literature, beginning with the Hebrew Bible; basic Jewish tenets covering aspects of Jewish law and customs, including the Jewish calendar and the festival cycle in particular; major Jewish events and personalities shaping Jewish history and destiny. Area Two: The World's Religious Traditions. Offered every two or three years. Three hours. Staff.

231 – Christianity – An introduction to Christianity, from its beginnings to the present. We will learn about Christian faith and practice through an overview of the religion's scripture, history, worship, institutions, theology, and teachings, and give attention to many of Christianity's most important and influential persons, groups, and movements. We will study interactions between Christianity and the cultures and societies in which it arose and developed, trace the religion's spread throughout the world, and reflect on challenges and opportunities confronting Christianity today. Area Two: World's Religious Traditions. Offered every two or three years. Three hours. Breitenberg.

235 – Religious Ethics – An introduction to religious ethics, as both a field of study and a way of life. By examining the ethics of major living world religions, students will learn about the relationship between religious faith and practice and personal and social ethics. We will study ways in which religious traditions and faith communities, in different cultural and historical contexts, affect moral action and decision making and the relationship of these to specific and basic ethical concerns of the human community. We will also investigate how major living religious traditions understand and address specific ethical issues, such as war, economics, marriage and families, and the environment. Area Three: Religion and Culture. Three hours. Breitenberg.

237 – Christian Ethics – This course examines how the Christian tradition, past and present, understands and teaches how Christians should live, what they should and should not do, and the kinds of persons they should be. We will study the development of Christian ethics and consider similarities and differences between Protestant and Catholic approaches. Persistent and contemporary moral issues and concerns will be addressed—such as war and peace, terrorism, economics, the environment, globalization, capital punishment, euthanasia, abortion, and cloning—along with various Christian responses to them. Area Three: Religion and Culture. Three hours. Breitenberg.

240 – Italy: Heritage of Christianity – This on-site course is designed to acquaint students with the rich heritage of Christianity, focusing on selected sites of interest from the first century through the rise of the imperial church, medieval and renaissance periods, and modern Christianity. A major component of this focus will be artistic and architectural treasures. Sites visited include Venice, Florence, Assisi, and Rome. Area Two: World's Religious Traditions. Offered every other year. Three hours. Headrick.

243 – Reformation and Counter Reformation – A study of the leading persons, theologies, movements, and communities of the Reformation and Counter Reformation of the 16th and 17th centuries. We will study their religious, social, cultural, artistic, and political contexts as well as the significant and enduring influence of the Reformation and Counter Reformation for Europe and the West. We will also see how music was an expression of and a means of spreading the Reformation and Counter Reformation, or a target of them, and study the role of music and the various forms it took in different religious traditions of the period. The class will travel to Germany, Switzerland, Austria, Italy, and Hungary. Area Two: World's Religious Traditions. Three hours. Breitenberg.

245 – Guatemala: The Quiche' Mayan Indians (Service Learning Travel Course) – Study of the religion, history, politics, and culture of Guatemala and the Quiche' Mayans in particular. Two weeks of course work on campus in January and two weeks in Guatemala for service projects, encounters with Mayans and visits to cultural sites. No course prerequisites. Area Two: World's Religious Traditions. Offered every other year. Three hours. Headrick.

247 – Israel/Palestine: Land, People and Religions – Israel/Palestine is home to the three great monotheistic faiths. This study/travel course will introduce students to the historic foundations of Judaism, Christianity, and Islam in the "Land of Abraham." To gain an overview of the geographical setting of the Bible, the course will include visits to sites such as Jerusalem, Bethlehem, Nazareth, Jericho, Sea of Galilee, Jordan River, Dead Sea, and Qumran. Students will learn about the creation of the modern state of Israel through study and visits to the Knesset, Hebrew University, Yad Vashem, and sites in Tel Aviv. Students will also become familiar with the political and religious issues in the current Israeli/Palestinian conflict through readings, lectures, and discussions, with visits to Israeli settlements and Palestinian refugee camps, and through meetings with Israeli and Palestinian peace Activists. Area Two: World's Religious Traditions. Three hours. Headrick.

248 – Religions of Japan: *Land of Kami*, Land of Buddhas – This course travels to Japan and provides a historical and cultural exploration of Japanese religious ideas and practices. Though the main focus will be on the religious tradition of Shinto and the many forms of Buddhism in Japan, the course will also consider the influence and impact of folk religion,

Confucianism, Daoism, Christianity, and the wide array of new religious movements that have emerged in recent history. A particular focus of the course will be on the manner in which religion has so profoundly shaped multiple aspects of Japanese life, including the arts, politics, popular culture, and views of the natural environment. Area Two: The World's Religious Traditions. Three hours. Brown.

251 – Literature of the Holocaust – A study of the impact of the Holocaust upon individuals and groups as evidenced in writings, films, and works of art. The course begins with a historical study, then examines various forms of Holocaust literature produced by survivors of the Holocaust and by its perpetrators, victims, resisters, and bystanders. These works include eyewitness accounts, fiction, poetry, diaries, tales, oral histories, visual arts, music, and videos. We will also learn from the work of Holocaust scholars. Throughout the course we will give attention to religion's role in the Holocaust and ask about the Holocaust's continuing significance for both personal and social ethics and religious faith and practice. Area Three: Religion and Culture. Offered every two or three years. Three hours. Breitenberg.

260 – Religions and the Natural Environment – This course will introduce students to the historical and contemporary relations between multiple religious traditions and the natural environment. Particular emphasis will be placed on Native American traditions, Hinduism, Buddhism, and Christianity. Students will examine scholarly works on the history, texts, rituals and activism of religious traditions, as well as engage with sacred texts and creative works on the subject. In addition, students will explore a variety of contemporary perspectives from within new religious movements as well as secular environmental movements that frequently perpetuate and/or appropriate religious views of the natural environment. Area Three: Religion and Culture. Offered every two or three years. Three hours. Brown.

262 – Religion and Science – An introduction to religion and science and the relationship between them, focusing primarily on the West. We will examine some of the most important perspectives, events, discoveries, theories, and texts that influenced religion, science and the broader societies in which they developed along with changing perceptions of connections between them. Topics include a survey of the history of the relationship between religion and science, major debates and turning points in that relationship, and contemporary issues. While Christianity and science in Europe and American are the primary areas of study, we will also examine the relationship between science and other religions, including Judaism, Islam, and Buddhism. Offered every two or three years. Area Three: Religion and Culture. Three hours. Breitenberg.

271 – Women and Religion – An examination of the pertinent biblical texts and documents of the Judeo-Christian tradition that relate to the issue of women and religion. A careful inquiry will be made into the roots and the range of the dominant model that has informed Western culture with respect to this concern and alternative patterns of experience will be suggested. Particular attention will be given to the formative role of language in the shaping of attitudes. Prerequisite: permission of instructor. Area Three: Religion and Culture. Offered every two or three years. Three hours. Staff.

273 – Women in the Bible – This course is designed to facilitate reading and appreciation of passages about, referring to, or imaging women in the Bible, treating these as ancient forms of communication. The goal of the course is twofold: to read the selected passages in their respective contexts and to sensitize readers of the Bible to the negative as well as positive effects of its gendered-speech. Area One: Biblical Studies. Offered every two or three years. Three hours. Ross.

274 – Women and Christianity – A study of women in the Christian tradition, from biblical times to the present. We will examine some of the many ways women have been understood, interpreted, and portrayed throughout the history of the Christian faith and within various Christian churches, denominations, sects, and movements. Topics include biblical images of women, women in the early churches, women in medieval Christianity, and women in monastic orders. The roles of women in the Reformation, American Colonies, and organizations for mission and reform will also be studied, as well as changing conceptions of women and ordained ministry. Area Three: Religion and Culture. Offered every two or three years. Three hours. Staff.

275 – Liberation Theology – An examination of the development and expression of liberation theology through the study of representative writings emerging from current liberation movements (Black, feminist, Latin American); theological and ethical resources on which they draw; the delineation of unresolved problems such as the liberation of oppressors and viable forms of political and social transformation. Prerequisite: permission of instructor. Area Three: Religion and Culture. Offered every three or four years. Three hours. Staff.

311 – Prophecy in Ancient Israel – A study of the life and message of the Old Testament prophets within their historical context. Attention will be given to the socio-political dimensions of prophecy within ancient Israel and Judah. Students are expected to become familiar with the critical theories concerning the prophetic literature through a study of the scholarly literature. Prerequisite: RELS 210, 211, or permis-

sion of instructor. Area One: Biblical Studies. Offered every three years. Three hours. Ross.

312 – Biblical Short Stories – This course is designed to facilitate reading and appreciation of selected short stories (from translations of the Hebrew Bible) as forms of communication for teaching or inculcating Yahwistic values that are directed toward survival in response to a culturally-diverse and politically-dominating society and/or for reclamation of Yahwistic identity as an act of minority consciousness. The goal of the course is biblical consistency, wherein the minority-sensitivity that is intrinsic to biblical faith is appropriated and employed for understanding the Bible. Area One: Biblical Studies. Offered every two or three years. Three hours. Ross.

321 – Life and Teaching of Jesus – In this course students will investigate such topics as the history of Jesus-research since the eighteenth century, the sources of information about Jesus, what one can know about the life of Jesus of Nazareth, the "kingdom of God" teaching, the works of Jesus and their relationship to his ministry, and the ethical teaching of Jesus. The course is conducted on a seminar basis in which each student is expected to prepare papers for presentation and discussion in class. Prerequisite: RELS 210, 212, or permission of instructor. Area One: Biblical Studies. Offered every two or three years. Three hours. Staff.

322 – Life and Letters of Paul – A study of the Pauline Epistles and current thought concerning the Apostle Paul. Special attention is given to his contribution to the development of Christian thought and its relevance to our day. Students will be expected to familiarize themselves with the major problems of Pauline studies and current scholarship regarding them. Prerequisite: RELS 210, or 212, or permission of instructor. Area One: Biblical Studies. Offered every two or three years. Three hours. Staff.

323 – The Book of Revelation – This course will approach Revelation as an example of the literary genre "apocalypse." Through comparison with other apocalyptic texts (especially Daniel), and with prophetic materials from the Hebrew Bible, the student will gain entrance into the intricate symbolic world of Revelation. Consideration will be given to the likely social and historical context of the book, and to the light such information can cast upon the function of the work in its original setting. The focus of the course, however, will be the close reading of the text itself. Prerequisite: RELS 210, 211, or 212, or permission of instructor. Area One: Biblical Studies. Offered every three years. Three hours. Ross.

335 – History of Christianity from the Early Church to the Protestant Reformation – A survey of the development of the Christian Church from the second century to the beginning of the Protestant Reformation. Particular attention will be given to theological controversies and Church Councils, the expansion of the Church into the West in the early Middle Ages, the relationships between Western and Eastern Churches, the Crusades, monasticism, and the influence of the Renaissance. Area Two: World's Religious Traditions. Offered every two to three years years. Three hours. Staff.

336 – History of Christianity from the Protestant Reformation to the Present – Attention will be given to the rise and development of denominations, major theologies, controversies, and trends. Topics explored will also include the Counter Reformation, the Great Awakening, conflicts between science and religion, fundamentalism, liberalism, ecumenism, and third world developments. Area Two: World's Religious Traditions. Offered every two to three years years. Three hours. Staff.

341 – Contemporary Theology and Ethics – This course is designed to introduce the student to the field of theology through a study of selected contemporary theological issues and directed reading in works by theologians including Tillich, Bultmann, Bonhoeffer, Barth, Ruether, Niebuhr, Trible and Buber. Students will be expected to research assigned topics and to prepare papers for presentation and class discussion. Prerequisites: Two previous courses in the department or permission of the instructor. Area Three: Religion and Culture. Offered every two or three years. Three hours. Breitenberg.

343 - Civil Religion and Public Theology – A study of two related but different topics: civil religion and public theology. We will learn about the history and development of civil religion and public theology, consider the relationship between them, and study the areas of religious and public life they address. We will analyze the relationship of civil religion to American society and the U.S. presidency and study public theologies concerned with things such as government, economics, the family, the environment, health, and human rights. While civil religion and public theology in the U.S.A. is our primary focus, we will also treat these in other parts of the world and consider their potential future significance. Area Three: Religion and Culture. Offered every two or three years. Three hours. Breitenberg.

352 – Religion and Literature – This course relates major themes in the literary works of mostly 20th Century European, American, Native American, African, Middle Eastern, and South Asian authors with the concerns of religion. Emphasis will be placed upon how these writers, in very different cultural and religious contexts, have struggled with the relevance and applicability of traditional religious ideas and practices in the modern world. Students will be expected to research assigned topics and to conduct class discus-

sions dealing with their research. Area Three: Religion and Culture. Offered every two or three years. Three hours. Brown.

362 – The Johannine Literature – This course will examine the Gospel and the Epistles of John as "congregational catechism." Considering and appropriating data from critical study of early Christian texts, students will gain entrance into the internal affairs of the congregations that employed the Johannine literature as canons. Consideration will be given to the likely social and historical contexts of these works and the light such information casts upon the function of these works in their original settings. The focus of the course is the close reading of the text itself while the goal is to understand the Gospel and the Epistles of John as forms of communication, comprehending their rhetoric, articulating their messages, and envisioning their contexts. Prerequisite: RELS 210, or 212, or permission of instructor. Area One: Biblical Studies. Offered every three years. Three hours. Ross.

375 – Christianity and Sexuality – An exploration of the theological dimension of human sexuality and how differing faith perspectives understand issues in sexuality. Concerns that face individuals and how these are framed through religious experience will be examined. Issues include the role of women in the church, AIDS, pornography, family life education, homosexuality, and abortion. Area Three: Religion and Culture. Offered every two or three years. Three hours. Staff.

384 – Contemporary American Religion – A study of religion in the United States from the mid-twentieth century to the present. We focus on continuities and changes in mainline Protestantism and Catholicism, the lasting significance of Judaism, the increasing importance of Hinduism, Buddhism, and Islam, the flourishing of indigenous religions, and the rise of New Religious Movements. We also examine the interplay of religion with politics, law, race, gender, science, social issues, and American culture. Area Three: Religion and Culture. Offered every two or three years. Three hours. Breitenberg.

401 – Religious Studies Capstone – A culminating experience in which a religious studies major integrates, extends, and applies knowledge and skills from the student's general education and major programs, drawing especially on terms, concepts, and methods associated with religious studies. Students will meet in weekly seminars to analyze and discuss readings selected from the three areas of emphasis within the major. Senior status or junior status with consent of department chair. Open to religious studies minors with consent of department chair. One hour. Staff.

404 – The Dead Sea Scrolls – A study of the scrolls discovered in the Judean wilderness and the continuing debate concerning their interpretation and importance. An effort will be made to determine their significance for the study of the Old Testament, late Judaism, and early Christianity. Prerequisite: RELS 210, 211, 212. or permission of instructor Area One: Biblical Studies. Offered every three years. Three hours. Ross.

450 – Internship – Students will have opportunity to gain practical experience in the application of their learning in religious studies to actual situations through a field placement with area churches, church-related agencies, and organizations whose concerns focus upon social/ethical/religious issues. Application required; see Internship Program. Three hours. Staff.

481-482 – Special Topics – Designed to meet the needs and interests of advanced students. Topics will vary but may include an intensive study and interpretation of figures and movements in religion not covered in the general curriculum. Three hours each. Staff.

487-488 – Department Honors I and II. Three hours each. Staff.

491-492 – Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Three hours each. Staff.

496-498 – Senior Project – Senior majors may select an area of religious studies in which they will undertake intensive and independent research. Six hours. Staff.

Sociology

Associate Professor London, Chair; Professor Gill; Associate Professors Armenia, Bissler, and Rodman; Visiting Assistant Professor Dunkel; Visiting Instructor Nichols-Belo.

Sociology and anthropology involve the systematic study of social life and culture in order to understand the causes and consequences of human action. Sociologists and anthropologists study the structure and processes of traditional cultures and modern, industrial societies in both Western and nonwestern cultures. They examine how culture, social structures (groups, organizations, and communities) and social institutions (family, education, religion, etc.) affect human attitudes, actions, and life-chances. Sociology and anthropology combine scientific and humanistic perspectives in the study of society.

Drawing upon various theoretical perspectives, sociologists and anthropologists study such areas as culture, socialization, deviance, inequality, health and illness, family patterns, social change and race, and ethnic relations. Combining theoretical perspectives with empirical research allows students an opportunity to develop new insights and a different perspective

on their lives and to understand everyday social life as a combination of both stable patterns of interaction and ubiquitous sources of social change.

The sociology/anthropology curriculum prepares the student for both academic and applied research careers in sociology and anthropology. It offers an essential liberal arts background for many careers and professions, including public service and administration, communications and public relations, law, business, medicine, journalism, arts management, environmental science, and other professions. In addition to offering a major in sociology, the department also offers a minor in sociology. Beyond the department itself, the faculty are centrally involved in the black studies, women's studies, environmental studies, and international studies programs and all 200 level courses count on the social science Area of Knowledge Requirement.

Our aim is to provide students with communicative and interpretative skills that will allow them to understand the meaning and consequences of human actions and relationships in society. Students will learn to use theoretical and methodological tools to analyze culture, human behavior, and social institutions and to understand the relationship between individual biographies and the functioning of institutions.

The theoretical and methodological courses in the curriculum provide intensive instruction in the analytical integration and critical application of sociological and anthropological theory and methodology. The theoretical courses provide an intensive examination of the various sociological perspectives on human social behavior and on the social systems we create. They evaluate the different ways these perspectives gather and use evidence to make inference about the world in which we live. The department also offers extensive instruction and experience in research design and methodology including courses in research methods, qualitative and survey methodologies, social statistics, and computer approaches in social research.

The department offers many other opportunities for interested students to engage in research and practice outside of the classroom. The field study and internship programs provide opportunities for disciplined sociological exploration and application of the theoretical and methodological principles learned in the classroom. These programs encourage the student to explore careers that they feel may interest them and give them valuable experience that may help them gain employment after college. Both courses are highly recommended for students planning to do graduate work.

The requirements for a Major in Sociology (minimum of 34 hours; 10 courses):

- Must complete SOCI 200, 300 (political science majors/minors may substitute PSCI 301), and 301;
- Must complete either MATH 111 OR MATH 113, but may not complete both;
- Must take three courses above the 200 level (not counting SOCI 300, 301) one of which must be a 400 level course from the following: SOCI 410, 420, 430, 440, 460, or 496-498;
- Must complete at least one course from each of the following groups AND develop a concentration by taking at least three courses in one particular group:
  - Group I (Regional and Transnational): SOCI 215, 230, 260, 282 (INST 282), 331 (INST 331), 381, WMST 282 (INST 282), 326 (INST 326), ICHH 390; Designated FYC and Honors Courses; Transfer courses 031 or 041 designations;
  - Group II (Structure and Inequality): SOCI 202 (WMST 202), 212, 217, 225 (BLST 201), 241, 340, 382, WMST 101, SOCI 3440, ICHH 360; Designated FYC and Honors Courses; Transfer courses 032 or 042 designations;
  - Group III (Institutions, Practices, and Change): SOCI 210, 218, 219, 227, 228, 250, 260, 320, 383, 430, 440; Designated FYC and Honors Courses; Transfer courses 033 or 043 designations;
  - Group IV (Social Order and Control): SOCI 224, 270, 322, 384, 410, 420; Designated FYC and Honors Courses; Transfer courses 034 or 044 designations.

The requirements for a Minor in Sociology (minimum of 21 hours; 6 courses):

- Must complete SOCI 200, 300 (political science majors/minors may substitute PSCI 301), and 301;
- Must complete either MATH 111 OR MATH 113, but may not complete both;
- Must take at least one course above the 200 level (not counting SOCI 300, 301);
- Must complete at least one course in at least two groupings (see above).

The grade point average of the sociology coursework comprising the major or the minor, including the required statistics course, must be no less than 2.00 with no course grade below C-.

Sociology (SOCI) Courses

200 - Foundations of Sociology – A rigorous team-taught survey course designed to provide prospective majors or minors with appropriate preparation for further study in sociology and anthropology. This course provides an introduction to sociological and anthropological theory, methodology, and research findings.

Topics covered may include: methods of social research, cultural anthropology, structure and inequality, criminology and social control, and medical sociology/anthropology. This course is required for most courses in the department above the 200 level. Four hours. Staff.

202 – Sex and Culture – This course is meant to be an introduction to the fundamentals of human sexuality while accentuating a cross-cultural perspective on human sex as well as the categories of gender in various cultures worldwide. This course reviews important themes in human sexuality and covers interdisciplinary materials in order to introduce essential subjects for the college student, such as the anatomical, physiological, and emotional aspects of sexuality; also sexually transmitted diseases, sex on campus, variations in sexual behavior, and sexual health. Also through additional readings and ethnographic material, the course will critically situate North American ideas of sexuality by emphasizing a culturally relative perspective on sex and gender. Same as WMST 202. Three hours. Staff.

210 – Population, Poverty and the Environment – The course will take an interdisciplinary look at the complex interrelationships between population, the environment and economic development. Two hundred years after Thomas Malthus wrote his famous treatise on population, the debate continues. Does population growth spell environmental disaster? How should it be controlled? What are the implications for economic growth, well-being, and social justice? Critical global issues such as environmental degradation, restrictive family planning policies, international migration, and food security are all implicated in these persistent and often explosive debates. During the semester, this course will examine the leading theories for understanding the interactions between population growth, environmental quality and economic development, as well as case studies and policy questions from around the world. Among the issues covered will be debates over the earth's carrying capacity, demographic transitions in the Third World, relationships between fertility levels, gender equality and development, national immigration policies, poverty and resource degradation, food security, and the role of technological change and social institutions. Four hours. Gill.

212 – Sociology of the Family – This course analyzes the structure and functions of the family, with emphasis on the changing nature of the family in our society. Students will be expected to demonstrate an understanding of family structures and to analyze values underlying family dynamics and change. Three hours. Armenia.

215 – Cultural Anthropology – This course is an introduction to cultural anthropology, with an emphasis on the diversity of cultures. The cultures studied range from preliterate to industrialized. Four hours. London and Rodman.

217 – Social Problems – This course surveys, from a number of theoretical perspectives, the nature and range of social problems, the conditions that give rise to them, and the methods by which society attempts to cope with them. Three hours. Staff.

218 – Remembering the Holocaust: Past, Present, Future – This course introduces students to (1) the history of Nazi Germany's racial policies and the institutional and organizational foundations of its genocide against Europe's Jews and other groups, and (2) the continuing debate over the significance of these events in the contemporary world. The goal of the course is to provide students with a firm factual, chronological, geographical and experiential understanding of the Holocaust itself, and with a sense of how the world has grappled with the legacy of the Holocaust until today. This course will employ sociological and historical perspectives to examine the impact of modernity in the form of formally rational bureaucratic organizations and their relationship to systematic genocide by understanding the events of the Holocaust as deeply rooted in the very nature of modern society and in the central categories of modern social thought. This is an exclusive travel course. Students will spend approximately two weeks in Central Europe preceded by two week in the classroom. Prerequisite: permission of instructor. Offered alternate J-terms, odd years. Three hours. Gill.

219 – Death and Dying – This course develops the social and cultural sources of our hopes, values and fears toward matters of dying and death. Beginning with historical and cross-cultural analyses of death orientations, the course proceeds to sociologically develop the role of religion, philosophy, psychology, science, politics, and medicine in shaping our orientations toward war, abortion, suicide, environmental destruction, organ transplants, euthanasia, funeral ritual, and capital punishment. It concludes with analyses of the experiences of those who die and those who survive, including Kubler-Ross's studies of the stages of death, the out-of-body sensations reported by those surviving clinical death, and the experiences associated with grief and bereavement. Offered alternate years. Three hours. Gill.

224 – Deviant Behavior and Social Control – This course studies behavior that violates norms (e.g., crime, delinquency, drug addition, or suicide) and mechanisms of social control (e.g., law enforcement, courts, prison, and probation) and implications of these for social policy. Offered alternate years. Three hours. Bissler.

225 – Introduction to African-American Studies – This course examines African-American studies as an interdisciplinary academic area. For this reason, the

course analyzes the sociology, psychology, politics, economics, history, and culture of African-Americans from historical, contemporary, national, and international perspectives. In studying African-Americans from perspectives, the student will better understand the internal dynamics of minority group life in the United States; in addition, the student will better understand the impact of African-Americans on the larger dominant culture as well as the reverse, the impact of the larger culture on African-Americans. Interracial, interethnic, as well as interclass issues will be examined. Same as BLST 201. Three hours. Staff.

227 – Introduction to Disability Studies – This course take an interdisciplinary approach to examining the field of disability studies, and develops specific skills and tools vital to the student who would read, research, or write in the field, and ultimately grapple with the most important issues. The major strands in the course will include seminal readings within the discipline of disability studies, identification of the most complex and unresolved issues in the field, familiarity with both the qualitative and quantitative methodologies that sociologists and other researchers use to study disability issues, and the development and refinement of an intellectual sensitivity to the uniquely unstable identity associated with disability. Students will look at disability from a variety of vantage points, ranging from the broader impact of disability on the social otherness to the individual and specific experiences of disability-related stigma and discrimination. Offered alternative semesters. Three hours. Trammell.

228 – Disabilities in America - Disabilities in America will survey the evolution of disability rights in America within the context of historical events, social perceptions, sociological theory, and educational issues. The primary focus will be on the modern American Disability Rights Movement (1960-present). There are currently more than 70 million Americans with disabilities, or roughly one in every six people, and President Bush recently signed the ADA Amendments Act of 2008 to revitalize the effort to address some of the barriers facing those with disabilities. Students should come away from the course with a clear understanding of how disability has been perceived and treated historically in America, how the law has evolved to protect the rights of individuals with disabilities, what disability means in practical and social terms, how sociologists approach the issue of disability, and a general framework for interpreting disability in popular culture. Students will also participate in a class-related community service activity. Offered every other semester. Three hours. Trammell.

230 – Peoples and Cultures of Africa – This course serves as an introduction to African society and culture from an historical, anthropological, and sociological perspective. Relying on fiction and ethnography as well as research literature from several disciplines, it takes four complementary approaches to understanding Africa. The first, "mythbusting" approach, challenges the misconceptions many Americans hold about Africa. The second, historical approach, identifies the transformations and influences from the past that shape contemporary life in Africa. The third, case study approach, highlights the great range of diversity on the African continent socially, culturally, and politically. Finally, the course takes a critical and analytical approach to understanding social problems in Africa and identifying potential solutions. Counts on the major in international studies/Africa and the African Diaspora emphasis. Offered alternate years. Three hours. London.

241 – Racial and Ethnic Relations – This course presents the major concepts and methods developed for gaining insight into dominant-minority relations. It considers the past and present positions of ethnic and racial minorities in historical and cross-cultural perspective. Three hours. Armenia.

250 – Human Rights in the Global Village – This service-learning course provides students the opportunity to make affordable housing a possibility for those in need while introducing students to the sociology of human rights through an examination of the historical, social, environmental, and cultural sources of poverty and suffering using a human rights framework. The materials covered will include a discussion on the social issues surrounding suffering in the host country, strategies employed for mobilization and advocacy, and a review of human rights theoretical frameworks. Although it offers a sociological approach to human rights, the course does not presuppose prior knowledge of sociology. Students from all disciplinary backgrounds are welcome. The course will include two weeks of class meetings at Randolph-Macon College and a two-week international service trip arranged through the Habitat for Humanity Global Village Program. On-site excursions will include various cultural experiences events appropriate to our location within the host country. Prerequisite: permission of instructor. Offered alternate J-terms, even years. Three hours. Gill.

260 – Health, Healing and Gender in Ghana – This course provides an introduction to nonwestern medical systems and how these articulate with Western systems in an attempt to develop an understanding of alternative beliefs and practices about health, illness, and healing in Ghana, as well as to the role played by gender in each system and their articulation. Representative topics covered include: the role of traditional medicine in health care delivery; the roles of international organizations in health and their activities in global and Ghanaian health development; the health impact of regional and global economics. The

role played by gender in each of these areas will be examined, as well as maternal and child health; and the impact of gender on health, human rights. Offered alternate years. Three hours. Gill and Dunkel.

270 – Law, Gender, and Social Transformation in South Africa – This course studies gender issues, conflict resolution, and the legal system in the South African context. Topics include the relationship between law and society, the social nature of law, law in cross-cultural perspective, traditional conflict resolution, law and gender, gendered violence, domestic violence, and legal pluralism in the African context. Special emphasis will be given to the impact of recent transformations in post-Apartheid S. Africa on gender identity, gender relations, family life, informal dispute resolution, and family and civil law. This is an exclusive travel course. Students will spend approximately two weeks in Johannesburg, South Africa, and surrounding areas. Students must also take PSYC 180. Offered alternate years. Three hours. London.

300 – Methods of Social Research – This course analyzes the aims, scope, and methods of scientific inquiry into the nature of society and social behavior. The course includes, but is not limited to, the following topics: the logic of empirical social inquiry; methods used to collect qualitative and quantitative data; techniques of analyzing qualitative and quantitative data; and the principles of interpreting data for purposes of description and hypothesis-testing. Student projects in participant observation, construction of survey questionnaires, interviewing, and computer analysis are an integral part of the laboratory portion of the course. Three lectures and a one-hour laboratory session per week. Prerequisites: SOCI 200 (with a grade of C- or higher) and MATH 111/113 or another statistics course approved by the department. This course should be taken as the second course in the department for all students planning to major in sociology. Not open to freshmen. Four hours. Armenia.

301 – Sociological Theory – This course surveys social theory from its beginning up to modern social inquiry. Students will be expected to discover the relationships among theorists' assumptions and their macrosociological theories and case studies, and those between empirical research and theory. Prerequisite: SOCI 200 (with a grade of C- or higher). Four hours. Gill.

320 – Aging and the Life Course – This service learning seminar course will examine these processes of aging as they affect individuals, families, cohorts, and societies and how the aging process is affected by psychological, historical, political, economic, and cultural factors. Students explore the dynamic interactions between people and their environments, and the ways in which society's beliefs, values, and attitudes are reflected in the aging experience. Special attention is given to the impact of social policy on the lives of older individuals focusing on how racial, ethnic, class, and gender differences shape the nature of health and human service policy and delivery on behalf of older persons. Prerequisite: any 200-level course in sociology or permission of instructor. Offered alternate years. Four hours. Gill.

322 – Criminology – This course provides an introduction to the field of Criminology and the type of research criminologists conduct. Students explore the nature of crime, the variety of theoretical explanations for criminal behavior, the measurement of crime, patterns and correlates of crime, and the mechanisms for control of criminal behavior. This course is an upper-level reading-intensive and theoretical analysis of crime as a sociological construct. Primary objectives are to foster critical thinking in relation to the causes and control of crime and to explore the social construction of crime. Prerequisite: any 200 level course in sociology. Four hours. Bissler.

331 – Peoples of Latin America – This course offers an overview of contemporary Latin American cultures through readings, visual documentaries, and group projects. After briefly examining the history of the region, we will turn to contemporary issues such as ecological sustainability, the changing nature of peasant societies, issues of ethnicity and identity, popular forms of religion, the changing role of women, life in the region's growing megalopolises, and the resistance and struggle of Latin American peoples for a democratic and just society. Counts on the major in international studies/Latin America emphasis. Same as INST 331. Prerequisite: any 200-level course in sociology or permission of instructor. Offered alternate years. Three hours. Rodman.

340 – Gender, Sex and Society – This course offers a sociological and anthropological analysis of the status of women in the U.S. and cross-culturally. Special emphasis is placed on the role culture and socialization play in determining women's interaction patterns and society's response to them. The course will use an interdisciplinary approach, drawing on the social sciences and the humanities to determine how women develop cultural, sociological, and historical realities. Prerequisite: any 200-level course in sociology or consent of instructor. Offered alternate years. Three hours. Armenia.

410 – Juvenile Delinquency – This course provides an overview of the current theoretical and methodological issues concerning Juvenile Delinquency. This course examines the nature, extent, and causes of juvenile delinquency. The course is structured to focus on the social construction of delinquency, the development of the juvenile justice system, theoretical explanations of delinquency, and the current research on juvenile delinquency in the United States. This course is an upper-

level reading-intensive and research-intensive analysis of delinquency and the development of research in this field. The primary objectives of this course are to foster critical thinking about how we define and punish delinquency and to understand how sociologists research the problem of delinquency. Prerequisites: SOCI 200, 322, and 300 or permission of instructor. Four hours. Bissler.

420 – Law and Society – The focus of this course is on the reciprocal relationship between law and society, and on the social nature of the law. Topics include: comparative legal systems, theories of law, and various issues in the sociology of the law, including mental illness and obscenity. Prerequisites: SOCI 200 and 300 or permission of instructor. Offered alternate years. Four hours. London.

430 – Health, Illness and Healing – This course is an upper-level reading and research-intensive survey of sociological and anthropological ideas and theories about health and illness. In particular, the course looks at medicine from a cross-cultural perspective, focusing on the human, as opposed to biological, side of things. Students learn how to analyze various kinds of medical practice as cultural systems. Particular emphasis is placed on Western (bio-medicine); students examine how biomedicine constructs disease, health, body, and mind, and how it articulates with other institutions, national and international. Topics of study will include, but are not limited to, nature of disease, the doctor-patient relationship, the structure and dynamics of health care facilities, the structure and role of medical occupations and their occupational ideologies, the growth of medical technology and its challenge to medicine's moral stability, the medical research process (including ethical issues), problems of discrimination and inequality, as well as health care policy. It is likely to be of interest to sociology majors and students intending to pursue a career in the health professions. Prerequisites: SOCI 200 and 300 or permission of instructor. Offered alternate years. Four hours. Gill.

440 – Environmental Sociology – In 1962 the publication of Rachel Carson's SILENT SPRING rekindled the American public's concern about our environment. It is considered to be the catalyst for the contemporary environmental movement. More recently Wendell Berry wrote in "The Body and the Earth" that the way we are living creates serious, fundamental problems–the breakdown of families and marriage, communities, our spiritual, emotional and physical health, and of the earth's ecosystems. Implicit in his holistic critique is C. Wright Mills' "sociological imagination" that can link personal troubles, environmental problems and the way society is organized. The three main goals of this course are as follows: 1) acquaint the student with sociological perspectives on the relationship between society and the environment; 2) use these perspectives and concepts to analyze issues or problems like global warming and population growth; and 3) encourage critical thinking in considering alternatives in values/ethics, social practices/behavior, and policy. Prerequisites: SOCI 200 and 300 or permission of instructor. Offered every semester. Four hours. Dunkel.

450 – Field Studies in Sociology – This course provides an opportunity for interested students to gain practical experience with the application of sociological theories, methodologies, principles, and techniques to actual research situations in the field. Prerequisites: SOCI 200 and 300 or permission of instructor. Does not count towards the 400 level course requirement. One term only. Junior and senior sociology majors. Three hours. Staff.

455 – Internship in Sociology – Students in this course are placed in a social agency or business and follow an arranged set of readings relevant to their internship experience with their instructor and site supervisor. Prerequisites: SOCI 200 and 300 or permission of instructor. Open to seniors only. Application required; see Internship Program. Does not count towards the 400 level course requirement. Three hours. Staff.

460 - Sociological Practice -This course asks students to build upon previous work in sociology and anthropology, including central themes, theoretical perspectives, research methods, and substantive research findings, by conducting an original research project on a topic of their own choosing. The course is designed to provide student majors/minors with an opportunity to synthesize, integrate, and assess what they have learned in sociology while critically reflecting on the role and contributions of the discipline. The overall objective of this course is to facilitate students' integration of their academic knowledge of sociology by applying sociology and anthropology. Students are required to use 1) the tools of a liberally education person (i.e. reading comprehension and critique; effective skills of oral and written communication; analytical reasoning; and creative, independent thought and work) and 2) the specific content, methodologies, and perspectives of sociology. Prior to the beginning of the semester in which this course is to be taken, interested students must meet with the instructor to discuss possible research topics and then submit a proposal for their anticipated research project. Prerequisites: SOCI 200 and 300 or permission of instructor. Offered every semester. Three hours. Staff.

496-498 – Senior Project – This two-semester sequence allows qualified senior majors in the department to research a topic intensively and independently. A formal paper and an oral examination are required. Majors who intend to attempt a senior pro-

ject are urged to notify the department of their intention during the spring term of their junior year at the latest. Prerequisites: SOCI 200 and 300 and permission of instructor. Senior sociology majors. Six hours. Staff.

Spanish

Professor Malin; Associate Professor Bordera-Amérigo; Assistant Professors Borchard, Massery, and Reagan.
(Department of Modern Languages)

In its full range of courses, the Spanish section of the Modern Languages Department seeks to develop student proficiency in four areas: listening, speaking, reading, and writing. Courses at all levels are designed to provide continued opportunities for use of the language in a variety of modes and settings, on campus, in the Ashland and Richmond communities, and abroad. In addition to imparting linguistic skills, the Spanish section of the Modern Languages Department nurtures critical thinking and synthesis in a program balancing language, civilization, and literature. The Spanish faculty believes that a multifaceted study of another culture sensitizes students to realities other than their own, permits them to become less ethnocentric, and encourages them to become more understanding of cultural differences at the same time that they are developing an appreciation for the language and literature which evolves from another culture.

The department offers a number of study abroad opportunities. Individual faculty members accompany groups of students to Spain, Mexico, Peru, or other countries depending on faculty interest during the January term, and the college has established a fall and spring semester program in Salamanca, Spain. In addition, through its affiliation with ISEP, the college has exchange programs with several universities in the hispanic world.

The program for a major in Spanish consists of a minimum of 33 semester hours and 11 courses of at least 3 semester-hour credit numbered 231 or above, planned in consultation with an adviser in the department. SPAN 231, 232 and 241 as well as the 351 and 356 must be completed as soon as possible. To major in Spanish, students must have departmental permission. All majors must take any tests related to departmental assessment activities. They are required to have a study abroad experience, in a country where Spanish is the native language, preferably for an entire semester. All students taking two 400-level Spanish courses will satisfy their capstone experience.

Prerequisites for all 400-level courses will be the survey of the region studied in the 400-level course. The prerequisite for a 400-level Peninsular course will be only 351; the prerequisite for a 400-level Latin American course will be 356 only.

The Spanish minor consists of at least six courses numbered 231 or above, and includes the three core courses, one course in literature, one course in culture, and one elective.

The requirements for a Major in Spanish:

- ***Group I:*** (five core courses)
  SPAN 231, 232, 241, 351, and 356;
- ***Group II*** (Civilization): (one of the following)
  SPAN 371, 372, or 376;
- ***Group III:*** (Literature) (3 courses; one course from each set)
  A: Peninsular Literature: (SPAN 451-459);
  B: Latin American Literature: (SPAN 461-469);
  C: One additional 400-level literature course from A or B above;
- ***Group IV:*** (Electives). Choose any two from the following: SPAN 235, 301, 305, 349, 381, 450, 491, or any course not selected from Groups II and III above;

The requirements for a Minor in Spanish:

- ***Core Courses*** (all three):
  SPAN 231, 232, and 241;
- ***Category A*** (choose one course):
  SPAN 351 or 356 ;
- ***Category B*** (choose one course):
  SPAN 301, 371, 372, or 376;
- ***Elective*** (choose one course from Category A or Category B above).

  Spanish minors can choose their elective from Category A or B. They also have the option of taking another 300 or 400-level course if they have the appropriate prerequisites.

Students are allowed to substitute courses taken abroad if they have been pre-approved.

Modifications of these groupings may occur if students elect to complete a portion of their study in courses taken abroad in programs other than our own in Salamanca. The department will accept a maximum of one half the major and one half of the minor courses in transfer from other institutions.

To receive an education endorsement in Spanish, students must successfully complete all courses required for the Spanish major including SPAN 235. These students must also take SPAN 349 and both SPAN 376 and one of the following Spanish civilization courses: SPAN 371 or 372. Students must spend a semester abroad or complete a comparable program, as determined in consultation with the department.

Spanish (SPAN) Courses

111 – Elementary Spanish – Essentials of Spanish, stressing the four skills: listening, speaking, reading, writing. Required additional scheduled session of language practice. Given in Spanish. Designed for students with no experience of Spanish. Three hours. Staff.

112 – Elementary Spanish – Second half of Elementary SPAN. Required additional scheduled session of language practice. Prerequisite: SPAN 111. Given in Spanish. Three hours. Staff.

115 – Intensive Elementary Spanish – Intensive introduction to Spanish, emphasizing the four language skills: listening, speaking, reading and writing. Designed for students who have taken Spanish but who do not place in intermediate Spanish. Admittance through placement testing only. Students who have taken SPAN 111 and/or SPAN 112 may not enroll in SPAN 115. Required additional scheduled session of language practice. Given in Spanish. Four hours. Staff.

211 – Intermediate Spanish – Continued study of the four language skills at a more sophisticated level. Instruction includes the scheduled use of the language laboratory. Prerequisite: SPAN 112/115 or admittance through placement testing. Required additional scheduled session of language practice. Given in Spanish. Three hours. Staff.

212 – Intermediate Spanish – Second half of Intermediate Spanish. Prerequisite: SPAN 211. Required additional scheduled session of language practice. Given in Spanish. Three hours. Staff.

215 – Intensive Intermediate Spanish – An intensive grammar review with emphasis upon reading a variety of texts dealing with Hispanic culture as well as intensive drill in conversation, controlled composition, and accuracy in pronunciation. Admittance through placement testing only. Course designed for students who are beyond the SPAN 211 level but do not place into SPAN 231. Students who have taken SPAN 211 and/or 212 may not enroll in 215. Required additional scheduled session of language practice. Given in Spanish. Four hours. Staff.

231 – Conversation – Intensive practice in conversational Spanish designed to develop the student's fluency and vocabulary. Emphasis on grammar review and practical exercises for written and spoken communication. Prerequisite: SPAN 212 or 215 or department permission. Given in Spanish. Three hours. Staff.

232 – Advanced Grammar and Composition – This third-year language and writing development course offers a comprehensive grammar and composition review to advanced students of Spanish. Vocabulary building through the study of idioms is emphasized. Translation exercises both from Spanish to English and English to Spanish as well as practice drills in spoken and written applications of grammar are included. This course is a prerequisite for all 400-level literature courses. Prerequisite: SPAN 212 or 215. Given in Spanish. Not open to students who have completed SPAN 312. Three hours. Staff.

235 – Phonetics and Linguistics – This course offers a study of the theories and practical applications of Spanish pronunciation with emphasis on oral drills in class in the language laboratory. Special attention is given to identifying and correcting individual pronunciation problems. Recordings of native speakers and radio and television broadcasts serve as pronunciation models. Prerequisite: SPAN 212 or 215 or department permission. Given in Spanish. Offered alternate years. Not open to students who have completed SPAN 224. Three hours. Massery.

241 – Reading Literature in Spanish – This course is designed to help students become critical readers of literature. Texts are selected for their value in helping students understand literary forms and how these forms are constructed and read. Emphasis is placed on the constituent elements of narrative prose, poetry, and drama. Readings consist of selections from Spanish and Latin– American literature, and particular attention is paid to close textual reading. This course is conducted entirely in Spanish, and attention to the figurative use of language in literature promotes considerable growth in student's ability to understand and use spoken and written Spanish. Corequisite or Prerequisite: SPAN 231 or department permission. Given in Spanish. Three hours. Staff.

301 – Spanish for Business and International Trade – An introduction to the world of business conducted in Spanish. This course helps students to develop the ability to interact in a business environment by providing them with the appropriate vocabulary, cultural sensitivity, and cross-cultural skills. Topics include: the creation of a "Hispanic Enterprise," business management, banking, sales, basic concepts of accounting, good and services, marketing, soliciting and giving advice, negotiating, business travel, and social situations. Reading and analysis of Spanish-speaking countries on political, economic current events as well as its relevance for foreign investment are to be studied. Cultural understanding of the different ways people do business is a core component of this course. This course is conducted in Spanish and includes a grammar review integrated into the business context. Prerequisites: SPAN 231 and departmental permission. Given in Spanish. Offered alternate years. Three hours. Staff.

349 – Teaching Methodology for Foreign Languages – Also listed as FREN 349 and GERM 349, this course fulfills a state requirement for students seeking certification in the teaching of foreign languages. Students will explore the theories of language acquisitions, current research, and various methods of language instruction. Students will create lesson plans and assessments that correspond to current understandings of how K-12 students best learn a second language. This course will emphasize the national standards and proficiency-based objectives for foreign language instruction. Prerequisites: Seven courses beyond the 212-215 level and admission to the Randolph-Macon education department's teacher preparation program. Given in English. Required to be taken no earlier than the acad-

emic year during which student teaching is to take place. Offered as needed. Three hours. Massery.

351 – Introduction to Literature of Spain – A study of Spanish peninsular literature from the Middle Ages to the 20th Century. Selected works from prose narrative, poetry, theater, and essay. Emphasis on analysis of literary texts and use of critical terms. Prerequisites: SPAN 241 or department permission. Given in Spanish. Partially satisfies the AOK requirement for Literature and Art (literature). Three hours. Bordera-Amérigo, Malin.

356 – Introduction to Latin-American Literature – A study of Latin-American literature from the Colonial period to the present. Prose narrative, poetry, and theater are studied. Emphasis on analysis of literary texts and use of critical terms. Prerequisites: SPAN 241 or department permission. Given in Spanish. Partially satisfies the AOK requirement for Literature and Art (literature). Three hours. Borchard, Reagan.

371 – Spain's Civilization – A survey of political, intellectual, and artistic life in Spain from earliest times to the 21st Century. Ideas and traditions that have had the most profound and long-lasting influence on the cultural heritage of Spain are emphasized. Prerequisites: SPAN 241 or department permission. Given in Spanish. Offered alternate years. Three hours. Bordera-Amérigo, Malin.

372 – The Two Spains – A study of the conflictive process of modernization in Spain that concentrates on the clash between the progressive efforts to modernize and the traditionalist efforts to maintain Spain's unique social and cultural identity. This study abroad course in Spain includes visits to historical and cultural sites as well as a four-week family stay. Prerequisites: SPAN 241 or department permission. Given in Spanish. Offered alternate years. Three hours. Bordera-Amérigo, Malin.

376 – Latin-American Civilization – Study of the culture and civilization of Spanish-speaking America from a variety of viewpoints: historical, literary, sociological, anthropological, and political. Extensive use of audio-visual materials. Prerequisites: SPAN 241 or department permission. Given in Spanish. Offered alternate years. Three hours. Borchard, Reagan.

381 – Special Topics – Intensive work in areas of language or literature not covered in the general curriculum, tailored to the needs of advanced students. Prerequisites: SPAN 241. Given in Spanish. Three hours. Staff.

450 – Internship in Spanish – Individually designed field studies and projects for students of junior or senior status whose maturity and proficiency in Spanish will enable them to enter the fields of business, industry, government, health, or social services. The internship provides several weeks of practical application of knowledge of Hispanic culture and language. Prerequisites: SPAN 241, certification of class status, appropriate GPA, and permission of the department. Application required; see Internship Program. Given in Spanish. Offered as needed. Three hours. Staff.

452 – Early Modern Peninsular Literature – A selection of representative works from XVI and XVII century Spain studied against the historical and cultural background of Spain's Golden Age, the age of Cervantes, Velazquez, and Lope de Vega. Prerequisites: SPAN 351. Given in Spanish. Offered alternate years. Three hours. Staff.

453 – Cervantes – A study of selected works of Spain's literary giant with emphasis on the Quijote. Prerequisite: SPAN 351. Given in Spanish. Offered alternate years. Three hours. Staff.

456 – Spain's 18th and 19th Centuries – A study of regionalism, romanticism, realism, and naturalism in narrative prose, drama, and poetry against a background of political upheaval in 18th and 19th-century Spain. Several representative major authors from each genre receive special attention. Prerequisite: SPAN 351. Given in Spanish. Offered alternate years. Three hours. Malin.

458 – Spain's 20th and 21st Centuries – A thematic and/or chronological consideration of the literature and film of Spain of the 20th and 21st Centuries. Examples from all genres (short story, novel, essay, drama, poetry, and film) are studied for their literary value and the cultural insight they offer into contemporary Spanish culture. Prerequisite: SPAN 351. Given in Spanish. Offered alternate years. Three hours. Bordera-Amérigo.

462 – Latin America's Colonial Period – A study of literary and historical works produced in Latin America from the Spanish conquest through Independence. Representative works from several genres are studied in their historical and cultural context with a special focus on the literary devices used by their authors. Prerequisite: SPAN 356. Given in Spanish. Offered alternate years. Three hours. Borchard.

464 – Latin America's 19th Century – A study of fiction and nonfiction produced in Latin America from Independence through the end of the nineteenth century. Representative works from several genres and literary movements are studied in their historical and cultural contexts using any of a variety of theoretical approaches. Prerequisite: SPAN 356. Given in Spanish. Three hours. Borchard, Reagan.

467 – Latin America's 20th and 21st Centuries – A study of the works of fiction and nonfiction produced in Latin America and illustrated the major literary trends of the twentieth and twenty-first centuries. Representative works from several genres are studied in their historical and cultural context using any of a

variety of theoretical approaches. Prerequisite: SPAN 356. Given in Spanish. Offered alternate years. Three hours. Reagan.

487-488 – Department Honors I and II – Given in Spanish. Three hours each. Staff.

491-492 – Independent Study – An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required. Given in Spanish. Three hours each. Staff.

Study Abroad courses offered at the University of Salamanca in Spain

All of the following courses are taught in Spanish. Prerequisites for all courses taught in Spain are SPAN 212 or 215 and permission of the modern languages department. SPAN 231 is highly recommended. NOTE: Fall term in Salamanca is equivalent to one Randolph-Macon College term. In the spring, students are advised to attend both the winter and spring terms combined.

220 – Language Development for Oral Proficiency – Designed for the student who has completed a course in intermediate Spanish, this course immerses the student in spoken Spanish four hours a day for a month with emphasis on oral proficiency skills for the academic, family, and social contexts which are the basis of Spanish life, at a level appropriate with the student's placement exam scores. Spontaneous conversation, controlled linguistic exercises, and workshops in literary Spanish, business Spanish, or translation substantially increase the student's capacity to communicate in Spanish. Students who place below the intermediate level in the placement exam given in Salamanca will receive credit for SPAN 220. SPAN 220 does not count toward the minor or major in Spanish. Students who place at the intermediate or superior levels on the placement test given in Salamanca will receive credit for SPAN 305, which counts as part of Group IV (elective) toward the major or the minor. Students who place at the Advanced level on the placement test given in Salamanca will receive credit for SPAN 316. SPAN 316 is the equivalent of SPAN 232 and counts as part of Group I toward the major. Four hours.

305 – Intensive Language Development for Oral Proficiency – See SPAN 220.

313 – Spanish Grammar – This course is a study of Spanish grammar, both at the theoretical and practical levels. Topics covered include the study of basic difficulties of the Spanish language, vocabulary building, writing exercises, and oral comprehension and expression. This course counts in Group I on the major or minor. Three hours.

315 – Spanish Grammar – This course is a continuation of SPAN 314. The course is to refine and crystallize reading, writing, and speaking skills acquired in SPAN 314. Prerequisite: SPAN 314 or equivalent. Two hours.

316 – Intensive Language Development for Oral Proficiency – See SPAN 220.

318 – Geography of Spain – This course is a study of Spain's physical geography. Topics covered include the relief of the Iberian Peninsula, its climate, water, and vegetation. Prerequisite: SPAN 305 or equivalent. This course counts as part of Group II for the major or minor. Three hours.

319 – Human Geography – This course is a study of the human geography of Spain. Topics include: population, its evolution, and its characteristics; rural and urban life; and development of cities and characteristics of urbanization. Prerequisite: SPAN 305 or equivalent. This course counts as part of Group II for the major or minor. Three hours.

320 – Economics of Spain – This course is a survey of the economic geography of Spain as well as a study of the Spanish system of economy. Topics include its financial market, its monetary policy, and its role in the international economy, particularly in the European Union. Prerequisite: SPAN 305 or equivalent. Two hours.

321 – Regions of Spain – This course examines the physical, economic, and cultural characteristics of Spanish regions. Prerequisite: SPAN 305 or equivalent. Two hours.

331 – Spanish Literature – This course is a survey of Spanish literature up to the 20th century. Periods covered include the literature of the Middle Ages, the Renaissance, the Baroque, the 18th and the 19th centuries. Prerequisite: SPAN 305 or equivalent. This course, combined with SPAN 333 counts as Group I. After consultation with the department, the two courses may count as part of Group II on the major. Two hours.

332 – Literature of the 19th and 20th Centuries – This course is a study of Spanish literature of the 19th and 20th centuries. It examines, among others, the romantics and realists as well as the generalists of 1898 to 1962. Prerequisite: SPAN 305 or equivalent. This course counts as Group I. After consultation with the department this course may count as part of Group III on the major. Three hours.

333 – Literature Beginning to 19th Century – This course is a survey of Spanish literature of the Middle Ages, the Renaissance, the Baroque period the 18th century, Romanticism, Naturalism, and Realism. Prerequisite: SPAN 305 or equivalent. Corequisite: SPAN 332. Two hours.

335 – History of Spain: Medieval Period – This course is a survey of Spanish history from Visigoth Spain to the 16th century. Topics covered include the Moslem conquest of Spain, the Reconquista, the

Catholic kings, the conquest of America, and the Counter-Reformation. Prerequisite: SPAN 305 or equivalent. This course counts as part of Group II on the major or minor. Three hours.

336 – History of Spain: Modern Period – This course is a study of Spanish history from the 17th to the 19th centuries. Topics include the Old Regime, the Bourbons, and Carlos III. Prerequisite: SPAN 305 or equivalent. This course counts as part of Groups II on the major or minor. Corequisite: SPAN 337. Three hours.

337 – History of Spain: Contemporary Period – This course is a survey of the history of 20th century Spain. Topics include the dictatorship of Primo de Rivera, the Second Republic, the Civil War, Spain under Franco, and the transition to Democracy. Prerequisite: SPAN 305 or equivalent. Corequisite: SPAN 336. Two hours.

353 – History of Spanish Art – This course is a survey of Spanish art (architecture, sculpture, and painting) up to the 19th century. Art forms covered include Visigoth, Asturian, Islamic, Gothic, Renaissance, Baroque, Rococo, and Neoclassic. Prerequisite: SPAN 305 or equivalent. May be used to partially fulfill AOK requirement in Art & Literature-Arts. This course counts as part of Group II on the major or minor. Three hours.

354 – History of Spanish Art – This course is a study of Spanish art of the 19th and 20th centuries. Topics include Expressionism, Avant Garde Art between the two world wars, Post-War Art, and artistic trends since 1965. Prerequisite: SPAN 305 or equivalent. This course counts as part of Group II on the major. Will partially AOK requirement in Art & Literature-Arts. Three hours.

355 – Contemporary Forms of Media: Cinema, Press, TV – This course is a survey of cinema and contemporary cinema, different forms of written and oral media, their ideology, and their social influence. Prerequisite: SPAN 305 or equivalent. Two hours.

Studio Art

Professor Berry; Instructor Shaw.
(Department of Arts)

Studio art is the discipline of making and creating works that have a visual and conceptual validity. The powers of observation and contemplation are vigorously trained and bonded to the forces of the intellect and the creative act.

The requirements for a Major in Studio Art:

- Must complete STAR 240 or 241, which should be taken before the end of the sophomore year;
- Must submit a portfolio to be reviewed and approved by the department as a condition of admission to the major and this portfolio will be reviewed by the department each year thereafter;
- Must complete ARTH 201-202 and three art history (ARTH) courses beyond 201-202, one of which must have a non-western focus;
- Must complete four studio art (STAR) courses beyond the 240-241 level;
- Must complete an elective in drama or music (which may include three, one-hour courses in applied music);
- Must complete the capstone STAR 422.

The requirements for a Minor in Studio Art:

- Must complete STAR 240 or 241, which should be taken before the end of the sophomore year;
- Must submit a portfolio to be reviewed and approved by the department prior to admission to the minor;
- Must complete three three semester hour courses in studio art (STAR) beyond 240 or 241;
- Must complete two three semester hour art history (ARTH) courses, preferably ARTH 201 and 202.

Studio Art (STAR) Courses

240 – Freshman Studio – An introduction to the disipline of the studio artist. The work ethic, fundamental issues of an artist's continuous educative process, and essential studio skills will be addressed and manifested. Sampling from the History of Art, the student will study the studio skills of the past artists and their relevance to the artists of today. Not open to students who have taken STAR 241. Freshmen only. Three hours. Berry

241 – Drawing Principles – A one-semester studio course aimed at introducing the student to the fundamental concept of drawing through the use of basic drawing media (pencil, charcoal, pen, and ink). Particular emphasis is placed on the development of each student's visual perception. Three hours. Staff.

243 – Painting – A studio course which will emphasize basic painting principles with technical concentration in an oil medium and will encourage the discussion of the aesthetics of visual art. Prerequisite: STAR 240 or 241 or permission of instructor. Three hours. Berry.

244 – Painting – A continuation of STAR 243. Prerequisite: STAR 243 or permission of instructor. Three hours. Berry.

245 – Watercolor Painting – The course will teach the student to develop techniques of watercolor painting. The course will broaden the student's already developed skills in drawing. Prerequisite: STAR 240 or 241. Offered alternate years. Three hours. Staff.

246 – Printmaking – An introductory studio course in the fundamentals of printmaking. Through demonstration and experimentation, the student learns various printmaking processes: relief (woodcut, linocut, collograph), intaglio (etching, engraving, aquatint),

and monotype. Special emphasis is placed on the student's own creative application of these techniques. The course will include an overview of the history of printmaking, with particular attention to the contemporary uses of the media. Three hours. Staff.

247 – Plein Air Painting – A course dedicated to the discipline of open-air painting and direct observation of the landscape by the painter. Prerequisite: STAR 243 or permission of instructor. Three hours. Berry.

250 – Artistic Problems: A Search for Solutions – A studio course which examines the creative processes involved in solving conceptual problems often confronted by the artist. Not recommended to freshmen. Three hours. Berry.

251-252 – The Human Figure – A study of the human form based primarily on drawing from the living model and an investigation of historical examples of figurative art. Course work will include lectures and museum projects in addition to studio exercise. Three hours each. Berry.

255 – 3-D Concepts – This course is designed to provide students with insight into and understanding of the basic processes of creating, observing, and interacting with elements of three-dimensional space and design. Emphasis will be placed on relating these concepts to issues of community, culture, and nature. Prerequisite: permission of instructor. Three hours. Shaw.

256 – 2-D Concepts – This course is designed to provide students with insight and understanding to the basic processes of creating, observing, and interacting with elements of two-dimensional space and design. Prerequisite: permission of instructor. Three hours. Shaw.

257 – Introduction to Sculpture – Introduction to Sculpture will provide students an opportunity to work with additive and subtractive approaches to creating three-dimensional objects. Students will work with a variety of materials common to sculptural processes. The course provides an introduction to basic studio procedures and creative problem solving. Reading, writing, and speaking are included as a research component for each assignment. Three hours. Shaw.

342 – Production, Operations, and Design Management – This course examines the role of a production manager responsible for planning, organizing, and controlling the resource conversion system of a firm. Using a studio format, contextual research methods allow the construction of models to apply key variables such as inventory, facility layout & location, production schedules, and production quality requirements. A semester-long project enables students to apply POM theory to the creation of 2-D and 3-D models, culminating in a piece to add to their individual portfolio. Prerequisite: BUSN 213 or instructor permission. Same as BUSN 342. Three hours. Lowry.

381-382 – Special Topics in Studio Art – Advanced study of both traditional and contemporary topics in art. Taught by departmental staff to meet the needs of advanced students with special interests in the arts. Three hours each. Staff.

422 – Advanced Topics in Studio Art – A student majoring in art may choose to exhibit in public original works of art of suitable substance and number. The senior project may take other appropriate forms under the guidance of the studio adviser. Three hours. Staff.

Women's Studies

Associate Professor Rodman, Director; Associate Professors Armenia, Terrono, and Turney; Assistant Professors Brown, Throckmorton, and Watkinson.

Women's studies examines the ways in which gender influences both women and men in their lived experiences and in their views of knowledge and reality. The study of gender offers a unique perspective in the liberal arts. Women's studies is composed of courses from many different disciplines in the humanities and sciences. Women's studies majors and minors are prepared for a world in which gender operates as a significant factor in both professional and private life. Majors are prepared for a wide range of academic and applied opportunities. Majors pursue graduate training in women's studies, interdisciplinary studies, as well as traditional disciplines. The women's studies major is designed to facilitate double majors since the college allows up to half of the hours for any major to count toward another major.

The requirements for a Major in Women's Studies:

A major in women's studies consists of 11 courses, 30-31 hours of course credit in women's studies: five required courses and six others. Of these six, only two may be electives.

Required Courses:

- Must complete WMST 101;
- Must complete one course with a Historical emphasis from the following: WMST/HIST 250, ARTH/CLAS 219, ARTH 240, RELS 271, 274;
- Must complete one course with a Theoretical emphasis from the following:PHIL 308, WMST 308, ENGL 381 (Feminist Criticism), SOCI 340;
- Must choose one experiential sequence from the following:

  Research option: WMST 300 and 301

  Internship option: WMST 300 and 455

  Field Studies option: WMST 300 and 450;
- Must choose six additional courses from WMST courses, only two of which may be chosen from elective courses.

Majors must have completed WMST 300 satisfactorily (i.e. with a 2.0 minimum grade) to take WMST 301, 450, or 455.

Double Majors and Education Minors

Double majors may elect to substitute a capstone outside of WMST for the WMST capstone. Education minors may elect to substitute three hours of student teaching for the WMST capstone. In both cases, students must take WMST 300 and complete any additional hours towards the 30-31 hours for the major. Additional hours towards this amount must be WMST courses above the 200 level.

The requirements for a Minor in Women's Studies:

A minor in women's studies consists of fifteen hours of course work in women's studies, two required courses and three others, only one of which may be an elective.

Required courses:

- Must complete WMST 101;
- Must complete one course with Theoretical emphasis from the following: PHIL 308, WMST 308, ENGL 381, SOCI 340;
- Must complete three additional courses from WMST courses, only one of which may be chosen from elective courses.

Women's studies courses and electives

A women's studies course is exclusively focused on issues of women and gender; an elective focuses at least half of its material on issues of women and gender.

Women's Studies Courses: ARTH 219, 240; BIOL 136; ENGL 271, 450; FLET 205, 271, 272; PHIL 225, 308; PSYC 135; RELS 271, 273, 274 ; SOCI 340; WMST 101, 202, 250, 282, 300, 301, 308, 326, 347, 361, 450, 455.

Electives: ENGL 255, 308, 311, 367, 370, 412; FLET 227; PHIL 280, 371, 405; PSYC 180; RELS 275, 375; SOCI 212, 241, 260 (travel course), 270 (travel course).

Women's Studies (WMST) Courses

101 – Introduction to Women's Studies – This course offers an interdisciplinary, team-taught examination of issues that are significant in influencing women's lives. Participants examine women's roles under a variety of social conditions. Consideration of such seemingly disparate areas as sport, religion, education, and science function as the background against which both differences and similarities between women are brought into relief. The primary goal of this examination is to consider explanations for the representations of women that emerge in these areas. Concepts central to feminist theory are introduced as preparation for continued work in women's studies. This course is a requirement for both the major and minor in women's studies. Three hours. Staff.

202 – Sex and Culture – This course introduces the fundamental aspects of human sexuality, a cross-cultural perspective on human sex, and the categories of gender in various cultures worldwide. It reviews important themes in human sexuality and draws on interdisciplinary materials to introduce essential subjects such as the anatomical, physiological, and emotional aspects of sexuality; sexually transmitted diseases, sex in a college environment, variations in sexual behavior, and sexual health. The course situates North American ideas of sexuality by emphasizing a culturally relative perspective on sex and gender. Same as SOCI 202. Three hours. Rodman.

250 – Women in European History – Did women have a Renaissance? Have the great events and movements of European history affected women in the same ways as men? Were women too busy giving birth and caring for children and homes to have a role in, or an effect on, European history? In this course we will survey Europe from the Middle Ages to the present to answer these questions and discover women's place in European history. Same as HIST 250. Offered alternate years. Three hours. Watkinson.

282 – Women and Development – This course is designed to analyze the impact of changing development strategies on the lives of women in the Third World and especially in Latin America and the Caribbean, as well as to see how women have responded to these strategies. One major aim of the course is to examine how colonialism and later development policies have affected the status of women, and to examine critically the goal of the "integration of women in development." Differences of ethnicity/race, sexual orientation, age, and class will be taken into consideration. Partially fulfills the AOK requirement in Social Science through WMST and counts on the majors/minors in International Studies and Women's Studies. Same as INST 282. Offered at least alternate years. Three hours. Rodman.

300 – Topics in Women's Studies Research – The main goal of this course is for students to prepare a research proposal for their capstone project. The research itself will be conducted the following semester under WMST 301. Projects may be interdisciplinary in nature, should reflect a student's area of interest and/or enhance preparation for graduate study. Senior status. Students may select a field research topic or a library research project in a specialized area in contemporary research in women's studies. One hour. Staff.

301 – Women's Studies Research Project – Students who have prepared a research proposal for WMST 300 actually conduct the research and write up a report paper in consultation with a faculty member with expertise in the area of interest of the student. The final research paper will be presented to members of the women's studies program by the end of the term in which the research is conducted. Three hours. Staff.

308 – Comparative Feminist Theories – This course will explore the different kinds of feminist theories produced by a variety of thinkers both inside and outside academia. The course will stress the interdisciplinary character of women's studies and the diversity of thought within feminist inquiry. Prerequisite: WMST 101 or consent of instructor. Counts on the major/minor in women's studies. Offered alternate years. Three hours. Staff.

326 – Gender & Change in the Maya Diaspora – This course explores the diversity of women's familial, political, economic, and social realities in the Maya Diaspora. Particular attention will be given to the shifting gender and cultural patterns from pre-colonial times to the present. Through ethnographic readings, films, and class activities, the course will examine the concept of diaspora, the processes of cultural change, resistance, and retention, and the role that gender plays in these processes. Counts on the majors/minors in international studies and women's studies. Same as INST 326. Three hours. Rodman.

347 – Women and Film – This course is designed as an introduction to feminist film criticism, theory, and film-making. It examines both the images of women in classic cinema as well as films made by women and various feminist film-making strategies. The first part of the course is devoted to introducing students to the field of film analysis and to examining the representation of women on screen. In the second half of the course, we will look at different manifestations of feminist film making ranging from the traditional to the experimental, addressing issues of race/ethnicity and sexuality in addition to those of gender. We will also look at women as consumers of films, dealing thus with the reception aspect of cinema and gender. Works include films by American and European (German, French, Dutch) film makers. Offered every three years. Four hours. Eren.

361 – Gender Issues in Communications – After surveying the conceptual foundations of gender, the course surveys research on gender differences in verbal and non-verbal communication. Then, the course considers these differences within contexts such as the family, friendship, intimate relationship, school politics, and various workplaces. Finally, the course considers how mass media communications (television, movies, music, advertising) affect societal and personal definitions of gender. Throughout the course, the relationships among gender, power, and communication are stressed. Sophomore status. Same as COMM 361. Offered alternate years. Three hours. Conners.

450 – Field Studies in Women's Studies - This course provides an opportunity for interested students to gain practical experience with the application of women's studies principles and methodologies through field placement with an appropriate community agency or non-governmental organization. Prerequisites: three hours of upper level women's studies, WMST 300, and permission of the instructor. One term only. Senior women's studies majors. Three hours. Staff.

455 –Internship in Women's Studies - Students in this course are placed in a community agency or non-governmental organization and follow an arranged set of readings relevant to their internship experience with their instructor and site supervisor. Senior or junior status. Prerequisite: six hours of upper level women's studies and permission of the instructor. Application required; see Internship Program. Three hours. Staff.

Courses Approved for Collegiate Requirements

Below you will find a list of courses approved for the Areas of Knowledge and Cross-Area Requirements. This is not an exhaustive list and does not include temporary designations, special topics courses, or recent approvals. For the most current information please visit the curriculum website at http://www.rmc.edu/newcollegiate-curriculum/AOKCarbyDept.aspx.

COURSE	AOK DESIGNATION	CAR DESIGNATION
AMST 309	Arts & Literature-Literature	
AMST 350	Arts & Literature-Literature	
AMST 351	Arts & Literature-Literature	
AMST 355	Arts & Literature-Arts	
AMST 356	Arts & Literature-Literature	
AMST 357	Arts & Literature-Literature	
AMST 358	Arts & Literature-Literature	
ARAB 211-212	Foreign Language	
ARCH 450		Experiential-Field Study; Capstone
ARCH 495		Capstone
ARTH 201	Arts & Literature-Arts	
ARTH 202	Arts & Literature-Arts	
ARTH 210	Arts & Literature-Arts	
	OR Civilization-History (as HIST 101)	Non-Western
ARTH 211	Arts & Literature-Arts	Non-Western
ARTH 212	Arts & Literature-Arts	
ARTH 213	Arts & Literature-Arts	
ARTH 214	Arts & Literature-Arts	
ARTH 215	Arts & Literature-Arts	
ARTH 216	Arts & Literature-Arts	
ARTH 217	Arts & Literature-Arts	
ARTH 218	Arts & Literature-Arts	
ARTH 219	Arts & Literature-Arts	
ARTH 221	Arts & Literature-Arts	
ARTH 222	Arts & Literature-Arts	Experiential-Travel
ARTH 223	Arts & Literature-Arts	
ARTH 224	Arts & Literature-Arts	
ARTH 225	Arts & Literature-Arts	
ARTH 226	Arts & Literature-Arts	
ARTH 227	Arts & Literature-Arts	Non-Western
ARTH 228	Arts & Literature-Arts	Non-Western
ARTH 235	Arts & Literature-Arts	Non-Western
ARTH 240	Arts & Literature-Arts	
ARTH 305	Arts & Literature-Arts	
ARTH 381		Experiential-Research
ARTH 382		Experiential-Research
ARTH 422		Experiential-Research; Capstone
ARTH 450		Capstone
AMGT 441		Experiential-Internship; Capstone
ASTR 101	Natural & Mathematical Sciences-Nat Sci w Lab	
ASTR 231	Natural & Mathematical Sciences-Nat Sci w/out Lab	
ASTR 232	Natural & Mathematical Sciences-Nat Sci w/out Lab	
ASTU 230	Arts & Literature-Literature	Non-Western
ASTU 231	Arts & Literature-Literature	Non-Western
ASTU 232	Arts & Literature-Literature	Non-Western
ASTU 233	Arts & Literature-Literature	Non-Western
ASTU 290		Non-Western
ASTU 292	Arts & Literature-Arts	Non-Western
ASTU 390		Non-Western
ASTU 401		Capstone
ASTU 450		Experiential-Internship
ASTU 481		Experiential-Research
ASTU 482		Experiential-Research
BIOL 121	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 122	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 124	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 125	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 126	Natural & Mathematical Sciences-Nat Sci w Lab	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
BIOL 127	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 129	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 133	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 151	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 155	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 175	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 181	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 182	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 309	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 315	Natural & Mathematical Sciences-Nat Sci w Lab	
BIOL 333	Natural & Mathematical Sciences-Nat Sci w Lab	Experiential-Travel
BIOL 335	Natural & Mathematical Sciences-Nat Sci w Lab	Experiential-Travel
BIOL 350		Computing
BIOL 400		Experiential-Research; Capstone
BIOL 450		Experiential-Research
BIOL 487-488		Experiential-Research; Capstone
BIOL 491-492		Experiential-Research
BIOL 496-498		Experiential-Research; Capstone
BLST 160	Social Sciences	Non-Western; Experiential-Travel
BLST 201	Social Sciences	
BUSN 213	Social Sciences	
BUSN 336		Computing
BUSN 425		Capstone
BUSN 450-451		Experiential-Internship; Capstone
BUSN 452		Capstone; Experiential-Internship
BUSN 455		Capstone; Experiential-Field Studies
BUSN 491-492		Capstone; Experiential-Research
BUSN 496-498		Capstone; Experiential-Research
CHEM 111	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 115	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 116	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 117	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 121	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 122	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 125	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 130	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 150	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 160	Natural & Mathematical Sciences-Nat Sci w Lab	Experiential-Travel
CHEM 175	Natural & Mathematical Sciences-Nat Sci w Lab	
CHEM 251-252		Experiential-Research
CHEM 325		Experiential-Research; Computing
CHEM 340		Computing
CHEM 351-352		Experiential-Research
CHEM 400		Capstone; Experiential-Research;
Internship		
CHEM 401		Capstone; Experiential-Research
CHEM 442L		Capstone; Experiential-Research
CHEM 487-488		Experiential-Research
CHEM 495		Capstone; Experiential-Research
CHEM 496-498		Capstone; Experiential-Research
CHIN 211-212	Foreign Language	
CHIN 221		Non-Western; Experiential-Travel
CLAS 200		Experiential-Research
CLAS 201	Arts & Literature-Literature	
CLAS 202	Arts & Literature-Literature	
CLAS 203	Arts & Literature-Literature	
CLAS 204	Arts & Literature-Literature	
CLAS 205	Arts & Literature-Literature	
CLAS 206	Arts & Literature-Literature	
CLAS 210	Arts & Literature-Arts	
	OR Civilizations-History (as HIST 101)	Non-Western
CLAS 211	Arts & Literature-Arts	Non-Western
CLAS 212	Arts & Literature-Arts	
CLAS 213	Arts & Literature-Arts	
CLAS 214	Arts & Literature-Arts	
CLAS 215	Arts & Literature-Arts	
CLAS 216	Arts & Literature-Arts	
CLAS 217	Arts & Literature-Arts	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
CLAS 218	Arts & Literature-Arts	
CLAS 219	Arts & Literature-Arts	
CLAS 221	Natural & Mathematical Sciences-Nat Sci w Lab	
CLAS 222		Experiential-Travel
CLAS 401		Capstone
CLAS 450		Experiential-Field Study; Capstone
CLAS 481-482		Experiential-Research
CLAS 487-488		Experiential-Research
CLAS 496-498		Experiential-Research
COMM 201	Social Science	
COMM 221	Arts & Literature-Arts	
COMM 300		Experiential-Research
COMM 307	Social Sciences	
COMM 308	Social Sciences	
COMM 309	Arts & Literature-Literature	
COMM 332		Non-Western
COMM 361	Social Sciences	
COMM 490		Capstone; Experiential-Research
CSCI 106		Computing
CSCI 107		Computing
CSCI 111	Natural & Mathematical Sciences-Math Sci w Lab	Computing
CSCI 112		Computing
CSCI 181		Computing; Experiential-Travel
CSC 401		Capstone
CSCI 483-484		Capstone
CSCI 485-486		Capstone; Experiential-Research
DRAM 111	Arts & Literature-Arts	
DRAM 211	Arts & Literature-Arts	
DRAM 215	Arts & Literature-Arts	
DRAM 310	Arts & Literature-Arts (3 times at 1 hour)	
DRAM 320	Arts & Literature-Arts OR Arts & Literature-Literature	
DRAM 330	Arts & Literature-Arts	
DRAM 331	Arts & Literature-Arts	Computing
DRAM 332	Arts & Literature-Arts	
DRAM 333	Arts & Literature-Arts	
DRAM 334	Arts & Literature-Arts	
DRAM 341	Arts & Literature-Arts	
DRAM 342	Arts & Literature-Arts	
DRAM 381		Experiential-Research
DRAM 382		Experiential-Research
DRAM 422		Experiential-Research; Capstone
ECON 201	Social Sciences	
ECON 202	Social Sciences	
ECON 203	Social Sciences	
ECON 312		Computing
ECON 383		Experiential-Travel
ECON 440		Capstone
ECON 445		Experiential-Research
ECON 450-451		Capstone; Experiential-Internship
ECON 455		Capstone; Experiential-Field Studies
ECON 491-492		Capstone; Experiential-Research
ECON 496-498		
EDUC 201	Social Sciences	
EDUC 220	Social Sciences	
EDUC 221		Experiential-Field Studies
EDUC 346		Computing
EDUC 426		Capstone; Experiential-Student Teaching
EDUC 455		Experiential-Internship
ENGL 211	Arts & Literature-Literature	
ENGL 212	Arts & Literature-Literature	
ENGL 231	Arts & Literature-Literature	
ENGL 232	Arts & Literature-Literature	
ENGL 233	Arts & Literature-Literature	
ENGL 234	Arts & Literature-Literature	
ENGL 235	Arts & Literature-Literature	
ENGL 251	Arts & Literature-Literature	
ENGL 252	Arts & Literature-Literature	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
ENGL 253	Arts & Literature-Literature	
ENGL 255	Arts & Literature-Literature	
ENGL 271	Arts & Literature-Literature	
ENGL 272	Arts & Literature-Literature	Non-Western
ENGL 369		Non-Western
ENGL 370		Non-Western
ENGL 391-392		Experiential-Research
ENGL 407-408		Experiential-Research
ENGL 491-492		Experiential-Research
ENGL 495		Capstone; Experiential-Research
ENGL 496-498		Experiential-Research
EVST 101	Natural & Mathematical Sciences-Nat Sci w Lab	
EVST 105	Natural & Mathematical Sciences-Nat Sci w Lab	
EVST 245	Natural & Mathematical Sciences-Nat Sci w Lab OR Social Sciences	Non-Western
EVST 305	Natural & Mathematical Sciences-Nat Sci w Lab	
EVST 380		Experiential-Research
EVST 405		Capstone
EVST 450		Experiential-Field Studies
EVST 451-452		Experiential-Internship
EVST 496-498		Experiential-Research
FILM 210	Arts & Literature-Arts	
FILM 215	Arts & Literature-Arts	
FILM 228	Arts & Literature-Arts	
FILM 243	Arts & Literature-Arts	
FILM 244	Arts & Literature-Arts	
FILM 253	Arts & Literature-Arts	
FILM 261	Arts & Literature-Arts	
FILM 262	Arts & Literature-Arts	
FILM 292	Arts & Literature-Arts	Non-Western
FINA 350	Arts & Literature-Arts	Experiential-Travel
FINA 351	Arts & Literature-Arts	
FLET 201	Arts & Literature-Literature	
FLET 202	Arts & Literature-Literature	
FLET 203	Arts & Literature-Literature	
FLET 204	Arts & Literature-Literature	
FLET 205	Arts & Literature-Literature	
FLET 206	Arts & Literature-Literature	
FLET 221	Arts & Literature-Literature	
FLET 222	Arts & Literature-Literature	
FLET 225	Arts & Literature-Literature	Experiential-Travel
FLET 227	Arts & Literature-Arts	
FLET 230	Arts & Literature-Literature	Non-Western
FLET 231	Arts & Literature-Literature	Non-Western
FLET 232	Arts & Literature-Literature	Non-Western
FLET 233	Arts & Literature-Literature	Non-Western
FLET 248	Arts & Literature-Literature	Non-Western
FLET 249	Arts & Literature-Literature	Non-Western
FLET 271	Arts & Literature-Literature	
FREN 211-212	Foreign Language	
FREN 215	Foreign Language	
FREN 216		Experiential -Travel
FREN 241	Arts & Literature-Literature	
FREN 275	Arts & Literature-Arts	
FREN 351	Arts & Literature-Literature	
FREN 356	Arts & Literature-Literature	
FREN 435		Capstone
FREN 437		Capstone
FREN 443		Capstone
FREN 445		Capstone
FREN 447	Arts & Literature-Literature	Capstone
FREN 487		Experiential-Research
FREN 488		Experiential-Research
FREN 491		Experiential-Research
FREN 492		Experiential-Research
FREN 495		Capstone
FYEC 101-102	Social Sciences; Arts & Literature-Literature	
FYEC 103-104	Civilizations-History (HIST 100); Arts; Literature-Arts	Non-Western

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
FYEC 105-106	Nat & Math Sci -Mathematics; Nat& Math Sci -Nat Sci w lab	
FYEC 107-108	Nat & Math Sci -Nat Sci w lab; Social Sciences	
FYEC 109-110	Nat & Math Sci -Math Sci w/out lab; Social Sciences	Computing
FYEC 111-112	Nat & Math Sci -Nat Sci w lab; Arts & Literature-Literature	
FYEC 113-114	Social Sciences; Arts & Literature-Arts	
FYEC 115-116	Social Sciences; Arts & Literature-Literature	Non-Western
FYEC 117-118	Social Sciences; Arts & Literature-Literature	Non-Western
FYEC 119-120	Arts & Literature-Literature; Arts & Literature-Arts	Non-Western
FYEC 121-122	Arts & Literature-Literature; Arts & Literature-Arts	
FYEC 123-124	Nat & Math Sci -Nat Sci w/out lab; Civilizations-Philosophy & Religious Studies	
FYEC 123-124	Nat & Math Sci -Nat Sci w/out lab; Arts & Literature-Literature	
FYEC 125-126	Social Sciences; Arts & Literature-Literature	
FYEC 127-128	Social Sciences; Arts & Literature-Literature	
FYEC 129-130	Social Sciences; Arts & Literature-Literature	Non-Western
FYEC 131-132	Social Sciences; Civilizations-Philosophy & Religious Studies	
FYEC 133-134	Social Sciences; Arts & Literature-Arts	
FYEC 135-136	Social Sciences; Nat & Math Sci-Nat Sci w Lab	
FYEC 137-138	Nat & Math Sci -Math Sci w/out lab; Nat & Math Sci -Nat Sci w Lab	Computing
FYEC 139-140	Social Sciences; Arts & Literature-Literature	
FYEC 141-142	Social Sciences; Nat & Math Sci -Nat Sci w Lab	
FYEC 143-144	Civilizations-History (HIST 100); Arts & Literature-Literature	Non-Western
FYEC 145-146	Social Sciences; Arts & Literature-Literature	
FYEC 147-148	Arts & Literature-Literature; Nat & Math Sci -Nat Sci w/out lab	
FYEC 149-150	Social Sciences; Arts & Literature-Literature	
FYEC 151-152	Nat & Math Sci -Math Sci w/out lab; Social Sciences	Computing
FYEC 153-154	Social Sciences; Arts & Literature-Arts	
FYEC 155-156	Civilizations-History (HIST 100); Arts & Literature-Arts	
FYEC 157-158	Social Sciences; Arts & Literature-Literature	
FYEC 159-160	Social Sciences; Arts & Literature-Literature	
FYEC 161-162	Nat & Math Sci -Nat Sci w lab; Arts & Literature-Arts	
FYEC 163-164	Nat & Math Sci -Nat Sci w lab; Arts & Literature-Literature	
FYEC 165-166	Social Sciences (two courses)	
FYEC 167-168	Social Sciences & Arts & Literature-Literature	
FYEC 169-170	Nat & Math Sci -Nat Sci w lab; Social Sciences	
FYEC 171-172	Social Sciences; Arts & Literature-Literature	
FYEC 173-174	Nat & Math Sci -Mathematics; Arts & Literature-Arts	
FYEC 175-176	Nat & Math Sci -Nat Sci w lab & Arts; Literature-Arts	
FYEC 177-178	Nat & Math Sci -Nat Sci w lab; Civilizations-Philosophy & Religious Studies	Non-Western
FYEC 179-180	Nat & Math Sci -Nat Sci w lab; Social Sciences	Computing
FYEC 181-182	Nat & Math Sci -Nat Sci w lab; Nat & Math Sciences-Math Sci w/out lab	Computing
FYEC 183-184	Arts & Literature-Arts; Arts & Literature-Literature	
FYEC 185-186	Social Sciences; Arts & Literature-Arts	
FYEC 187-188	Social Sciences; Civilizations-Philosophy & Religious Studies	
FYEC 189-190	Arts & Literature-Literature; Civilizations-History (HIST 100)	
FYEC 191-192	Nat & Math Sci -Nat Sci w lab; Nat & Math Sci -Mathematics	Computing
FYEC 193-194	Arts & Literature-Arts; Nat & Math Sciences-Nat Sci w lab	
FYEC 195-196	Social Sciences; Arts & Literature-Literature	
FYEC 197-198	Arts & Literature-Literature; Nat & Math Sci -Math Sci w/out lab	Computing
FYEC 199-200	Nat & Math Sci -Math Sci Other (MATH 111); Nat & Math Sci -Nat Sci w lab	Computing
FYEC 201-202	Arts & Literature-Literature; Social Sciences	
FYEC 203-204	Social Sciences (two courses)	
FYEC 205-206	Arts & Literature-Arts; Arts & Literature-Literature	Non-Western
FYEC 207-208	Arts & Literature-Arts; Arts & Literature-Literature	
FYEC 209-210	Arts & Literature-Literature; Arts & Literature-Arts	
FYEC 211-212	Nat & Math Sci -Nat Sci w lab; Civilizations-Philosophy	
FYEC 213-214	Civilizations-History (HIST 100); Nat & Math Sci -Mathematics	
FYEC 215-216	Nat & Math Sci -Nat Sci w lab; Arts & Literature-Literature	
FYEC 217-218	Civilizations-History (HIST 100); Arts & Literature--Literature	
FYEC 219-220	Arts & Literature-Literature; Arts & Literature-Arts	
FYEC 221-222	Arts & Literature-Literature; Nat & Math Sci- Nat Sci w lab	Non-Western
FYEC 223-224	Civilizations-Philosophy; Social Sciences	
FYEC 225-226	Civilizations-History (HIST 100); Art & Literature-Arts	
FYEC 227-228	Civilizations-History (HIST 100); Art & Literature-Arts	
FYEC 229-230	Nat & Math Sci-Mathematics; Arts and Literature-Arts	
FYEC 231-232	Social Sciences; Nat & Math Sci-Nat Sci w lab	
FYEC 233- 234	Arts & Literature-Literature; Nat & Math Sci-Nat Sci w lab	
FYEC 235-236	Arts & Literature-Literature; Arts & Literature-Arts	Non-Western
FYEC 237-238	Social Sciences; Civilizations-Philosophy	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
FYEC 239-240	Nat & Math Sci- Nat Sci w/out lab; Social Sciences	
FYEC 241-242	Social Sciences; Arts & Literature - Literature	
FYEC 243-244	Social Sciences; Nat & Math Sci -Nat Sci w Lab	
FYEC 245-246	Nat & Math Sci - Mathematics; Nat & Math Sci - Nat Sci w Lab	
FYEC 247-248	Arts & Literature-Literature; Social Sciences	
FYEC 249-250	Arts & Literature-Arts; Civilizations-Philosophy	
FYEC 251-252	Arts & Literature-Arts; Social Sciences	
FYEC 253-254	Nat & Math Sci - Nat Sci w lab; Nat & Math Sci - Nat Sci w/out Lab	Computing
FYEC 255-256	Social Sciences; Arts & Literature- Literature	
GEOL 101	Natural & Mathematical Sciences-Nat Sci w Lab	
GEOL 201		Experiential-Research
GEOL 312		Experiential-Research
GERM 211-212	Foreign Language	
GERM 221	Arts & Literature-Literature	
GERM 222	Arts & Literature-Literature	
GERM 227	Arts & Literature-Arts	
GERM 251	Arts & Literature-Literature	
GERM 315	Arts & Literature-Literature	
GERM 425		Experiential-Research
GERM 426		Experiential-Research
GERM 495		Experiential-Research; Capstone
GREK 211-212	Foreign Language	
GREK 341	Arts & Literature-Literature	
GREK 344	Arts & Literature-Literature	
GREK 345	Arts & Literature-Literature	
GREK 346	Arts & Literature-Literature	
GREK 481-482		Experiential-Research
GREK 487-488		Experiential-Research
GREK 496-498		Experiential-Research
HIST 100	Civilizations-History	
HIST 101	Civilizations-History	
HIST 111	Civilizations-History	
HIST 112	Civilizations-History	
HIST 221		Non-Western; Experiential-Travel
HIST 230		Experiential-Research
HIST 251		Non-Western
HIST 252		Non-Western
HIST 281		Non-Western
HIST 282		Non-Western
HIST 290		Non-Western
HIST 320		Non-Western; Experiential-Research
HIST 328		Experiential-Research
HIST 332		Non-Western
HIST 347		Non-Western; Experiential-Research
HIST 348		Non-Western; Experiential-Research
HIST 352		Experiential-Research
HIST 354		Experiential-Research
HIST 355		Experiential-Research
HIST 361		Non-Western; Experiential-Research
HIST 365		Non-Western; Experiential-Research
HIST 367		Non-Western
HIST 371		Experiential-Research
HIST 372		Experiential-Research
HIST 375		Experiential-Research
HIST 376		Experiential-Research
HIST 386		Experiential-Research
HIST 391		Non-Western; Experiential-Research
HIST 392		Non-Western; Experiential-Research
HIST 394		Non-Western
HIST 395		Non-Western
HIST 396		Non-Western; Experiential-Research
HIST 397		Non-Western; Experiential-Research
HIST 401		Capstone
HIST 450-451		Experiential-Internship
HIST 481-482		Experiential-Research
HIST 487-488		Experiential-Research
HIST 491-492		Experiential-Research
HIST 496-498		Experiential-Research

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
HONR 123	Civilizations-History (as HIST 101)	
HONR 150	Arts & Literature-Literature	
HONR 215	Arts & Literature-Arts	Non-Western
HONR 217	Social Sciences	
HONR 221	Civilizations-History (as HIST 100 or 111)	
HONR 225	Natural & Mathematical Sciences-Nat Sci w Lab	
HONR 226	Natural & Mathematical Sciences-Nat Sci w Lab	
HONR 228	Arts & Literature-Literature	
HONR 234	Arts & Literature-Literature	
HONR 243	Arts & Literature-Arts	
HONR 246	Social Sciences	
HONR 247	Social Sciences	
HONR 248	Natural & Mathematical Sciences-Mathematics	
HONR 249	Natural & Mathematical Sciences-Math Sci w Lab	Computing
HONR 250	Arts & Literature-Arts	
HONR 251	Social Sciences	
HONR 252	Natural & Mathematical Sciences-Nat Sci w Lab	
HONR 253	Arts & Literature-Literature	
HONR 254	Natural & Mathematical Sciences-Mathematics	Computing
HONR 255	Social Sciences	
HONR 256	Social Sciences	
HONR 257	Arts & Literature-Arts	
HONR 258	Natural & Mathematical Sciences-Nat Sci w/out Lab	Computing
HONR 259	Arts & Literature-Literature	Non-Western
HONR 260	Civilizations-Philosophy & Religious Studies	
HONR 261	Natural & Mathematical Sciences-Nat Sci w Lab	
HONR 262	Civilizations-Philosophy & Religious Studies	
HONR 263	Arts & Literature-Arts OR Arts & Literature--Literature	
HONR 265	Arts & Literature-Literature	
HONR 266	Social Sciences	
HONR 267	Arts & Literature-Arts OR Social Sciences	
HONR 268	Civilizations-Philosophy & Religious Studies	
HONR 269	Natural & Mathematical Sciences-Mathematics	
HONR 270	Arts & Literature-Literature	
HONR 271	Arts & Literature-Literature	
HONR 272	Natural & Mathematical Sciences-Nat Sci w Lab	Experiential-Travel
HONR 273	Civilizations-History (as HIST 100)	
HONR 274	Arts & Literature-Arts	
HONR 275	Social Sciences	
HONR 276	Social Sciences	Experiential-Travel
HONR 277	Arts & Literature-Arts	
HONR 278	Civilizations-History (as HIST 100)	
HONR 279	Natural & Mathematical Sciences-Nat Sci w Lab	
HONR 280	Natural & Mathematical Sciences-Nat Sci w/out Lab	
HONR 281	Social Sciences	
HONR 282	Arts & Literature-Literature	
HONR 283	Civilizations-History (as HIST 100)	
HONR 284	Social Sciences	
HONR 286	Arts & Literature-Literature	
HONR 287	Natural & Mathematical Sciences-Nat Sci w Lab	
HONR 288	Arts & Literature-Literature	
HONR 289	Civilizations-Philosophy & Religious Studies	
HONR 290	Arts & Literature-Literature	Non-Western
HONR 291	Natural & Mathematical Sciences-Mathematics	
HONR 292	Natural & Mathematical Sciences-Nat Sci w/out Lab	Computing
HONR 293	Arts & Literature-Literature	
INST 245	Social Sciences OR Natural & Mathematical Sciences-Nat Sci w Lab	Non-Western
INST 251	Social Sciences	
INST 261	Social Sciences	
INST 270	Social Sciences	
INST 321	Social Sciences	
INST 335		Experiential-Travel
INST 391-392		Experiential-Research
INST 422		Capstone; Experiential-Research
INST 448-449		Capstone

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
INST 452-453		Capstone
INST 483-484		Capstone
INST 487-488		Experiential-Research
INST 493-494		Capstone; Experiential-Research
INST 496-498		Capstone; Experiential-Research
JAPN 211 - 212	Foreign Language	
JAPN 220	Arts & Literature-Literature	Non-Western
JAPN 221		Non-Western; Experiential-Travel
JAPN 381 & 382		Non-Western
JOUR 450		Experiential-Internship
LATN 211 - 212	Foreign Language	
LATN 215	Foreign Language	
LATN 341	Arts & Literature-Literature	
LATN 342	Arts & Literature-Literature	
LATN 343	Arts & Literature-Literature	
LATN 344	Arts & Literature-Literature	
LATN 345	Arts & Literature-Literature	
LATN 346	Arts & Literature-Literature	
LATN 347	Arts & Literature-Literature	
LATN 348	Arts & Literature-Literature	
LATN 481-482		Experiential-Research
LATN 487-488		Experiential-Research
LATN 496-498		Experiential-Research
MATH 105	Natural & Mathematical Sciences-Mathematics	
MATH 107	Natural & Mathematical Sciences-Mathematics	Computing
MATH 111	Natural & Mathematical Sciences-Math Sci other	
MATH 113	Natural & Mathematical Sciences-Math Sci other	Computing
MATH 120	Natural & Mathematical Sciences-Mathematics	
MATH 123	Natural & Mathematical Sciences-Mathematics	
MATH 131	Natural & Mathematical Sciences-Mathematics	
MATH 132	Natural & Mathematical Sciences-Mathematics	
MATH 141	Natural & Mathematical Sciences-Mathematics	Computing
MATH 142	Natural & Mathematical Sciences-Mathematics	Computing
MATH 203	Natural & Mathematical Sciences-Mathematics	Computing
MATH 220	Natural & Mathematical Sciences-Mathematics	
MATH 270		Experiential-Travel; Non-Western
MATH 415		Capstone
MATH 470		Experiential-Travel
MATH 487		Experiential-Research
MATH 488		Experiential-Research
MUSC 101	Arts & Literature-Arts	
MUSC 110	Arts & Literature-Arts	
MUSC 111	Arts & Literature-Arts	
MUSC 200	Arts & Literature-Arts	
MUSC 210	Arts & Literature-Arts	
MUSC 211	Arts & Literature-Arts	
MUSC 212	Arts & Literature-Arts	
MUSC 215	Arts & Literature-Arts	
MUSC 221	Arts & Literature-Arts	
MUSC 222	Arts & Literature-Arts	
MUSC 230	Arts & Literature-Arts	
MUSC 231	Arts & Literature-Arts	
MUSC 232	Arts & Literature-Arts	
MUSC 240	Arts & Literature-Arts	Non-Western
MUSC 260	Arts & Literature-Arts	
MUSC 270		Computing
MUSC 278	Arts & Literature-Arts	Experiential-Travel; Experiential-Research
MUSC 301-309	Arts & Literature-Arts (3 1-hr courses with same course number)	
MUSC 310	Arts & Literature-Arts (3 times at 1 hour)	
MUSC 321	Arts & Literature-Arts	
MUSC 322		Computing
MUSC 371		Computing
MUSC 420	Arts & Literature-Arts	Experiential-Research
MUSC 422	Arts & Literature-Arts	Experiential-Research; Capstone
MUSC 450		Experiential-Internship
PHIL 211	Civilizations-Philosophy & Religious Studies	
PHIL 212	Civilizations-Philosophy & Religious Studies	
PHIL 213	Civilizations-Philosophy & Religious Studies	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
PHIL 220	Civilizations-Philosophy & Religious Studies	Non-Western
PHIL 225	Civilizations-Philosophy & Religious Studies	
PHIL 234	Civilizations-Philosophy & Religious Studies	
PHIL 251	Civilizations-Philosophy & Religious Studies	
PHIL 252	Civilizations-Philosophy & Religious Studies	
PHIL 260	Civilizations-Philosophy & Religious Studies	
PHIL 280	Civilizations-Philosophy & Religious Studies	
PHIL 305	Civilizations-Philosophy & Religious Studies	
PHIL 308	Civilizations-Philosophy & Religious Studies	
PHIL 322	Civilizations-Philosophy & Religious Studies	
PHIL 328	Civilizations-Philosophy & Religious Studies	
PHIL 343	Civilizations-Philosophy & Religious Studies	Non-Western
PHIL 363	Civilizations-Philosophy & Religious Studies	
PHIL 370	Civilizations-Philosophy & Religious Studies	
PHIL 401		Capstone
PHIL 450		Experiential-Internship
PHIL 496-498		Experiential-Research
PHED 101	Wellness	
PHED 103	Wellness	
PHED 104	Wellness	
PHED 105	Wellness	
PHED 106	Wellness	
PHED 111	Wellness	
PHYS 105	Natural & Mathematical Sciences-Nat Sci w Lab	
PHYS 130	Natural & Mathematical Sciences-Nat Sci w Lab	
PHYS 151	Natural & Mathematical Sciences-Nat Sci w Lab	
PHYS 152	Natural & Mathematical Sciences-Nat Sci w Lab	
PHYS 205	Natural & Mathematical Sciences-Nat Sci w Lab	
PHYS 210	Natural & Mathematical Sciences-Nat Sci w Lab	
PHYS 250	Natural & Mathematical Sciences-Nat Sci no lab	
PHYS 300		Experiential-Research
PHYS 496-498		Capstone; Experiential-Research
PHYS 499		Capstone
PSCI 201	Social Sciences	
PSCI 202	Social Sciences	
PSCI 301		Computing; Experiential-Research
PSCI 307	Social Sciences	
PSCI 308	Social Sciences	
PSCI 321	Social Sciences	
PSCI 328		Non-Western; Experiential-Travel
PSCI 333		Non-Western
PSCI 334		Non-Western
PSCI 335		Non-Western
PSCI 336		Non-Western
PSCI 337		Non-Western
PSCI 338		Non-Western
PSCI 385	Social Sciences	Experiential-Research
PSCI 391-392		Experiential-Research
PSCI 401		Capstone
PSCI 450		Experiential-Internship
PSCI 455		Experiential-Internship
PSCI 456		Experiential-Internship
PSCI 487-488		Experiential-Research
PSCI 491-492		Experiential-Research
PSCI 496-498		Experiential-Research
PSYC 114	Social Sciences	
PSYC 115	Social Sciences	
PSYC 120	Social Sciences	
PSYC 125	Social Sciences	
PSYC 130	Social Sciences	
PSYC 135	Social Sciences	
PSYC 140	Social Sciences	
PSYC 145	Social Sciences	
PSYC 150	Social Sciences	
PSYC 155	Social Sciences	
PSYC 160	Social Sciences	Non-Western; Experiential-Travel
PSYC 162	Social Sciences	Non-Western
PSYC 165	Social Sciences	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
PSYC 175	Social Sciences	Non-Western
PSYC 180	Social Sciences	Non-Western; Experiential-Travel
PSYC 186		Non-Western; Experiential-Travel
PSYC 200	Social Sciences	
PSYC 201		Computing; Experiential-Research
PSYC 318; 319; 329		Experiential-Research
PSYC 339		Experiential-Research
PSYC 349; 359		Experiential-Research
PSYC 433		Capstone
PSYC 450-451		Experiential-Field Studies
PSYC 455-456		Experiential-Internship
PSYC 487-488		Experiential-Research
PSYC 491-492		Experiential-Research
PSYC 496-498		Experiential-Research
RELS 112	Civilizations-Philosophy & Religious Studies	
RELS 205	Civilizations-Philosophy & Religious Studies	
RELS 210	Civilizations-Philosophy & Religious Studies	
RELS 211	Civilizations-Philosophy & Religious Studies	
RELS 212	Civilizations-Philosophy & Religious Studies	
RELS 215	Civilizations-Philosophy & Religious Studies	
RELS 217	Civilizations-Philosophy & Religious Studies	
RELS 221	Civilizations-Philosophy & Religious Studies	Non-Western
RELS 222	Civilizations-Philosophy & Religious Studies	
RELS 223	Civilizations-Philosophy & Religious Studies	Non-Western
RELS 225	Civilizations-Philosophy & Religious Studies	Non-Western
RELS 227	Civilizations-Philosophy & Religious Studies	
RELS 228	Civilizations-Philosophy & Religious Studies	
RELS 229	Civilizations-Philosophy & Religious Studies	Non-Western
RELS 231	Civilizations-Philosophy & Religious Studies	
RELS 235	Civilizations-Philosophy & Religious Studies	
RELS 237	Civilizations-Philosophy & Religious Studies	
RELS 240	Civilizations-Philosophy & Religious Studies	Experiential-Travel
RELS 243	Civilizations-Philosophy & Religious Studies	Experiential-Travel
RELS 245	Civilizations-Philosophy & Religious Studies	Experiential-Travel; Non-Western
RELS 247	Civilizations-Philosophy & Religious Studies	Experiential-Travel
RELS 248	Civilizations-Philosophy & Religious Studies	Experiential-Travel; Non-Western
RELS 251	Civilizations-Philosophy & Religious Studies	
RELS 260	Civilizations-Philosophy & Religious Studies	
RELS 262	Civilizations-Philosophy & Religious Studies	
RELS 271	Civilizations-Philosophy & Religious Studies	
RELS 273	Civilizations-Philosophy & Religious Studies	
RELS 274	Civilizations-Philosophy & Religious Studies	
RELS 275	Civilizations-Philosophy & Religious Studies	
RELS 311	Civilizations-Philosophy & Religious Studies	
RELS 312	Civilizations-Philosophy & Religious Studies	
RELS 323	Civilizations-Philosophy & Religious Studies	
RELS 335	Civilizations-Philosophy & Religious Studies	
RELS 336	Civilizations-Philosophy & Religious Studies	
RELS 343	Civilizations-Philosophy & Religious Studies	
RELS 352	Civilizations-Philosophy & Religious Studies	
RELS 375	Civilizations-Philosophy & Religious Studies	
RELS 384	Civilizations-Philosophy & Religious Studies	
RELS 401		Capstone
RELS 487-488		Experiential-Research
RELS 491-492		Experiential-Research
RELS 496-498		Experiential-Research
SOCI 200	Social Sciences	
SOCI 202	Social Sciences	
SOCI 210	Social Sciences	Non-Western
SOCI 212	Social Sciences	
SOCI 215	Social Sciences	Non-Western
SOCI 217	Social Sciences	
SOCI 218	Social Sciences	Experiential-Travel
SOCI 219	Social Sciences	
SOCI 224	Social Sciences	
SOCI 225	Social Sciences	
SOCI 227	Social Sciences	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
SOCI 228	Social Sciences	
SOCI 230	Social Sciences	Non-Western
SOCI 241	Social Sciences	
SOCI 250	Social Sciences	Experiential-Travel
SOCI 260	Social Sciences	Non-Western
SOCI 270	Social Sciences	Non-Western; Experiential-Travel
SOCI 273	Social Sciences	Non-Western; Experiential-Travel
SOCI 300		Experiential-Research; Computing
SOCI 400		Capstone; Experiential-Research
SOCI 410		Capstone; Experiential-Research
SOCI 420		Capstone; Experiential-Research
SOCI 430		Capstone; Experiential-Research
SOCI 440		Capstone; Experiential-Research
SOCI 450-451		Capstone; Experiential-Research
SOCI 455		Capstone; Experiential-Field Studies
SOCI 460		Capstone; Experiential-Research
SOCI 496-498		Capstone; Experiential-Research
SPAN 211-212	Foreign Language	
SPAN 215	Foreign Language	
SPAN 241	Arts & Literature-Literature	
SPAN 351	Arts & Literature-Literature	
SPAN 356	Arts & Literature-Literature	
SPAN 372		Experiential-Travel
SPAN 452		Capstone
SPAN 453		Capstone
SPAN 456		Capstone
SPAN 458		Capstone
SPAN 462		Capstone
SPAN 464		Capstone
SPAN 467		Capstone
SPAN 487-488		Experiential-Research
SPAN 491-492		Experiential-Research
STAR 241	Arts & Literature-Arts	
STAR 243	Arts & Literature-Arts	
STAR 244	Arts & Literature-Arts	
STAR 246	Arts & Literature-Arts	
STAR 247	Arts & Literature-Arts	
STAR 250	Arts & Literature-Arts	
STAR 251	Arts & Literature-Arts	
STAR 252	Arts & Literature-Arts	
STAR 255	Arts & Literature-Arts	
STAR 256	Arts & Literature-Arts	
STAR 257	Arts & Literature-Arts	
STAR 381		Experiential-Research
STAR 382		Experiential-Research
STAR 422		Experiential Research; Capstone
WMST 101	Social Sciences	
WMST 102	Social Sciences	
WMST 202	Social Sciences	
WMST 281	Social Sciences	
WMST 282	Social Sciences	
WMST 347	Arts & Literature-Arts	
WMST 361	Social Sciences	
WMST 300 & 301		Capstone; Experiential-Research
WMST 300 & 450		Capstone; Experiential-Field Studies
WMST 300 & 455		Capstone

Campus Life

The college believes learning extends beyond the classroom and into every aspect of campus life. The college offers a large number of academic, social, recreational, and leadership opportunities for its students. In keeping with the college's mission, these co-curricular activities foster the development of the mind and character of our students.

Student Affairs

The Office of the Dean of Students administers the departments within Student Affairs in coordinated efforts to create integrated learning opportunities, contribute to each student's transformative liberal arts education, and foster a sense of community throughout the college in order to help students fulfill their potential as scholars, young adults, and informed citizens. The areas within the Student Affairs program include Brock Sports and Recreation Center, Campus Safety, the Chaplaincy (religious life and volunteer services), Personal and Career Development, Counseling Services, Judicial Affairs, New Student Orientation, Residence Life and Housing, Student Health Services, and Student Life (student activities, diversity and inclusion programs, Brock Commons, fraternity and sorority life, commuter life, leadership programs, student government, student mail services, and student organization services).

Student Affairs embraces the following educational vision, mission, and values: Vision – The members of Student Affairs at Randolph-Macon College are educators who collaborate with the college community to enhance the on-going development of the mind, body, and character of students. Mission – Student Affairs upholds the mission of the college by serving as a catalyst to create a community that embodies civility and respect and is focused on supporting students' liberal arts education. Values – In pursuit of the mission and vision, Student Affairs adopts the following values: learning and personal growth; personal engagement with all Randolph-Macon constituencies; accountability and responsibility; assessment; collaboration; and global awareness and diversity.

Student Regulations

Every student who joins the Randolph-Macon community is expected to embrace high standards of personal integrity and behavior. The college has developed regulations covering both academic matters and student conduct which serve as guidelines for implementing this person-centered philosophy. If at any time the conduct of a student reflects a disregard for the principles of social responsibility and self discipline or becomes detrimental to the welfare of other students and/or to the best interest of the college, the administration reserves the right to require that student's withdrawal from Randolph-Macon College.

Every student who enters Randolph-Macon College is expected to make a personal commitment to the principles of honor and integrity, which have long been crucial components in the academic community. These qualities are the basis for life and conduct at the college. The orientation program for new students includes a presentation and an explanation of the Code of Academic Integrity. The code is printed in full in *Fishtales,* the student handbook.

College regulations concerning student life and student conduct are fully supported by the student government and are published annually in *Fishtales*, the student handbook, which is distributed to all students at the beginning of the fall semester.

Orientation for New Students

All new students (first-year and transfers) complete an orientation program in the fall to learn about Randolph-Macon requirements, traditions, academic standards, and educational and co-curricular opportunities. Students will select their classes during the summer registration and get acclimated to the campus in the summer.

Residence Life and Housing Program

Residency Requirements: Randolph-Macon College requires that all students live in college-owned housing unless they are residing with their parents, guardians, or spouses; 23 years of age or older; part-time students with eight or fewer semester hours; or those students who have special medical or personal considerations which must be accommodated (documentation is required) through Disability Support Services.

Due to capacity constraints, there will be times when the college will permit other students to move off campus. When this permission is given, the criteria for students selected will be based on class seniority and will be regulated by the Office of Residence Life and Housing. The authorization to live off-campus will be granted for that particular academic year only.

A waiver and emergency card must be signed and approved in the Office of Residence Life and Housing for every student living off-campus. If this Residence Requirement Waiver is not completed, the student will be billed for room and board as a residential student.

Residence halls, special interest housing, and fraternity and sorority houses provide accommodations for the majority of students. Students may not live off campus without approval of the Director of Residence Life and Housing. Students must be enrolled to live in a residential facility on campus.

Professional Residence Life staff members live on the campus and are responsible for the total opera-

tion of the residential areas, including the supervision of staff, advising and counseling individuals and groups, coordinating residence hall programs, and administering residence hall policies.

In each residence hall, there are upper class Resident Assistants who work cooperatively with students in promoting a positive living and learning environment. Their role is a varied and significant one which emphasizes creating an environment that will contribute to the intellectual, social, and cultural development of the residents.

Almost all residence hall rooms at Randolph-Macon are double occupancy, and the college reserves the right to assign two students to each double room. Therefore, single occupancy rooms are not normally available.

Each occupant is furnished with bed, mattress, desk, and dresser. Window blinds are provided in all residence halls. Students may supply their own accessories.

Any damage to an assigned room will be charged against the contingency deposit. Students of entire floors or sections of residence halls may be held collectively responsible for damage to areas or equipment on the floor other than the rooms themselves. This principle may be applied to occupants of an entire residence hall.

New students are assigned to residence hall rooms by the Office of Residence Life and Housing prior to their arrival at school. Room assignments are based upon information gathered from forms completed by each new student. These forms are mailed out by the admissions office. Applicants who wish to room together must both have paid their deposit and requested each other on the new student housing form. Students currently enrolled in the college make their room reservations for the new session on a designated day in the spring. Before a new student can reserve a room, the reservation deposit for the following year must have been paid.

All Randolph-Macon College students who reside in the residence halls or apartments/houses are bound to all sections of the housing contract. No subletting of rooms in whole or part is allowed. No one is entitled to transfer one's room or reservation to another.

Regulations concerning the residence halls are contained in *Fishtales,* the student handbook. Students may occupy their rooms on the dates specified by the college calendar and are expected to vacate them during the Thanksgiving break, semester break, January term break, and spring break vacations, and at the close of final examinations at the end of each term. The residence halls are closed during the summer months, except during the summer term and special programs.

The Randolph-Macon College Parents Board of Directors

The Parents Board of Directors supports the general goals and purposes of Randolph-Macon College, as well as its highest priorities, and fosters bonds between parents and the college. The board promotes the image and reputation of Randolph-Macon and is a forum for the exchange of information concerning the activities and programs of the college as a whole. The board provides an opportunity to support events and activities, which enhances the college experience for students and families and helps to strengthen the institution's financial foundation.

Dining Hall

The college operates its own dining hall. Students who live in on-campus housing, including special interest and fraternity and sorority houses, are required to board in the college dining hall. There are several meal plan options. For more information, refer to the section on Fees.

Student Life

The Office of Student Life is committed to creating and facilitating experiences that encourage an inclusive community and total student development. We are committed to fostering an environment conducive to personal, ethical, cultural, emotional, social, spiritual, and organizational development through co-curricular involvement. The Office of Student Life facilitates the eleven functional areas described below:

Student Activities

The Office of Student Life provides support for student activities on campus by providing spaces for programming, mentoring students on event planning, and encouraging engagement on campus. The Campus Events Committee of the Student Government Association, advised by the Office of Student Life, serves as the major programming board on campus, providing quality, student-run, and student-centered entertainment and events on campus.

Diversity and Inclusion Programs

Randolph-Macon College recognizes the complexity of the world that we live in and values a diverse and respectful community that promotes student learning. The Office of Student Life supports the college's commitment to embracing difference by spearheading opportunities and services that assist students in learning about social and cultural differences. Points of connection on campus for students around issues of diversity and inclusion are offered through educational programming and training

(Mosaic Series, DreamSpeak Conference, and LGBTQ Education Week), advocacy and supportive services (Women of Color Discussion Group, Safe Zone Allies Programs, and the Diversity Council), and resources (literature, academic department information, and student organization connections).

Brock Commons

The Brock Commons is the hub of co-curricular student life on campus. It is a place to relax, grab a bite to eat, shop the bookstore, get involved in student organizations, pick-up your mail, and any other number of things! Through its boards, committees, and student employment, Brock Commons offers firsthand experience in citizenship and educates students in leadership, social responsibility, and values. In all its processes, Brock Commons encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Brock Commons is expected to open Spring of 2013.

Fraternity and Sorority Life

Fraternities have been a part of the college since 1869. These organizations provide opportunities for students to broaden their educational experiences and enrich their personal lives. The Greek organizations are regulated by the policies and procedures of the college. There are 11 inter/national Greek-letter fraternities and sororities on the campus. The following list includes the initial date of establishment at the college: Kappa Alpha Order, 1869; Kappa Sigma, 1888; Theta Chi, 1949; Sigma Alpha Epsilon, 1967; Sigma Phi Epsilon, 1906; and Phi Delta Theta, 1874 (for men); and Kappa Alpha Theta, 1984; Alpha Gamma Delta, 1987; Delta Zeta, 1991; and Alpha Kappa Alpha, Inc., 2008 (for women). We are also privileged to have Alpha Phi Omega Service Fraternity (co-ed).

The Inter-fraternity Council is the governing body of the fraternity community, and the Panhellenic Council is the governing body for the sororities on campus. These two nationally recognized organizations are responsible for formulating policies on recruitment and new member education that touch upon fraternity/sorority relationships to the college administration and the total academic community. They also help to provide leadership experience and training for fraternity and sorority members. There are three inter/national Greek honor societies established at Randolph-Macon College: The National Order of Omega Leadership Honorary Society, Gamma Sigma Alpha Academic Honor Society, and Rho Lambda Panhellenic Honor Society.

Commuter and Off-Campus Life

Commuters comprise over 10% of the student body of Randolph-Macon College. The goal of the Commuter and Off-Campus Life program is to connect these students with Randolph-Macon services, the community, involvement opportunities, and to advocate for their unique needs. The Commuter Student Association (CSA) serves as the voice of our commuter students. The CSA also assists with Commuter Student Orientation and provides social programming that encourages involvement on campus.

Leadership Programs

Leadership development is a central component in all areas of Student Affairs. The Office of Student Life primarily directs programs and services to enhance student leadership development and provide opportunities for co-curricular involvement at Randolph-Macon College. Leadership development is a continual process. Accordingly, a diverse range of programs, including our Signature Leadership Fellows program, caters to a variety of student needs each semester. These opportunities help students gain an understanding of self, a working knowledge of leadership, and a connection with the community, resulting in stronger student organizations and confident student leaders. Randolph-Macon also has an active chapter of Omicron Delta Kappa National Leadership Honor Society that assists with leadership programming on campus.

S.E.R.V.E. Program (Students Engaged in Responsible Volunteer Experiences)

The SERVE Program is the Randolph-Macon College volunteer and community service program. Launched in the Fall of 2012, SERVE seeks to coordinate the efforts of the Randolph-Macon students, faculty, and staff around service to others in keeping with the long-standing tradition of service at the College. In 2010-11, Randolph-Macon College students collectively amassed almost 8,000 volunteer hours. Nearly 50 students spent an alternative Spring Break in Florida for a combined 950 hours with Habitat for Humanity and 130 hours for a Haiti Relief project. Students in R MC's Fraternities and Sororities contributed more than 4,500 hours of collective service to the community, collected 550 pounds of canned food, donated 60 inches of hair to Locks of Love, 21 toys to Toys for Tots and generous funds to various organizations. In addition, money was raised on campus and donated to the Red Cross & Partners in Health for the Haiti Earthquake Relief. The SERVE program, in the Office of Student Life, is an integral part of Randolph-Macon's Leadership Development Programs and Service Initiatives.

Service Fellows

The Service Fellows Program is a multi-year experience that integrates direct service opportunities with instruction, reflection, and exploration of the con-

texts and root causes of social needs. The Service Fellows Program enriches the learning experience and development of fellows as they become builders of sustainable and just communities. The program is designed to operate much like a not-for-profit service organization.

Service Fellows have the opportunity to progress through four years of guided service, exploration, and reflection in this intentional co-curricular program. Fellows must participate in at least year two through four to complete the program. The Service Fellows Program provides real world experience combined with education and reflection in focused and intentional ways.

Student Government

The Student Government Association, deriving its authority and responsibility from the administration and advised by the Office of Student Life, provides an important opportunity for students to develop knowledge and experience in the use of basic democratic processes. The Student Government Association is comprised of a senate of 23 members. The college encourages student self-government within the established guidelines and supports student leaders in carrying out their responsibilities. In keeping with the college's commitment to shared governance, students participate in many decision-making bodies at the college and meet regularly with the president of the college and a standing committee of the Board of Trustees. In addition, students sit on several faculty committees as full voting members.

Student Mail Services

The Student Mailroom, located temporarily at the corner of Patrick and Henry Streets, is the first and only stop for all of your on-campus postal needs. You can mail a letter as well as pick-up your mail or that package for which you've been waiting.

Student Organization Services

The Office of Student Life oversees the overall student organization structure, including registration, training, and developmental activities. Randolph-Macon College has over 80 student organizations. These groups support the overall mission of the college and are involved in numerous activities, which promote student growth and development by enriching the academic experiences and providing opportunities to explore community interests, publications, and other avenues for involvement. Randolph-Macon students are encouraged to use student organizations to participate, connect, and discover during their time at the college.

The Office of Student Life invites you to find out more about our office and the opportunities that we provide by calling 804-752-7318, sending an e-mail to studentlife@rmc.edu, or visiting us on the internet at www.rmc.edu/studentlife.

Religious Life and Volunteer Services

The college is proud of its relationship with the United Methodist Church and seeks to provide programs that enhance the spiritual life of all students through a variety of religious programs.

Religious life programs and organizations are sponsored by the Office of the Chaplain and the Campus Ministries Council. These campus ministry organizations include United Methodist Student Fellowship, Roman Catholic, Jewish Hillel, Young Life, Episcopal, Buddhist Meditation Group, Ujima, Greek Ministry, and InterVarsity. The chaplain also provides ministry to students of other faiths and leads spiritual life and social issues discussions. These groups conduct weekly gatherings, bible studies, small groups, retreats, and social events. Through the Campus Ministries Council, they jointly sponsor campus worship services, social events, community service projects, and spring break mission trips.

The following activities are important aspects of Randolph-Macon's effort to promote social awareness and community service: Alpha Phi Omega, Habitat for Humanity, Big Brother/Big Sister, Winterization, Humane Society, Leadership Council, Amnesty International, and Organization of Sexual Minorities and Allies (OSMA). Other activities include tutoring, nursing home visits, homeless programs, Red Cross, and Spring Break volunteer worktrips. Students are also encouraged to become involved in efforts to deal with problems of hunger, war, racism, heterosexism, human rights abuses, and interfaith issues.

The Office of the Chaplain also provides counseling and co-sponsors the Brown Lectureship. The Office of the Chaplain and the Office of Volunteer Services are located on the second floor of Peele Hall.

Athletics, Sports, and Intramurals

A program of intercollegiate athletics, intramural sports, and required physical education courses provides Randolph-Macon students with varied opportunities for physical proficiency.

Intercollegiate Athletics — The varsity intercollegiate program, which is open to all students, consists of 15 sports: men's teams in football and baseball; men's and women's teams in basketball, golf, lacrosse, tennis, and soccer; and women's field hockey, softball, swimming, and volleyball teams.

In both men's and women's sports, the college is a member of the National Collegiate Athletic Association (NCAA) Division III and the Old Dominion Athletic Conference (ODAC). All teams at Randolph-Macon regularly compete against other

ODAC members as well as selected area non-conference schools. In addition to Randolph-Macon College, the ODAC includes Bridgewater College, Eastern Mennonite University, Emory & Henry College, Lynchburg College, Roanoke College, Randolph College, Virginia Wesleyan College, and Washington & Lee University, all of which are from the state of Virginia, and Guilford College of North Carolina. Hampden-Sydney College (an all men's school) and women's colleges Hollins and Sweet Briar are also ODAC members. Area non-conference schools such as Catholic University (D.C.) and Mary Washington College are also often included on Randolph-Macon schedules.

The conditions under which a student is eligible to represent the college in intercollegiate athletics are stated under Academic Regulations.

Intramural Sports — The intramural program gives every student, regardless of his or her athletic ability, the opportunity to participate in a variety of athletic activities. During the fall, men and women compete in flag football, sand volleyball, and indoor soccer. During the winter, there are basketball leagues and ping pong, racquetball, and billiards tournaments for men and women. In the spring, men and women play indoor volleyball, softball, and ultimate Frisbee.

The Student Intramural Board plans and directs all intramural activities in concert with the director of intramurals in the Brock Center.

Facilities — The Brock Center, a 73,000-square-foot facility devoted to student sports, recreation, and fitness, is the largest non-academic building on campus. The center contains a field house with three multi-purpose courts for basketball, volleyball, indoor soccer and tennis, badminton, and pickleball; a six-lane, 25-yard swimming pool; a one-tenth mile, three-lane running track; weight conditioning and aerobic fitness equipment; an aerobics room; racquetball and squash courts; and an 18-foot rock climbing wall. A professional and student staff provides a multitude of intramural, recreational, instructional, and competitive activities open to all Randolph-Macon College students, faculty, and staff.

Crenshaw Gymnasium, erected in 1964, and renovated in 2005, has a 1,680-seat basketball area. There are offices, dressing rooms, showers, classroom, and a conference room. A separate athletic building houses a modern weight room, offices, and a conference and audiovisual room.

Alumni Gymnasium is used for physical education and varsity athletics. A gallery with running track surrounds it. There are showers, dressing rooms, an equipment room, and a training room.

To the north of the Crenshaw Gymnasium is five-acre Day Field for football, baseball, and intramural sports and the Hugh Stephens Baseball Field.

Also located on campus are 10 all-weather tennis courts and Blincoe Field, used for soccer.

The women's soccer field and the new Nunnally Field for hockey and lacrosse are located just west of the tennis courts.

Student Health Services

The mission of Student Health Services is to maintain or restore the health and wellness of the students of Randolph-Macon College in order to support them in achieving their academic goals. It is the intent of Student Health Services to deliver quality medical care in a cost effective manner while treating episodic and acute non-emergent illnesses or injuries, evaluating and treating acute exacerbations of chronic illnesses, and providing wellness education for the long-term benefit of the students. The mission will be filled through a wide spectrum of services and programs, such as comprehensive primary care for health and wellness with an emphasis on the individual student's needs; urgent medical care for acute traumatic injuries and illnesses; medical surveillance and recommendations for the campus on a range of health promotion and disease prevention initiatives and comprehensive women's health services. In addition, Student Health Services provides in-house evaluation and treatment of sports medicine and orthopedic injuries in conjunction with a local board certified fellowship trained sports physician.

Student Health Services will also work closely with Counseling Services regarding issues related to mental health evaluations, management, and treatment. Laboratory services are available. Blood draws are peformed at Student Health Services and evaluated by a local lab that can file any fees with the student's insurance. Various medications are available to treat a variety of symptoms and illnesses, including antibiotics, gastrointestinal symptoms, respiratory, and pain management. Students may keep their serum at the health facility, and allergy injections are administered for students requiring these services.

Many services are provided at no cost to the students. Services or medications requiring a nominal fee are charged directly to the Student Account. Services will continue to focus on the diagnosis, treatment, and prevention of medical issues relevant to our student population here at Randolph-Macon.

When medical assistance is required in the evening or on weekends, students use the emergency room services provided by Richmond hospitals and the services of the local volunteer rescue squad. The college does not provide transportation for any medical visits off-campus.

The State of Virginia requires that each new student have an immunization/medical examination record on file prior to entrance to the college. The required Randolph-Macon Health History Form will be

mailed to the student and this form must be completed by the family physician and returned directly to Student Health Services by the specified date. Failure to do so will mean the student's file is incomplete, and the student may not register for classes or reside on campus until this is completed.

Counseling Services

The Center for Counseling Services strives to foster the holistic development of students in the Randolph-Macon community. The Center seeks to be a bridge between the theoretical world of academe and the psycho-social life of students beyond the classroom. Through the therapeutic process students are assisted in clarifying their values, interests, and life goals as they concurrently work to increase their levels of self-determination, goal directedness, and independent functioning. The Center endeavors to promote the development of the whole, mature student while supporting the mission of the College.

Counseling Services offers confidential personal counseling to all students at no charge. Services include individual personal counseling, group counseling, consultation, and referral services when deemed appropriate or preferred by the student. Brief consultations and referrals are available to faculty and staff. Counseling Services also provides workshops on a variety of topics, confidential online mental health screenings, and alcohol/drug education classes. The counseling staff is comprised of three licensed mental health counselors, an AOD Prevention Coordinator, and a Secretary/Receptionist.

The Center for Counseling Services is located in the Pannill House at 206 East Patrick Street and is open Monday-Friday 8:30 AM to 5:00 PM during the academic year. The telephone number is 752-7270; the on-campus extension is 7270. After hours emergencies are routed through the Campus Safety Office to Counseling Services staff, or to the Hanover Community Services Board. For after hours emergencies, dial 752-4710 (on-campus ext. 4710 or 0) for Campus Safety, or dial 365-4200 for the Hanover Community Services Board Crisis team.

Center for Personal and Career Development

The Randolph-Macon Edge program provides personal and career planning to all Randolph-Macon students. ***The Edge*** provides a comprehensive practical and educational approach to career planning. ***The Edge*** embodies a wide array of focused programs and tools designed to assist motivated students in meeting their evolving future life goals at each step of their four years of college. Students are encouraged and incentivized to engage in a variety of self-assessment activities in the freshman year. Each succeeding year, students are strongly urged to attend increasingly focused activities that relate directly to their designated career choice or selected graduate field of study. An articulated understanding of career and academic interests allows students to focus on directed acquisition of information, skills, and experience in one or more occupational fields. Students are urged to take personal responsibility for their post-graduate lives by working and planning collaboratively with ***The Edge*** staff and their Academic Advisor.

Students are supported in this planning effort as they explore different careers with programmatic group sessions, with print and electronic information, and with programs such as an annual CEO Camp, providing business leadership perspective for a variety of career paths in an intense immersion program. The Macon Connections, a series of periodic opportunities to partner with Alumni for networking, is an integral part of the career development experience. As students gain information about various career fields, it is anticipated they will seek experience in career areas of interest through both paid and unpaid internships. The Bassett Internship program, hosted and supported by ***The Edge***, provides academic internships.

Finally, when students have selected a targeted career path, a series of job search programs are offered to assist them in gaining the skills necessary to complete a successful job search, including resume workshops, etiquette dinners, mock interviews, and dress-for-success workshops. In partnership with the Alumni Office, ***The Edge*** helps support the Alumni Network, a database of Randolph-Macon College alumni volunteering to mentor students in their career development.

The Edge4YellowJackets, a web-based search database, is a rich resource for students seeking part-time, full-time or seasonal jobs and paid and volunteer internships as well as post-grad career opportunities. Students can also avail themselves of an up-to-date online reference library, along with a comprehensive web site that includes information on office services, career development, and links to career-related sites. Specialized programs and support are offered for students seeking admission to graduate programs. The Randolph-Macon ***Edge*** staff is prepared to partner with students in providing a leading ***Edge*** to their personal and career development. The office is located on the first floor of Thomas Branch Hall, with flexible hours to suit the needs of student schedules. The telephone number is 752-3103. The on-campus ext. is 3103.

Information Technology on Campus

Randolph-Macon College is a leader among colleges its size in employing learning technologies. Each residence hall room is wired (one connection per bed) for direct access to the campus computer network and the network and the Internet, as well as for cable television and telephone service. A project for Wireless access upgrade took place during the summer of 2010. Double the numbers of access points were deployed and the new access points are the new wireless standard - **802.11n**. This is the latest gene- ration of high-speed Wi-Fi and this new standard is capable of delivering the range and capacity to support today's most bandwidth-hungry applications. A project costing over $300,000 also funded the upgrade of the entire wired network equipment in the summer of 2010. Over 200 PCs are publicly accessible in computer labs, academic buildings, and the McGraw-Page Library. Miles of fiber optic cable connect the academic, residential, and other buildings. The Library is fully automated with an online catalog system (we use SIRSI) and a powerful electronic searching capability.

Faculty, staff, and students regularly use e-mail to enhance communications. Many courses explore the resources of the World-Wide-Web. Many courses have online syllabi, lab manuals, and/or discussion groups. Students can even publish their own web pages using the campus network. The Randolph-Macon cable television channel provides information and educational programming for the college.

The college does not require students to bring a computer from home, nor do we mandate the purchase of a particular type of computer upon arrival on campus. Approximately 95% of students do bring their own personal computers with 83% of these being Windows based PCs. PCs are the predominate platform on campus in academic areas and the Library. The college does facilitate the purchase of computers through the Dell University plan (check ITS web pages). **Upgrades to Microsoft operating system, Microsoft Office Suite and antivirus software are provided to all students as part of current fees.** While the college's Information and Technology (ITS) staff assists students with computing problems, this service is limited to help with software and network configuration difficulties. ITS is not responsible for repairs to personal computers experiencing hardware problems, nor are they required to assist in recovery of systems infected with computer viruses. Manufacturer or a local merchant may need to be contacted for computer hardware assistance.

The college's information technology resources are best examined by visiting the Randolph-Macon College Website at http://www.rmc.edu/Offices/its/campustech.aspx.

Safety and Security on Campus

The Campus Safety Office serves the entire college community and provides continuous service to maintain a safe environment in which members of the community can pursue their various activities, and in which the college can fulfill its mission.

The primary functions of the campus safety office are to protect and assist citizens of the college community and to safeguard its property and resources; to enforce the rules and regulations of the college as well as federal, state, and local law; and to treat all persons equally with respect, regardless to race, gender, religion, or sexual orientation.

Our safety program includes a number of professional, educational, and crime preventive services to generate a sense of personal responsibility in each individual to reduce criminal opportunities. In addition to patrolling buildings and grounds 24 hours a day, campus safety officers patrol the campus on foot, by vehicle, and on bicycle. Various community services are provided or supported by the campus safety office, including student identification cards, keyfobs, cameras, vehicle registration, anonymous crime reporting via our Silent Witness Program, crime prevention tips and programs, responding to alarms, locking and unlocking buildings, requests for assistance, emergency response, public service announcements, timely warning safety alerts, crime statistics, and continuous switchboard service. Campus safety works to maintain a harmonious working relationship with local law enforcement agencies, commonwealth's attorney's office, the courts, and local government.

Campus safety staff are not law enforcement officers, but they do take responsibility to protect the campus grounds and facilities as well as the faculty, staff, alumni, students, and visitors of Randolph-Macon College. Campus safety officers are trained in mediation for conflict resolution to reduce conflict within the educational system. The security and safety-related functions on campus include oversight of the campus-parking program, production of student identification cards and keyfobs, and monitoring the electronic camera security system.

For more information regarding safety and security or The Campus Security and Crime Statistics Act, please contact the Office of Campus Safety located at 203 Caroline Street. The office is staffed 24 hours a day. You can contact us at 804-752-4710 off-campus; dial "0" on campus.

Vehicle Registration and Parking

Vehicle Registration: Vehicle registration is mandatory for all students (including commuters) and for faculty and staff who use or drive a vehicle while attending or employed by Randolph-Macon College.

Vehicle Registration and Vehicle Waiver Forms may be filled out and submitted on line at http://www.rmc.edu/Offices/campus-safety.aspx, or in person at the Office of Campus Safety. (Students not using/driving a vehicle will need to complete the waiver section of the vehicle registration form in order to be reimbursed their registration fee, or complete and submit an on-line Vehicle Waiver Form.) *Completed Vehicle Registration Forms can be mailed to the Office of Campus Safety, 203 Caroline St. Ashland, VA 23005*. Student vehicle decals will be distributed during Athletic Check-In, Freshmen Orientation, and Returning Student Check In. Late registrations must be completed in person at the Office of Campus Safety within the first two weeks of the semester. A vehicle is considered registered when a valid parking decal is displayed on the rear window in the bottom left corner.

Temporary Parking Permit Policy for Visitors and Students: Temporary parking permits are available to guests of the college by visiting the Office of Campus Safety. Temporary parking permits are also available to students twice a semester for limited use of borrowed, rented, or other temporary vehicles. Temporary parking permits are valid no more than 5 days and may not be used in lieu of vehicle registration. All guests to Randolph-Macon College are subject to the college's motor vehicle, bicycle, and parking regulations. Vehicles located in college owned parking lots without proper permits will be subject to tow.

Special Needs Permit: Students with special parking needs, whether temporary or permanent, should contact Dr. Jack Trammell in the Higgins Academic Center to apply for a special permit to display in their vehicle. This special permit is in addition to the vehicle decal required of all Randolph-Macon College students. There is no charge for this special permit.

Parking Rules and Regulations: Faculty, staff, students, and visitors must follow all parking rules and regulations. A complete list of parking rules and regulations including Freshman parking can be obtained at the Office of Campus Safety or can be accessed online at http://www.rmc.edu/Offices/campus-safety.aspx.

Student Complaints

Students who have complaints about any aspect of the college's operations or programs can address their complaints in writing to the dean of students, and the dean will respond in a timely fashion.

Admission to the College

Randolph-Macon College welcomes applications for admission from men and women who demonstrate sound academic preparation, show strong motivation, and exhibit desirable personal characteristics. The Committee on Admissions endeavors to select for admission students who are best qualified to profit from the program of the college and who, at the same time, will contribute to the life of the college.

Freshmen and qualified transfer students from accredited colleges may apply for admission for either fall or spring.

Admission Factors

The Committee on Admissions stresses the following factors when considering an application:

Secondary school record with emphasis upon the quality of the work, the appropriateness of the program, and an individual's academic standing among his or her peers.

Standardized test results of either the SAT of the College Board or the ACT program.

Recommendation of counselor, principal, headmaster, or teacher.

Personal characteristics including leadership and involvement in extra-curricular activities, which would make the student a valuable member of the college community, plus evidence of interest in a liberal arts education.

Preparation for Admission

The college seeks to admit students who show promise of academic success. Accordingly, great emphasis is placed on the quality of applicants' academic records. Candidates for admission should successfully complete a college preparatory course of study in secondary school. Normally, it is expected that at least 16 units of a student's total program will have consisted of academic college preparatory courses. While students with non-traditional preparation are considered, it is generally recommended that applicants present the following subjects for admission:

English — Four years; skill and practice in expository writing is considered very important.

Mathematics —Three or four years; algebra, intermediate algebra, and geometry provide basic preparation for many courses at Randolph-Macon, including mathematics courses that are required. Students whose programs of study will require a calculus sequence need an introduction to trigonometry.

Foreign Language —Two or more years, ancient or modern. (Three or more years strongly recommended.)

Social Science —Two or more years including United States, European, modern, or world history; government.

Laboratory Science —Two or more years; biology, chemistry, physics, or physical science.

Electives —Three or more additional academic courses selected from the five course areas listed above.

Early Action Plan

This program is designed for students who have Randolph-Macon as one of their top choices. Under this plan, candidates submit all application materials by November 15 and are notifed of the admission decisions by January 1. This is a non-binding program: candidates are free to apply to other colleges and do not commit to enrolling at Randolph-Macon. If they choose to enroll at Randolph-Macon College, the deposit deadline is May 1, the same as for Regular Decision.

Regular Admission Procedures

Applications —All applicants are urged to submit the formal application early in their senior year. All paper applications for admission must be accompanied by a check in the amount of $30, which is non-refundable. Students may also apply online at www.rmc.edu/apply. There is no fee for online applications.

Randolph-Macon College accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools or online at www.commonapp.org.

Secondary School Records —As a general rule, transcripts should be submitted at the end of the first semester of the applicant's senior year in school, but may be submitted at any time prior to the application deadline.

Scholastic Assessment Tests — SAT: Reasoning Test or ACT —All applicants for admission are required to take the SAT: Reasoning Test (critical reading, math, writing) of the College Board or the ACT Test. The SAT or ACT should be taken no later than January of the senior year.

The applicant should make arrangements to take these tests by obtaining the necessary information from the high school guidance office, from The College Board at www.collegeboard.com, or from ACT at www.act.org. Expenses for the tests must be borne by the applicant.

Interviews —Although personal interviews are not required of applicants, interested students are strongly encouraged to visit the college to speak with an admissions counselor and meet with students and professors. Students are welcome during the school year on weekdays until 4 p.m. or on most Saturdays (October through April) until noon. Visitors during the summer are welcome on weekdays.

Admission to the College

A student who wishes to visit the college for an interview and tour should contact the admissions office well in advance for an appointment. The admissions office number is (804) 752-7305 or toll-free 1-800-888-1762. The office's email address is admissions@rmc.edu.

Application, Notification, and Reply Dates — All applications, transcripts, and test scores should reach the college by March 1. Applicants whose credentials are complete at this time may expect to receive notification by April 1. Applicants who are offered admission by April 1 must reply by May 1 and pay a reservation deposit of $300 at that time. Applications received after March 1 are considered as space is available.

Evidence of Graduation — Prior to enrollment at Randolph-Macon, students must furnish the college with official evidence of high school graduation, or the equivalent (e.g. G.E.D.).

Early Entrance

Randolph-Macon will consider applicants who wish to enter college after their junior year in high school. Such applicants should generally meet all admission requirements and adhere to the normal procedures and deadlines. These students should have strong secondary school records and should present a recommendation from the school indicating both social and academic maturity. An interview at the college is required.

Credit-By-Examination

1. Policy

A student may receive a maximum of 75 semester hours through transfer work from regionally accredited two-year and four-year institutions and/or credit-by-examination (e.g. Advanced Placement, International Baccalaureate or CLEP.)

2. Advanced Placement

Randolph-Macon subscribes to the purposes of the Advanced Placement Program of the College Board in recognizing the completion of college-level studies in secondary school. Qualified students are urged to take the Advanced Placement Examinations offered by the College Board. Entering students who present satisfactory scores on these examinations and other supporting evidence may apply for credit toward graduation and for advanced placement in the subjects in which they indicate ability and achievement. (See following chart.)

In most cases, students presenting composite scores of four or five and other supporting evidence shall receive credit equivalent to a year's course in the subject in which they were tested. Students presenting scores lower than four may be eligible for credit; however, they are evaluated for such by the chairman of the department in which credit is being sought.

Advanced placement and credit may in some cases be awarded on the basis of tests administered by the departments of Randolph-Macon. Students who believe themselves eligible for credit and/or placement and who have not taken the Advanced Placement Examinations may apply to the department in which they seek recognition. Credit and placement shall be given in accordance with the recommendation of the chairman of the department.

Students planning to qualify for teacher certification must meet all the state requirements.

Contact the college registrar for more information regarding advanced placement.

3. International Baccalaureate Program

Randolph-Macon considers for credit Higher Level examinations in the International Baccalaureate (IB) program. In most cases, the college awards 6 - 8 semester hours credit for scores of 5, 6, or 7 on a Higher Level examination recognized by the academic department concerned. Credit and/or advanced placement for a Higher Level score of 4 will be at the discretion of the department in which credit is being sought. No credit is awarded for Standard Level examinations. Contact the college registrar for more information regarding the International Baccalaureate Program.

4. College Level Examination Program (CLEP)

Randolph-Macon participates in the College Level Examination Program (CLEP), a national program of credit-by-examination that offers a student the opportunity to obtain recognition for college-level achievement. The college does not give credit for the CLEP General Examinations, but does give credit for selected CLEP Subject Examinations, according to the following guidelines and restrictions:

To be considered for credit, a student must score at or above the 50th percentile on the CLEP Subject Examination. In addition, certain departments require that the optional CLEP essay be taken and evaluated by appropriate Randolph-Macon faculty to determine if credit is warranted. In some cases, additional departmental requirements must be satisfied before credit is granted.

A student may not earn Randolph-Macon credit through this program for a college course in which a failing grade was earned, for course work in which college credit has already been awarded by Randolph-Macon or another accredited institution (except in a non-college parallel program), or in a repeat attempt to receive credit-by-examination. In addition, a student may not earn credit through the CLEP Program for lower-level course work if he or she has previously earned credit for more advanced work in the subject area.

Any new or current student at Randolph-Macon may seek credit-by-examination through the CLEP, provided that student is enrolled as a degree-seeking student at Randolph-Macon.

This credit may be used to satisfy degree requirements in the same way as the college work which the tests replace.

The appropriate academic departments, in consultation with the Randolph-Macon registrar, make the final decisions regarding the awarding of credit for the CLEP.

College credits earned through the CLEP are treated as transfer credits. They are recorded in semester hours on the student's transcript, but no grades or quality points are given.

Contact the registrar for more information regarding the CLEP.

Transfer Students

Students who have taken college courses after graduation from high school and before entering Randolph-Macon College are considered transfer students.

Students who wish to transfer from other colleges to Randolph-Macon must meet the general requirements for admission. They must have complete transcripts forwarded from all colleges previously attended. A secondary school transcript must also be provided. Transfer applicants must also submit scores from any standardized tests taken; applicants who have not taken any standardized tests should contact the admissions office.

Transfer students may use the same application for admission at www.rmc.edu/apply. The application deadline for entry in the fall semester is April 1; the deadline for entry in the spring semester is December 1.

Transfer students who have completed acceptable courses at other accredited colleges will be given credit for such courses provided these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Randolph-Macon or are applicable to a degree program at Randolph-Macon. These courses must be approved by the appropriate department and the registrar. The policy of the college is to accept only courses that carry grades of C- or higher.

A student may receive a maximum of 75 semester hours through transfer work from regionally accredited two-year and four-year institutions and/or credit-by-examination (e.g. Advanced Placement, International Baccalaureate or CLEP.) For more information on transfer credits, see Transfer Credit.

A minimum cumulative GPA of 2.0 is required on all previous college work undertaken. Transfer applicants must be eligible to return to their current (or last attended) institutions at the time they desire to enroll at Randolph-Macon. Exceptions to these regulations must be approved by the Committee on Admissions, Credits, and Academic Status of Students.

At least one-half of the semester hours of the major or minor program must be taken at Randolph-Macon. Any transfer course counting on a major or minor is calculated into the major or minor GPA.

International Students

Randolph-Macon College values globalism and diversity on campus. To that end, we seek applications from talented men and women from around the world.

Applications for the fall semester are due by March 1. All applicants must send a completed application for admission, essay, secondary school transcript, TOEFL scores, letter of recommendation, and $30 application fee. We require a minimum score of 550 on the paper-based TOEFL test or 80 on the Internet-based test for non-native English speakers.

All international applicants are required to submit a Statement of Financial Support provided by the Admissions Office as well as original bank statements providing verification of a student's ability to finance a Randolph-Macon education. International applicants are also encouraged to complete and submit the College Board's International Financial Aid Application.

Once an applicant has been accepted and the Statement of Financial Support has been received and approved by the Admissions Office, the I-20 document will be released. This form allows accepted international students to obtain an F-1 student visa.

Readmission

All students whose regular enrollment in the college ceases for any reason must file application for readmission if they wish to enroll again. Readmission is not automatic, and the application is reviewed by an appropriate committee of the faculty. The application for readmission should be filed with the registrar by the required deadline. (For complete information on readmission status, see Academic Regulations.)

Four-Year Degree Guarantee

The college guarantees in writing that freshmen entering in fall 2011 who meet the Four-Year Degree Guarantee requirements will graduate within four calendar years.

Any full-time student who satisfies the policies stated in the Randolph-Macon College Academic Catalog in effect at the time of their enrollment will enter into this partnership with the college and be able to graduate successfully within four years, or Randolph-Macon will provide the required course(s) on campus free of tuition charges.

These policies include:

- Complying with the academic requirements related to course load, number of courses, satisfactory progress, major and cumulative GPA, and timely

declaration of major(s) and/or minor(s);

- Meeting regularly (the college recommends twice per semester) with the academic adviser and following the advice provided by this adviser;
- Selecting and registering for courses in a timely fashion
- Submitting a completed application for degree in the academic year in which graduation is anticipated;
- Satisfying all financial obligations to the college;
- Avoiding any academic or judicial suspension or action that delays graduation.

The college reserves the right to withhold its free tuition guarantee if the student does not comply with one or more of the above policies. In addition, The Four-Year Degree Guarantee may not be applicable if the student elects certain second or third majors requiring coursework beyond what can be reasonably accommodated within a four-year period, or elects to defer graduation to allow athletic participation in a fifth academic year.

The Four-Year Degree Guarantee will be reviewed with each student individually during Summer Freshmen Orientation sessions, and a partnership agreement will be signed at that time by the President or Provost, the student, and his/her parents.

Courses Approved for Advanced Placement Credit

Examination	Score	Credit/Equivalent
American History	4 or 5	6 hrs. HIST 211-212
Art History	4 or 5	6 hrs. ARTH 201-202
Art – Drawing	4 or 5	3 hrs. STAR 241 (does not count on major or minor)
Biology	4 or 5	8 hrs. BIOL 122 and BIOL Natural Lab Science Credit
Chemistry	4 or 5	8 hrs. CHEM 115 and CHEM 175
Chinese Language and Culture	4 or 5	6 hrs. CHIN 211-212
Computer Science A	4 or 5	4 hrs. CSCI 111
Computer Science AB	4 or 5	8 hrs. CSCI 111-112
Economics - Micro	4 or 5	3 hrs. ECON 201
Economics - Macro	4 or 5	3 hrs. ECON 202
English Literature/Composition	4 or 5	4 hrs. ENGL 185
English Language/Composition	4 or 5	4 hrs. ENGL 185
Environmental Science	4 or 5	4 hrs. EVST Natural Lab Science Credit
European History	4 or 5	6 hrs. HIST 111-112
French Language	4 or 5	6 hrs. FREN 211-212
French Literature	4 or 5	6 hrs. FREN 351 and 356
German Language	4 or 5	6 hrs. GERM 211-212
Gov't & Politics - American	4 or 5	3 hrs. PSCI 202
Gov't & Politics - Comparative	4 or 5	3 hrs. PSCI elective
Human Geography	4 or 5	3 hrs. INST 251
Latin - Virgil	4 or 5	6 hrs. LATN 211-212
Latin - Literature or Cat/Hor	4 or 5	3 hrs. LATN 381 (Poetry)
Mathematics Calculus AB	4 or 5	4 hrs. MATH 131, placement in MATH 132
Mathematics Calculus AB	3	Placement in MATH 131
Mathematics Calculus BC	4 or 5	8 hrs. MATH 131-132
Mathematics Calculus BC	3	4 hrs. MATH 131, placement in MATH 132
Music	4 or 5	3 hrs. MUSC 101, placement in MUSC 221
Physics B	4 or 5	4 hrs. PHYS 151
Physics C (Mechanics)	4 or 5	4 hrs. PHYS 151
Physics C (Elect. & Magnetism)	4 or 5	4 hrs. PHYS 152
Psychology	4 or 5	4 hrs. PSYC 200
Psychology	3	3 hrs. PSYC elective
Spanish Language	4 or 5	6 hrs. SPAN 211-212
Spanish Literature	4 or 5	6 hrs. SPAN 351 and 356
Statistics	4 or 5	3 hrs. MATH 111
World History	4 or 5	6 hrs. HIST elective credit only (3 hrs. may be used on major or minor)
All others	xxx	Contact Department Chair

Fees and Financial Aid

Fees

The college has a system of annual charges which applies to all categories of students. (See chart on the following page.) The charges are subject to change without prior notice. Checks for the payment of tuition and all fees should be made payable to Randolph-Macon College and mailed to Student Accounts, Randolph-Macon College, P. O. Box 5005, Ashland, VA 23005 or to the location address which is 310 North Center Street, Ashland, VA 23005. See the Business Office web site (http://www.rmc.edu/offices/business.aspx) for other payment options or access MyMaconWeb under the Finance tab.

Upper class students who plan to return to the college for the next academic year must have satisfied all past billings and make the reservation payment on or before the due date (shown in the Table of Charges) to be eligible to pre-register for classes and to participate in the room selection process. The college cannot guarantee that a place will be available to an upper class student who has not satisfied all past billings and has not made the reservation payment. If payment for tuition, fees, room, and board is not received by the college on or before the due dates shown in the Table of Charges, the college can not guarantee that class and room assignments will be honored after the respective fall and spring semester payment due dates.

The cost of books and supplies not covered by the college fees varies with each individual but may be estimated at $1,000 for the year. The student bookstore does not permit charge accounts, but does accept most major credit cards.

Late Payment Penalties

The college reserves the right to keep students from enrolling for an upcoming semester or to drop students from enrollment during a semester for failure to meet their financial obligation to the college.

The administration will assess severe late payment penalties for failure to pay reservation deposits, tuition, room, and board by the respective due dates.

Contingency Deposit

Each entering student must make a Contingency Deposit of $300. Unpaid fees will be charged against this deposit for property damage, loss of equipment, lost books, unpaid fines, etc. (If necessary, the contingency deposit will be restored to $300 at the beginning of each semester.) Any remaining contingency deposit balance will be refunded after the student leaves the college.

Withdrawals and Refunds

The college must contract for its faculty and other services on an annual basis. Therefore, Randolph-Macon College has established a policy on refunds which is equitable to the college and to students. A student withdrawing from the college must notify the Provost and the registrar.

Recipients of financial aid who withdraw from the college should be aware that adjustments may be made in their financial aid awards and that such adjustments may reduce the amount of any refund. Please contact the financial aid office for a full description of the financial aid refund policy.

Withdrawals for Health Reasons **-** When a physician recommends the withdrawal of a student, there will be a refund of tuition and board in proportion to time spent in school. There will be no refund on dormitory rental.

Withdrawals for Reasons Other Than Health **-** In the case of such withdrawal from the college, the student may elect to have tuition and board held as a credit or to receive a refund according to the following:

If such withdrawal occurs during the first week of a term, 75 percent of the tuition will be refunded; during the second week of a term, 50 percent of the tuition will be refunded; during the third week of a term, 25 percent of the tuition will be refunded; thereafter, there will be no refund of tuition. Board will be refunded in proportion to time spent at the college. In no case will there be a refund of dormitory rental. The term shall be considered to begin at registration.

In the event a student is expelled or suspended from the college due to a disciplinary action or an honor violation, there will be no refund of any kind.

Refund of reservation deposits will be limited to one-half of the deposit provided a student is not returning to Randolph-Macon and requests a refund in writing prior to June 1. After June 1, no refunds of reservation deposits will be made.

The college reserves the right to block registration, and to not give final examinations, grant a degree, furnish a diploma, or issue a transcript of credits unless a student's account has been paid in full. Students may be disenrolled during a semester for failure to meet their financial obligation to the college.

Financial Aid

Randolph-Macon College administers a diverse program of scholarships, grants, loans, student employment, and other forms of aid for students who need assistance in meeting their educational expenses. No student should fail to seek admission to the college because of a perceived financial deficiency. All students are encouraged to explore the possibilities for financial aid. Enrolled students are urged to apply for aid for any academic year in which there may be a need.

The college awards honor scholarships on the basis of merit and academic and leadership potential. Most financial aid at Randolph-Macon is awarded on the basis of demonstrated need. Need is defined as the

Table of Charges 2012-2013

	Fall Semester Due by August 1	Spring Semester Due by January 10	TOTAL
Full Time Tuition	$17,945	$14,680	$32,625
Single Course Fee (per course-up to two courses per term)			$3,625
Comprehensive Mandatory Fee (Fees include access to student health services, accident insurance, activity and recreational fees, and computer use fees.)			
Residential	$900		$900
Commuter	$640		$640
Part-time	$135		$135
Room-			
Andrews Residence Hall	$3,165	$2,590	$5,755
Regular/Conrad and Moreland	$3,060	$2,505	$5,565
Freshman Village/Thomas Branch/Special Interest Housing	$3,100	$2,540	$5,640
Mary Branch	$2,675	$2,190	$4,865
Student Apartments/Mullen Drive	$3,185	$2,605	$5,790
Board-Freshmen are required to participate in the 19 meal plan if they reside on campus. Upper-class and transfer residential students may choose from the 19, 14, 10, optional 19 meal, or 350 block plans. The commuter plan is available to commuters and students not required to participate in other meal plans.			
19 Meals-per-week Plan With $50 flexible dining dollars ($28 fall/Jan.; $22 spring)	$2,555	$2,090	$4,645
14 Meals-per-week Plan With $175 flexible dining dollars ($96 fall/Jan.; $79 spring)	$2,555	$2,090	$4,645
10 Meals-per-week Plan With $450 flexible dining dollars ($247 fall/Jan.; $203 spring)	$2,555	$2,090	$4,645
350 Meal Block Plan + $200 flexible dining dollars 200 meals fall/Jan.; 150 meals spring With $200 flexible dining dollars ($110 fall/Jan.; $90 spring)	$2,555	$2,090	$4,645
Optional 19 Unrestricted Meals Plan ($28 fall/J-term; $22 spring term)	$2,800	$2,285	$5,085
Commuter Meal Plan 5 meals per week	$785	$645	$1,430

Special Fees-				
Automobile registration fee				$100
Commencement Fee (Seniors)			$150	$150
Contingency Deposit (refundable)	$300			$300
Fraternity Grounds Fee (per year)	$120			$120
Late Room Reservation Fee				$30
Lost I. D. Card or FOB Replacement Fee				$15 each
Matriculation Fee (Freshmen & New Transfer Students)	$100			$100
Resident Hall Association Fee				$10
Return Check Charge				$40
Room Change Fee				$25
Single Room Fee	$550		$450	$1,000
Summer & Special Program Rate per sem. hour				$375
Transcript Request				$5
Triple Room Credit				$500
Late Fee (1.5% per month for unpaid balances over $300)				

difference between the total cost of attending the college and the ability of the student and the student's family to contribute to that cost. The total cost of attending the college consists of the standard charges for tuition, fees, room, and board, plus approximately $1,000 for books and supplies and $1,500 for personal expenses and transportation.

Financial need is determined from confidential information provided on the Free Application for Federal Student Aid (FAFSA), which the student and the parents must file with the Federal Student Aid Programs. While family income is the most important criterion for eligibility, other factors such as assets, number of dependents, and number of children in college are also considered. Once the student's need has been determined, a financial aid package is offered. The offer normally consists of some combination of scholarship or grant, loan, and part-time employment. Financial aid awards are made annually, subject to the following conditions: (1) the amount of aid funds available from federal, state, and college sources; (2) the amount of demonstrated financial need; and (3) satisfactory academic progress maintained by the financial aid recipient.

Financial aid may come from a variety of sources, such as federal, state, college, and private; and from a variety of programs, each with its own eligibility criteria. Financial aid programs are complex, diverse, and subject to frequent revision and modification. A listing of those major aid programs currently in effect follows.

Aid Programs Not Based on Need

Unsubsidized Federal Direct Student Loan – This lending option is available to students who do not qualify for the need-based Federal Stafford Student Loan. This loan has the same terms and conditions as the Federal Subsidized Direct Student Loan, except that students are required to pay the interest while in school. The application procedure is the same as for the Federal Subsidized Direct Student Loan. The interest rate is 6.8 percent fixed.

The Clarence Manger and Audrey Cordero Plitt Parent Loan Fund, through Randolph-Macon College offers loans of up to $20,000 per academic year. Repayment begins one month after the loan is disbursed. Eligibility normally extends to those parents whose incomes range from $30,000 to $75,000 per year. The rate of interest is 2.00 percent. Inquiry should be made to the financial aid office.

The Federal Direct Parent Loan for Undergraduate Students (PLUS) Program is a federal endeavor to make comparatively low-interest loans available to parents of full-time post-secondary students. Parents may borrow up to the cost of the education less any financial aid per year at a variable interest rate. Repayment generally begins when the loan is made, not after graduation. Inquiries should be directed to the financial aid office.

Randolph-Macon College Monthly Payment Plan allows parents and students the option of meeting expenses in convenient monthly payments over, at maximum, a 10-month period. There is no finance charge. For additional information, you may write the Randolph-Macon College Financial Aid Office.

Virginia Tuition Assistance Grant (TAG) Program – This benefit is available to Virginia residents who are attending private colleges. It is a state effort to compensate for the difference between public and private school tuition costs.

Eligible students received $2,750 for 2011-2012. All state resident students who are seeking financial aid are expected to apply for TAG aid. The application deadline is July 31. Applications received after July 31 are not guaranteed funding. The financial aid office emails TAG application information to all Virginia students who have been admitted to the college; continuing students receiving TAG do not have to reapply annually. Continuing students not receiving TAG must also submit the TAG application by July 31.

The Randolph-Macon College Presidential Scholar Program and Dean's Award – These academic scholarships are made on a competitive basis to qualified entering students without regard to need. Outstanding students are invited to the campus each spring for interviews with a faculty committee. Awards are based on the students' academic performance and potential, indication of leadership, and general merit. Scholarships currently range in value from $13,000 to $20,000. Awards are renewable each year provided students maintain the required cumulative grade point average. Award recipients may also qualify for other types of aid based on demonstrated need.

Randolph-Macon College Achievement Grant – These non-need-based awards are made on a competitive basis to entering students, taking into consideration the student's academic record and achievement in extra-curricular activities including community service. These awards, ranging in amounts from $4,000 to $11,000, are renewable annually provided the student maintains satisfoactory academic progress at the end of each academic year.

The A. Purnell Bailey Pre-Ministerial Program for Ordained Ministry - The A. Purnell Bailey Pre-Ministerial Program for Ordained Ministry provides qualified and selected students with scholarship assistance, mentoring, support activities, seminars, and internships related to vocational exploration and preparation for ordained ministry. Selected participants will also be granted admission into the Honors Program. Students accepted into this program will receive one-half tuition scholarships for the first two years. Students who successfully meet the program

requirements will be awarded full tuition during their third and fourth years. Costs for summer school and study abroad are not covered by this award.

Alumni Legacy Grants -Alumni Legacy Grants in the amount of $1,500 are offered to entering students with this legacy connection to the college (a father or mother, brother or sister, aunt or uncle, or grandfather or grandmother who previously attended the college).

Family Grant Program – Recipients of the Family Grant may receive up to $8,000 per year as long as two siblings are enrolled concurrently. Students who receive a Randolph-Macon Presidential Scholarship or a Randolph-Macon Achievement/ Dean's Award and also qualify for the Family Grant will receive the larger of the two awards plus an additional $1,500 in recognition of their family connection to the college. The family grants remain in effect as long as two or more full-time dependent students from one family attend Randolph-Macon at the same time.

Preministerial Grants – Students who are preparing for full-time, church-related vocations after graduation or termination of studies in churches or denominations approved by the college are eligible to receive grants equal to one-half of tuition. Each student must furnish a recommendation from the appropriate pastor, local church, charge conference, or ecclesiastical authority. Each student must also sign a note promising to repay the award if the student does not enter a church-related vocation. Recipients may also qualify for other types of aid based on demonstrated need.

Ministers' Family Grants – Dependents of ministers serving the Virginia Annual Conference of the United Methodist Church will receive grants equal to one-third of tuition. Recipients may also qualify for other types of aid based on demonstrated need.

Note: *The maximum total of all Randolph-Macon College non-need-based awards (i.e., achievement/Dean's Award, presidential scholarships, family grants, legacy grants, minister's family grants, preministerial grants, employee tuition remission, and tuition exchange) plus TAG may not exceed tuition.*

College-funded Work Program – Part-time, on-campus employment during the academic year is available through the college-funded work program. Students must inquire of available positions through the financial aid office. Student assistants generally earn the minimum federal wage; however, higher hourly wages may be earned for jobs requiring particular skill levels.

Off-Campus Employment – If the college is notified of any off-campus positions in the Ashland-Richmond area, they will be listed in the Center for Career and Counseling Services. Please contact that office for more information.

Veterans Benefits – Veterans who are students and dependent children of deceased and disabled veterans may be eligible for monthly aid through the federal Veterans Administration. Information should be sought from the local VA office. Further, for state residents, aid may be available from the State Division of War Veterans' Claims, 210 Franklin Road, S.W., Roanoke, VA 24011. The college's registrar is the VA Coordinator.

Disability Benefits – Virginia residents with mental or physical disabilities may be eligible for financial assistance from the Department of Rehabilitative Services. Information may be obtained from field offices or from the DRS Regional Office, 3113 West Marshall Street, Richmond, VA. 23220.

Aid Programs Based on Need

Federal Pell Grants – This program provides direct, nonrepayable grant assistance to needy students attending college. Student eligibility is determined by the federal government, and the awards currently range from $555 to $5,550 annually.

Federal Supplemental Educational Opportunity Grant (SEOG) Program – Students with financial need may be considered for aid under this campus-based program. Awards typically range from $600 to $1,000 annually. SEOG awards do not have to be repaid, and Pell Grant recipients will receive priority consideration.

Randolph-Macon College Grants – Several grant funds have been established by or for Randolph-Macon and are administered by the college. Students with demonstrated need may be eligible to receive college grant funds to help pay for their education. These nonrepayable awards, which supplement federal and state aid, are made on an annual basis and currently range from $500 to $15,000. Satisfactory academic progress and continued evidence of need are required for renewal.

College Scholarship Assistance Program – This grant program, which is jointly administered by the Virginia State Council of Higher Education and Randolph-Macon College, provides grants to Virginia residents with high demonstrated need. Grants typically range from $400 to $1,000 per academic year and are not normally repayable.

Federal Work-Study Program – On-campus, part-time work opportunities are made available to needy students under this federal program. An average weekly work schedule is 8 to 10 hours during the school year and 35 hours during vacation periods. Eligibility for work-study aid is determined by the college's financial aid office, and the potential income becomes part of the student's total financial aid package.

Federal Perkins Loan Program – This federal loan program, which is administered by the college, provides loans to students who demonstrate financial

need. The amount of the loan is determined by the college's financial aid office, and the loan is repayable at five percent simple interest beginning nine months after graduation or termination of studies for new borrowers. The loan may be repaid over a 10-year period. The average loan from this source at Randolph-Macon is approximately $2,000 per year. The maximum amount that can be borrowed for undergraduate study is $12,000.

Federal Subsidized Direct Student Loan Program – This federal loan program offers low interest loans to students who demonstrate financial need. Eligibility for this loan program is determined by the college. Students may borrow up to $3,500 for the first year, $4,500 for the second year, and $5,500 per year thereafter, for an aggregate of $23,000 for undergraduate study. The student begins repayment of principle and interest six months after graduation or termination of studies at an interest rate of 3.4 percent fixed, beginning July 1, 2011.

Applications should be made well in advance of the fall semester; however, applications can be submitted after the semester has begun.

Aid Through Other States – Other states have grants and loans for which students attending Randolph-Macon may be eligible. Students should contact their high school guidance counselors or the appropriate higher education agency in their states to determine the availability of financial assistance. In neighboring states, agencies that administer student aid programs include the New Jersey Education Assistance Agency, the Pennsylvania Higher Education Assistance Agency, and the New York State Higher Education Assistance Corporation.

Application Procedure

In computing the student's and the parents' ability to pay educational costs, Randolph-Macon uses the Free Application for Federal Student Aid (FAFSA). Upon receipt of the need analysis results, the college determines financial need. The Free Application for Federal Student Aid (Randolph-Macon College Title IV number is: 003733) must be submitted to the federal student aid programs in order to apply for the following financial aid programs:

Federal Pell Grant

Campus-based federal programs (Supplemental Educational Grant, Work-Study, Perkins Loan)

Randolph-Macon College Grants (including most endowed scholarships)

Federal Direct Unsubsidized and Subsidized Student Loans

College Scholarship Assistance Program

The FAFSA may be obtained from high school guidance counselors, or online at www.FAFSA.gov. A signed copy of parents' and student's 2011 Federal Income Tax Transcript must also be submitted to the financial aid office, **upon request.**

Application Deadline

Financial aid awards are made on a first-come, first-served basis, with priority consideration given to entering students whose completed applications are received by the financial aid office by March 1 (May 1 for currently enrolled students). Applications received after these dates will be considered for awards as funds are available.

Notification of Awards

Students must be officially accepted by Randolph-Macon College before any decision concerning financial aid can be made. New students who filed the FAFSA on time will be notified by April 1 regarding their financial aid eligibility. Currently enrolled students who filed on time will be notified by mid-June. Financial aid award notifications are sent by email.

Student Consumer Information

Disbursement of Funds – Financial aid awards (less federal work-study) are credited to the individual student's account after the enrollment census date each semester, which is the next business day following the last day to drop a course without notation on the transcript. If charges exceed financial aid, the student must pay the difference to the Business Office when bills are due. If charges are less than financial aid, students may either receive a refund or request that the credit be applied to the next semester's charges. Refunds will not be made prior to the start of each semester.

Transportation Costs – There are no daily transportation costs for those students living on campus. Students commuting from the greater Richmond area should anticipate transportation costs of approximately $780 per academic year.

Satisfactory Academic Progress – Randolph-Macon financial aid recipients are expected to complete a minimum number of credit hours each academic year, not to exceed five years. The chart on the next page outlines the minimum levels required. Students not meeting these standards will be ineligible to receive federal, some state, private, and institutional financial aid until such time as they again earn sufficient credit to meet the criteria. Credit hours earned at another institution and accepted by Randolph-Macon College will be included in these minimums for transfer students. Please note that only grades received at Randolph-Macon are used in calculating your cumulative grade point average.

Randolph-Macon College Presidential Scholar-ship Recipients – Scholarship recipients must achieve the cumulative grade point average minimum listed in their scholarship notification letter in order to renew their scholarship each year.

Reestablishing Aid Eligibility – Students must maintain satisfactory academic progress, including the required cumulative GPA and semester hours passed, in order to remain eligible for financial aid (see chart). Students who had their aid withdrawn prior to the academic year due to academic deficiency may request in writing that their aid be restored as soon as the academic deficiency is eliminated. Aid for the second semester will be restored if funds are available.

The Return of Financial Aid Funds -- Federal law governing federal financial aid programs requires the return of unearned federal aid funds to their respective programs when a student withdraws from the college before completing 60 percent of any payment period for which he/she received aid. "Unearned funds" means the amount that would have been used to cover the student's charges for the portion of the semester he/she was not enrolled, according to a federally prescribed formula. If, as a result of the return of these funds, an unpaid balance is left on the student's account in the treasurer's office, he/she or his/her family is responsible for paying it.

The federally prescribed formula for the return of federal aid is available upon request from the financial aid office, and from our webpage, www.rmc.edu.

Non-federal aid may be pro-rated based on the percentage of the term completed, rounded to the nearest dollar. If there are no adjustments to fees, there will be no adjustments to non-federal aid.

The college's refund policy, which determines adjustments in a student's charges in the event of withdrawal from the college, is described elsewhere in this catalog. However, before any money is returned to students or parents, the financial aid office will apply the rules as described above if the student received financial aid.

Educational Loan Repayment – The principal of all educational loans must be repaid in cash, plus interest; there are no provisions for loan repayment by means of postgraduate professional services. The one exception to that rule is that some portion of the Federal Perkins Loan obligation may be canceled by virtue of certain types of employment. Loan terms are given in the individual disclosure statements and promissory notes. Repayments are usually not scheduled beyond 120 months. A sample loan repayment schedule follows, in which the rate of interest is 5% (the current rate of interest for College Loans and Federal Perkins Loans).

Sample Loan Repayment Schedule

Loan Amt.	No. of pmts.	Mo. pmts.	Total Int.	Total pmts.
1000	27	$40.00	$ 57.25	$1057.25
2000	57	40.00	224.12	2244.12
3000	91	40.00	604.55	3604.55
4000	120	42.43	1091.01	5091.01
5000	120	53.03	1364.03	6364.03
6000	120	63.64	1636.69	7636.69
7000	120	74.25	1909.36	8909.36
8000	120	84.85	2182.00	10132.00

This repayment schedule may be helpful in estimating how much a student will be expected to repay when the loan becomes due and payable. The repayment schedule for individual students may be different from the above schedule, depending on the total amount borrowed and the length of the payment period. Loan repayment calculators are available online at www.finaid.org.

Financial Aid Satisfactory Academic Progress Minimums

AT THE COMPLETION OF THIS FULL-TIME ACADEMIC YEAR	1	2	3	4	5
A STUDENT MUST HAVE PASSED AT LEAST THIS MANY CREDIT HOURS	24	48	75	102	129
AND ATTAINED THIS CUMULATIVE GPA IN ORDER TO BE MAKING SATISFACTORY PROGRESS	1.67	2.0	2.0	2.0	2.0

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James R. Allen '57 (2014); Retired Dir-Student Activities, Yorktown High School, Arlington, Virginia

Reginald M. Barley '74 (2014), Attorney at Law, Richmond, Virginia

Thomas E. Bass, Jr. '54 (2014), Retired-State of Virginia, Ashland, Virginia

Robert E. Bentz '68 (2014), BFrame Data Systems, Inc., Norcross, Georgia

Joanna Webb Bigley '95 (2014); Awnings by Bigley Associates, Newport News, Virginia
Emily Crider Burner '05 (2014), Assistant Director of Alumni Affairs, Shenandoah University, Winchester, Virginia
John J. Davies III '69 (2013); Attorney at Law/Partner, Davies, Barrell, Will, Lewellyn & Edwards, PC, Culpeper, Virginia
William A. Davis, Jr. '78 (2014); Bon Air United Methodist Church, Senior Pastor, Richmond, Virginia
Duane S. Duncan '84 (2012); SVP of Government & Industry Relations, Genworth Financial, Alexandria, Virginia
Philip G. Emerson '81 (2012); Executive Director, Jamestown-Yorktown Foundation, Williamsburg, Virginia
Whitney K. Forstner '98 (2012); Principal, Momentum Resources, Richmond, Virginia
Linda Thompson Gibson '84 (2013); Office Supervisor, Frederick Co. Dept. of Social Services, Winchester, Virginia
Richard M. Golembeski, Jr '96 (2014), Virginia Mentoring Partnership, Richmond, Virginia
Peter Ridgely Hall '63 (2013); Retired, President/CEO, Marina Management Associates, Gloucester, Virginia
David F. Jarvis II '59 (2012); Retired, Glen Allen, Virginia
Jervan M. Kelly '08 (2013); Tappahannock, Virginia
Donna Klepper '75 (2012); Director, University of Virginia School of Continuing & Professional Studies, Keswick, Virginia
Robert Bolling Lambeth, Jr. '71 (2012); President, Council of Independent Colleges of Virginia, Forest, Virginia
Thomas Hunter Leemon '00 (2013); Director of Sales, Richmond Kickers, Richmond, Virginia
Matthew C. Marshall '98 (2013); Tax Attorney, Caterpillar, Dunlap, Illinois
James Simpson Mathews, Jr. '96 (2012); Project Manager, Epic Concrete, Inc., Washington, D.C.
John Randolph Nelson '73 (2014); Attorney-at-Law, Lynchburg, Virginia
Andrew W. Price '04 (2014), Loan Officer, Suntrust Bank, Richmond, Virginia
Mary Elizabeth Puccinelli Quist '94 (2014); Vice President & Director – Regulatory Affairs, Conference of State Bank Supervisors, Alexandria, Virginia
Dee Ann Raubenstine '80 (2013); Director of Development and Public Affairs, The Richmond Forum, Richmond, Virginia
Charleita M. Richardson '00 (2013); President and CEO, Partnership for the Future, Richmond, Virginia
Carl Ridgeley Schlaich, Esq. '78 (2012); Attorney/Partner, Schlaich & Thompson, Chartered, Havre de Grace, Maryland
Kate Viall Stottlemyer '99 (2012); Store Manager, Tweed, Richmond, Virginia
Scott Muir Stroh '92 (2012); Director of Historical Resources for the State of Florida, Tallahassee, Florida
Scott Carter Sutton '87 (2012); Director of Business Development Virginia, Froehling & Robertson, Inc., Richmond, Virginia
Rhonda Lipscomb Toussaint '85 (2013); Office of the Secretary of Transportation, Ashland, Virginia
J. Wesley York '97 (2014), Vice President/Relationship Manager, StellarOne, Richmond, Virginia
Kerri Brunton Valentine '82 (2012); Retired-Vice President, Valentine Electrical, Inc., Ashland, Virginia

Non-elected Board Members Serving as Committee Chairs
Molly Field '04–Administrative Coordinator & Columbarium Manager, Office of the Chaplaincy, University of Richmond, Richmond, Virginia
Allison McCabe O'Brien '77–Business Development Manager, Long and Foster Company, Richmond, Virginia
Susan Draney Schick '84–CEO, United Healthcare of Pennsylvania, Merion Station, Pennsylvania

Non-elected Board Members
The Young Alumni Board
Brendan Toone '06–Financial Advisor, MetLife, Colonial Heights, Virginia

Liaison From the Boydton Society
Richard H. Forrester, Jr. '57

Liaison From the Board of Associates
William M. Sprinkle '67–Senior Engineer, PE, VCO, VCCO, VA Dept of Corrections, Midlothian, Virginia
Robin Porucznik '12–Student Government President

Randolph-Macon Parents Board of Directors

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Mechanicsville, Virginia

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Mr. and Mrs. Jonathan J. Dean
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Mr. and Mrs. C. Brent Douglass
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Dr. and Mrs. Howard B. Fisher
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Mr. and Mrs. Terry C. Husz
Mechanicsville, Virginia
Mr. and Mrs. Paul Mella
Stafford, Virginia
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Richmond, Virginia
Mr. and Mrs. Steve Pappas
Berlin, Maryland
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Courtland, Virginia
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Merion Station, Pennsylvania
Mr. and Mrs. Andy Tully
Yorktown, Virginia
Mr. and Mrs. Lynwood D. Wade
Glen Allen, Virginia
Mr. and Mrs. John J. Williams
Langhorne, Pennsylvania
Dr. Margaret G. Williams-Petersen
Locust Dale, Virginia

Faculty

(Date after name indicates year appointed to faculty)

Amy B. Armenia, 2008, Associate Professor of Sociology; B.S. University of Massachusetts Amherst (1997), M.A. University of Massachusetts Amherst (2002), Ph.D. University of Massachusetts Amherst (2006).

Thomas J. Badey, 1998, Professor of Political Science; B.S. University of Maryland (1986), M.A. University of South Florida (1987), Ph.D. Universitaet Heidelberg (1993).

Lauren Cohen Bell, 1999, Associate Dean of the College and Professor of Political Science; B.A. The College of Wooster (1994), M.A. The University of Oklahoma (1997), Ph.D. The University of Oklahoma (1999).

Mathias D. Bergmann, 2004, Associate Professor of History; B.S. Eastern Oregon University (1998), M.A. Washington State University (2000), Ph.D. Washington State University (2004).

E. Raymond Berry, 1982, Professor of the Arts; B.A. University of Virginia (1971), M.F.A. University of North Carolina at Greensboro (1975).

Chirashree Bhattacharya, 2003, Associate Professor of Mathematics; B. Tech. Indian Institute of Technology (1993), M.S. Carnegie Mellon University (1997), Ph.D. University of Virginia (2003).

Denise L. Bissler, 2003, Associate Professor of Sociology; B.A. The University of Akron (1994), M.A. The University of Akron (1997), Ph.D. North Carolina State University (2003).

Kimberly C. Borchard, 2009, Assistant Professor of Spanish; B.A. Ohio University (2000), M.A. Ohio University (2001), Ph.D. University of Chicago (2009).

María José Bordera-Amérigo, 2004, Associate Professor of Spanish; B.A. Universidad de Alicante (1995), M.A. University of Pennsylvania (2000), Ph.D. University of Pennsylvania (2004).

David Alan Brat, 1996, Professor of Economics/ Business; B.A. Hope College (1986), M. Div. Princeton Theological Seminary (1990), Ph.D. American University (1995).

Eugene Harold Breitenberg, Jr., 2005, Associate Professor of Religious Studies; B.A. College of William & Mary (1977), M.M. The Catholic University of America (1983), M.Div. Union Theological Seminary in Virginia (1991), Ph.D. Union Theological Seminary and Presbyterian School of Christian Education (2004).

Timothy A. Brown, 2008, Assistant Professor of Religious Studies; B.A. Wabash College (1987), M.A. New York University (1991), M. Phil. Syracuse University (1995), Ph.D. Syracuse University (2006).

Jennifer E. Bruce, 1999, Director of Instruction, Higgins Academic Center and Associate Professor of Education; B.S. Murray State University (1969), M.Ed. University of Louisville (1972), Ph.D. Virginia Commonwealth University (1995).

Benjamin A. Burrell, 1986, Associate Professor of Computer Science; B.A. College of the Holy Cross (1964), M.S. The Ohio State University (1966), Ph.D. The Ohio State University (1975), M.S. Virginia Commonwealth University (1985).

Jen Cadwallader, 2009, Assistant Professor of English; B.A. Alfred University (2001), M.A. University of North Carolina at Chapel Hill (2003), Ph.D. University of North Carolina at Chapel Hill (2009).

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Erin Clabough, 2012, Visiting Assistant Professor of Biology B.A. Randolph-Macon College (1997), Ph.D. University of Virginia (2006).

David A. Clark, 2008, Assistant Professor of Mathematics; B.S. Oxford University (2001), Ph.D. University of California (2008).

Joan L. Conners, 2005, Associate Professor of Communication Studies; B.A. Marquette University (1989), M.A. Marquette University (1991), Ph.D. University of Minnesota-Twin Cities (2001).

David M. Coppola, 2004, Professor of Biology; B.A. University of Virginia (1979), M.S. East Tennessee State University (1981), Ph.D. North Carolina State University (1985).

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Mine Eren, 2002, Associate Professor of German; M.A. Ludwig-Maximilians-Universität (1992), M.A. Brown University (1995), Ph.D. Brown University (1999).

Michael S. Fenster, 1995, Stephen H. Watts Professor of Biology, Professor of Geology and Environmental Studies; B.S. University of Mississippi (1982), M.S. University of Mississippi (1986), Ph.D. Boston University (1995).

Michael R. Fischbach, 1992, Professor of History; B.A. Northwestern University (1980), M.A. Georgetown University (1986), Ph.D. Georgetown University (1992).

Elizabeth Ann Fisher, 1987, Professor of Classics and Art History; B.A. College of William and Mary (1977), M.A. Florida State University (1980), Ph.D. University of Minnesota (1988)

James A. Foster, 1998, Professor of Biology; B.S. Lebanon Valley College (1986), Ph.D. University of Virginia (1993).

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Elizabeth A. Gill, 1996, Charles J. Potts Professor of Social Science and Professor of Sociology; B.A. Trinity University (1984), M.A. Yale University (1987), Ph.D. University of Texas at Austin (1994).

Amy W. Goodwin, 1990, Professor of English; B.A. Allegheny College (1977), M.A. Carnegie-Mellon University (1984), Ph.D. The Ohio State University (1990).

Charles Gowan, 1996, Paul Wornom Professor of Biological Sciences, Professor of Biology; A.S. Herkimer County Community College (1982), B.S. State University of New York (1982), M.S. Michigan State University (1984), Ph.D. Colorado State University (1995).

Robert L. Gray, 2010, Assistant Professor; B.A. Marietta College (1972), M.A. McMaster University (1973), Ph.D. McMaster University (1976).

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Directory

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Gregg Hillmar, 2002, Associate Professor of Theatre; B.A. University of Richmond (1979), M.F.A. University of Texas (1986).

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Kelly Gurly Lambert, 1989, Macon and Joan Brock Professor of Psychology and Co-director of the Office of Undergraduate Research; B.A. Samford University (1984), M.S. University of Georgia (1986), Ph.D. University of Georgia (1988).

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Charles J. Leska, 2001, Associate Professor of Computer Science; B.S. LeMoyne College (1969), M.A. University of Vermont (1971), Ph.D. Syracuse University (1975).

Grace E. Lim-Fong, 2009, Assistant Professor of Biology; B.S. University of California, Berkeley (1998), Ph.D. University of California, San Diego (2004).

Scott London, 2001, Associate Professor of Anthropology; B.A. Vassar College (1985), M.A. University of Arizona (1991), Ph.D. University of Arizona (1999).

George S. Lowry, 1984, Professor of Business; B.A. Morris Harvey College, University of Charleston (1975), M.S. Radford University (1977), Ph.D. Virginia Commonwealth University (1992).

Mark R. Malin, 1997, Professor of Spanish; B.A. University of Colorado (1983), M.A. University of Colorado (1990), Ph.D. University of Colorado (1996).

Mark G. Malvasi, 1992, Isaac Newton Vaughan Professor of History; B.A. Hiram College (1980), M.A. University of Chicago (1981), Ph.D. University of Rochester (1991).

April D. Marchetti, 2001, Garnett-Lambert Professor and Associate Professor of Chemistry; B.S. Randolph-Macon College (1997), Ph.D. The Pennsylvania State University (2001).

Laurie A. Massery, 2012, Assistant Professor of Spanish; B.A. University of Massachusetts (1999), M.A. University of Massachusetts (2004), Ph.D. University of Florida (2009).

Joe Mattys, 1990, Professor of Theatre and Director of the First-Year Experience; B.A. Colorado College (1967), M.A. Illinois State University (1969), M.F.A. University of Virginia (1978).

Marilyn J. Mattys, 1990, Assistant Professor of Communication Studies; B.A. College of Wooster (1967), M.A. Illinois State University (1969), M.F.A. The University of Virginia (1978).

Daniel Vincent McCaffrey, 1975, Professor of Classics; A.B. Fordham University (1968), Ph.D. University of Michigan (1974).

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Rebecca R. Michelsen, 2005, Associate Professor of Chemistry; B.A. Occidental College (1996), Ph.D. University of Minnesota (2002).

Gayla M. Mills, 2006, Director of the Writing Center and Instructor of English; B.A. University of

Virginia (1984), M.A. University of Virginia (1998), M.A. Virginia Commonwealth University (2000).

John B. Mingus, 1990, Instructor of Communication Studies; B.A. Lambuth College (1961), M.A. University of Delaware (1971).

Joseph W. Moser, 2011, Visiting Assistant Professor of German; B.A. Hiram College (1997), M.A. Ohio State University (1999), Ph.D. University of Pennsylvania (2004).

Anjana Mudambi, 2012, Visiting Assistant Professor in Communication Studies; B.A., L.L.B. National Law School of India University (2003), M.A. Ohio University (2004), Ph.D. University of New Mexico (2012).

Todd S. Munson, 2003, Associate Professor of Asian Studies; B.A. University of Massachusetts (1991), M.A. Indiana University (2000), Ph.D. Indiana University (2004).

Amy Nichols-Belo, 2012, Visiting Instructor of Sociology; B.A. James Madison University (1998), M.S. Virginia Polytechnic Institute and State University (2003).

Susan W. Parker, 2004, Associate Professor of Psychology; B.A. University of Richmond (1997), Ph.D. University of Minnesota (2002).

Thomas Peyser, 1994, A.G. Ingram Professor of English and Director of Writing; A.B. Harvard University (1984), M.A. University of Virginia (1987), Ph.D. University of Virginia (1992).

C. Barry Pfitzner, 1982, Edward W. Sesse Professor of Economics; B.S. Bridgewater College (1970), M.A. Old Dominion University (1972), Ph.D. The Catholic University of America (1983).

Laurie A. Preston, 2005, Head of Reference in the McGraw-Page Library and Associate Professor; B.A. State University of New York at Albany (1984), M.S. Simmons College (1989).

John R. Rabung, 1982, Professor of Computer Science; B.A. University of Akron (1965), M.A. Washington State University (1967), Ph.D. Washington State University (1969).

Patricia Reagan, 2008, Assistant Professor of Spanish; B.A. Hood College (2002), M.A. University of Virginia (2004), Ph.D. University of Virginia (2008).

William A. Redfern, III, 2012, Visiting Assistant Professor of History; B.A. University of North Carolina at Chapel Hill (1985), J.D. University of Virginia School of Law (1989), M.A. University of Michigan (2002), Ph.D. University of Michigan (2010).

Mary Nelson Reynolds, 1988, Instructor of English; B.S. Virginia Commonwealth University (1967), M.A. Virginia Commonwealth University (1977).

Robert J. Resnick, 1996, Professor of Psychology; B.A. Syracuse University (1962), M.A. Temple University (1963), Ph.D. University of Tennessee (1968).

Adrian C. Rice, 1999, Professor of Mathematics; B.S. University College, London (1992), M.S. King's College, London (1993), Ph.D. Middlesex University (1997).

Cedar Riener, 2009, Assistant Professor of Psychology; B.A. Harvard University (1998), Ph.D. University of Virginia (2007).

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Debra Rodman, 2004, Associate Professor of Anthropology and Women's Studies; B.A. University of Miami (1994), M.A. University of Miami (1998), Ph.D. Univ. of Florida (2006).

Jerome Clayton Ross, 2006, Associate Professor of Religious Studies; B.A. Randolph-Macon College (1975), M.Div. Virginia Union University (1978), Ph.D. The University of Pittsburgh (1997).

Christopher O. Ryder, 2005, Associate Professor of Music and Director of Choral Activities; B.A. Mary Washington College (1989), M.A. George Mason University (1996), D.M.A. Shenandoah Conservatory of Shenandoah University (2004).

Edward John Schmidt, 1967, Associate Professor of Economics; B.A. Iona College (1964), M.A. University of Maryland (1967).

Serge Schreiner, 1986, Dudley P. and Patricia C. Jackson Professor of Chemistry and Co-director of the Office of Undergraduate Research; B.S. Miami University (1980), Ph.D. Clarkson University (1990).

Maria M. Scott, 1992, Professor of English; B.A. University of California at Los Angeles (1979), A.A. American Academy of Dramatic Arts (1982), M.A. University of Chicago (1988), Ph.D. University of Chicago (1992).

Theodore F. Sheckels, Jr., 1980, Professor of English and Communication Studies and Director of Speaking, Higgins Academic Center; B.S. Duquesne University (1972), M.A. Pennsylvania State University (1974), Ph.D. Pennsylvania State University (1979).

Directory

Jennifer Shotwell, 2007, Director of the Butler Multimedia Learning Center and Instructor of French; B.A. Washington and Lee University (1995), M.A. University of North Carolina Chapel Hill (2004).

Edward D. Showalter, 2001, Associate Professor of Management and Director of the Bassett Internship Program; B.A. Randolph-Macon College (1984), M.B.A. Virginia Commonwealth University (1990), Ph.D. Virginia Commonwealth University (1997).

Maria L. Sicurella, 2011, Visiting Lecturer of Spanish; B.S. Universidad Metropolitana Caracus, Venezuela (1986); M. Ed. Virginia Commonwealth University (2009).

Paul J. Sikkar, 2011, Visiting Instructor of Accounting; B.S. George Mason University (1988), M.B.A. James Madison University (1990).

George F. Spagna, Jr., 1986, Associate Professor of Physics; B.S. Rensselaer Polytechnic Institute (1973), M.S. Rensselaer Polytechnic Institute (1982), Ph.D. Rensselaer Polytechnic Institute (1986).

Catherine L. Staples, 1995, Professor of Accounting; B.B.A. College of William & Mary (1981), Ph.D. University of North Carolina (1990).

Traci L. Stevens, 2004, Associate Professor of Biology; B.S. University of Northern Iowa (1993), Ph.D. Washington University (1998).

Brian Sutton, 2005, Associate Professor of Mathematics; B.S. Virginia Tech (2001), Ph.D. Massachusetts Institute of Technology (2005).

Sandrine F. Teixidor, 2004, Associate Professor of French; Université de Paris VII (1996), M.A. Ohio University (1998), Ph.D. Duke University (2004).

Evie Terrono, 1990, Associate Professor of Art History; B.A. University of Crete (1984), M.A. Queens College (1986), Ph.D. The City University of New York (2001).

John D. Thoburn, 2003, Associate Professor of Chemistry; B.S. Haverford College (1984), M.S. University of California (1988), Ph.D. University of California (1991).

Anne R. Throckmorton, 2008, Assistant Professor of History; B.A. University of Virginia (1986), M.A. Emerson College (1988), M.A. University of Virginia (2005), Ph.D. University of Virginia (2011).

Bruce Torrence, 1993, Dorothy and Muscoe Garnett Professor of Mathematics; B.A. Tufts University (1985), M.A. University of Maryland, (1987), Ph.D. University of Virginia (1991).

Eve A. Torrence, 1994, Professor of Mathematics; B.S. Tufts University (1985), M.A. University of Virginia (1988), Ph.D. University of Virginia (1991).

John K. Trammell, 2000, Director of Disability Support Services and Assistant Professor; B.A. Grove City College (1986), M.Ed. Virginia Commonwealth University (1991), Ph.D. Virginia Commonwealth University (2006).

Brian Turner, 1996, Professor of Political Science; B.A. University of South Carolina at Columbia (1980), M.A. University of Denver (1983), Ph.D. Tulane University (1992).

Donna S. Turney, 1985, Associate Professor of Philosophy; B.A. State University of New York at Plattsburgh (1976), Ph.D. University of Pennsylvania (1985).

Patricia F. Watkinson, 2008, Assistant Professor of History; B.A. College of William and Mary (1975), M.A. University of Virginia (1989), Ph.D. University of Virginia (2001).

Deborah R. Wesley, 2000, Visiting Assistant Professor of English; B.A. Virginia Polytechnic and State University (1985), M.A. College of William and Mary (1990), Ph.D. Louisiana State University (1994).

Ryan Woodcock, 2011, Visiting Assistant Professor of Biology; B.S. Randolph-Macon College (2005), Ph.D. Virginia Commonwealth University (2010).

Deonna Woolard, 1999, Professor of Physics; B.S. Bethany College (1992), M.S. College of William and Mary (1994), Ph.D. College of William and Mary (1999).

Lynda W. Wright, 2005, Head of Technical Services in the McGraw-Page Library and Associate Professor; B.A. University of the South (1981), M.A. University of Virginia (1983), M.S. Columbia University (1987).

Jiaxin Wu, 1991, Senior Lecturer of Chinese Language and Literature; Chinese Language & Literature-Beijing Teacher's College (1965), TESL Second Foreign Language Institute at Beijing (1983), TESL State University of New York-Albany (1984), M.A. University of Pittsburgh (1985).

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Virginia Ella Young, 2000, Director of the McGraw-Page Library and Professor; B.A. Rice University (1970), M.L.S. University of Alabama (1990), Ph.D. University of Alabama (1997).

Zizi Zhang, 1995, Head of Media and Instructional Support, Director of Instructional Technology, and Associate Professor; B.A. Nanjing University (1988), M.A. The University of Iowa (1994), M.A. The University of Iowa (1995).

Scholars-in-Residence

Shaza Gamal Ismail, 2012, Fulbright Scholar-in-Residence; B.S. Helwan University (1993), M.A. Helwan University (1997), Ph.D. Helwan University (2003).

Kelly C. Merrill, 2012, Scholar-in-Residence; B.A. Virginia Polytechnic Institute and State University (1993), M.Ed., The Pennsylvania State University (1998), Ph.D. Loyola University (2006).

Wakaba Tasaka, 2010, Taylor Anderson/Japan Foundation Scholar-in-Residence; B.A. Nihon University (1983), M.A. University of Illinois (1986), Ph.D. Pennsylvania State University (1996).

Professors Emeriti

Rachel N. Anderson, 1972, Professor of Physical Education; B.S. Madison College (1960), M.Ed. Virginia Commonwealth University (1971).

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Willie Ambler Chappell, Jr., 1966, Professor of Religious Studies; B.A. Randolph-Macon College (1950), M.Div. Yale Divinity School (1953), S.T.M. Virginia Theological Seminary (1974).

Arthur F. Conway, 1979, Professor of Biology; B.S. College of William and Mary (1968), Ph.D. University of Miami (1973).

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Bruce Lee King, 1975, Associate Professor of Biology; B.S. University of Mississippi (1967), M.S. University of Georgia (1971), Ph.D. University of Georgia (1975).

C. Barry Knisley, 1979, The Paul H. Wornom Professor of Biological Sciences; B.S. Pennsylvania State University, M.S. (1966) and Ph.D. Rutgers University (1969).

Roger H. Martin, 1997, President Emeritus and Professor of History; B.A. Drew University (1965) Edinburgh University (1966-1967), B.D. Yale University (1968), D. Phil. Oxford University (1974).

William Wallace Martin, 1971, Stephen H. Watts Professor of Biology; B.A. University of North Carolina at Chapel Hill (1966), Ph.D. University of North Carolina at Chapel Hill (1970).

Stuart Benton Monroe, 1965, Professor of Chemistry; B.S. Randolph-Macon College (1956), Ph.D. University of Florida (1962).

Ronald Lawrence Moore, 1967, Professor of Mathematics; B.A. Randolph-Macon College (1961), M.A. University of Virginia (1964), Ph.D. University of Virginia (1966).

Brian Wesley Moores, 1980, Professor of Chemistry; B.S. Bates College (1963), M.S. University of Illinois (1965), Ph.D. University of Illinois (1968).

William Stanton Noë, 1963, Professor of German; B.A. University of the South (1954), M.Div. University of the South (1961), Ph.D. University of Virginia (1973).

Robert Earl Offenbacker, 1958, Professor of Mathematics; B.A. University of Virginia (1949), M.A. University of Virginia (1951).

George Brown Oliver, 1950, Professor of History; B.A. Randolph-Macon College (1949), M.A. Duke University (1950), Ph.D. Duke University (1959).

Ladell Payne, 1979, President Emeritus and Professor of English; B.A. Samford University (1955), M.A. Louisiana State University (1956), Ph.D. Stanford University (1966).

Directory

Thomas William Porter, 1974, Professor of History; B.A. Northern Illinois University (1965), M.A. Northern Illinois University (1968), Ph.D. Northern Illinois University (1972).

William Warren Reinhardt, 1967, Professor of History; A.B. Duke University (1962), M.A. Duke University (1964), Ph.D. Duke University (1969).

Louise C. Richards, 1973, Head, Technical Services with rank of Professor; B.A. Wilson College (1945), M.S. in Library Science Syracuse University (1970).

James Edward Scanlon, 1968, Professor of History; A.B. Georgetown University (1962), M.A. University of Wisconsin (1965), Ph.D. University of Virginia (1969).

Ronald David Ward, 1958, Professor of the Arts; B.A. University of Richmond (1957), M.M. University of Illinois (1958), Ph.D. The Catholic University of America (1973).

Ritchie D. Watson, Jr., 1970, A. G. Ingram Professor of English; A.B. University of North Carolina at Chapel Hill (1965), M.A. University of North Carolina at Chapel Hill (1967), Ph.D. University of North Carolina at Chapel Hill (1973).

Helmut Werner, 1962, Professor of Physical Education; B.S. Lynchburg College (1961).

Michael G. Wessells, 1981, Professor of Psychology; B.A. Roanoke College (1970), M.A. University of Massachusetts (1973), Ph.D. University of Massachusetts (1974).

Frederick Robert Worth, 1976, Associate Professor of Spanish; B.A. Haverford College (1963), M.A. University of Pittsburgh (1966), Ph.D. Harvard University (1973).

Administrative Staff

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Executive Assistant to the President
Emily P. Harrison
Assistant to the President
Sabrina E. Granderson
Secretary

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Assistant to the Provost
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Granderson
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Science Laboratory

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Secretary to the Faculty
Mimi Wright, A.A.
Secretary to the Faculty

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Head Women's Golf Coach
Pedro Arruza, B.A., M.A.
Head Football Coach
Chip Bailey, B.S.
Assistant Softball Coach
Heather Bauby, B.S., M.Ed.
Head Athletic Trainer
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Head Field Hockey Coach/SWA
David Carper
Assistant Field Hockey Coach
Nathan Davis, B.A.
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Sal DeWalt
Assistant Football Coach
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Assistant Women's Lacrosse Coach
TBA
Assistant Tennis Coach

Matt Gray, B.A., M.S.
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Assistant Volleyball Coach
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Assistant Football Coach
Trey Haddon, B.A.
Assistant Football Coach
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Head Baseball Coach
Caitlin Hendelman, B.A.
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Chris Kilcoyne, B.A.
Assistant Athletic Director/SID
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Head Men's and Women's Swim Coach
Carroll LaHaye, B.S.
Head Women's Basketball Coach
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Assistant Field Hockey Coach
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Assistant Football Coach
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Head Women's Lacrosse Coach
Chuck Moore
Volunteer Assistant Men's Basketball Coach
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Assistant Men's Soccer Coach
Kevin Proffitt, B.A.
Head Softball Coach
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Assistant Baseball Coach
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Head Men's Lacrosse Coach
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Volunteer Assistant Women's Basketball Coach
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Justin Tuma, B.A.
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Head Men's Golf Coach
TBA
Head Men's and Women's Tennis Coach
Jim Woods, B.A., M.Ed.
Head Women's Soccer Coach

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Jennifer Bruce, B.S., M.Ed., Ph.D.
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Janci M. Caldwell, B.A. Ed.
Cataloger
Kelli Costain
Systems Administrator/Interlibrary Loan
Mary Virginia Currie, B.A., M.A., M.S.L.S.
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Scarlett Dodl, B.G.S.
Acquisitions Coordinator
Melba G. George, B.A.
Library Assistant – Cataloging
James Murray, B.A.
Audiovisual Specialist Judee
Showalter, B.A., M.A.
Circulation Supervisor

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Director

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Director
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Tammi Reichel, M.A.
Study Abroad Advisor
Jane Nucup, B.A., M.A.
International Program Assistant

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Registrar
Nancy Magerowski, B.S.
Associate Registrar for Academic Services
Janice L. Cooper
Associate Registrar for Information Services
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Student Affairs

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Assistant Dean of Students
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James D. McGhee, Jr., B.A, M.P.A.
Assistant Dean of Students
Linda Neale
Administrative Systems Coordinator
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Assistant to the Dean of Students

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Assistant Dean of Students
Susan Cassidy, B.A.S.
Head Coach, Randolph-Macon College Cheer and Dance Teams
Barry Flowe, B.A., M.A.
Pep Band Director
George Koger
Part-time Manager
Dana Lesesne, B.A.
Equestrian Club Coach
Bob Osborne
Part-time Manager
Dave Street
Part-time Manager
Joanne Verdi
Part-time Manager

Campus Safety
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Part-time Communications Officer
Linda Baron
Operations Support Officer
John Caldwell, B.S.
Shift Command Officer
Terry Caldwell
Part-time Communications Officer
Joseph Calveric
Part-time Campus Safety Officer
Jennifer Duffey
Campus Safety Officer
John Edmundson Campus
Safety Officer
Mary Etter
Communications Officer
Ed Gilkey, B.A.
Shift Command Officer
Clint Glasco
Campus Safety Officer
Dennis Hawk
Part-time Parking Officer
Dan Holt
Shift Command Officer
Kathryn A. Hull, B.S., M.Ed.
Senior Associate Dean of Students
Maurice Kiely
Assistant Director of Campus Safety
Pam Leubner
Communications Officer
Marty Mathurin
Part-time Campus Safety Officer
Ralph McCulley, A.S.
Shift Command Officer
Linda Neale
Operations Manager of Campus Safety
Carolyn Richardson
Part-time Communications Officer
Harland Stairs
Campus Safety Officer
Rangeley Thornton
Part-time Communications Officer

Career for Personal and Career Development
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Executive Director
Elsie Cimorelli
Administrative Assistant
Catherine Rollman, B.A., M.S.
Director of Career Services

Chaplain's Office
Darrell Headrick, B.A., M.Div.
Chaplain and Coordinator of Volunteer Services

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Director of Counseling Services
Robin McKinney
Secretary/Receptionist
Wendy Bauers Northup, B.A., M.A
Coordinator of Alcohol and Other Drug Prevention
Beth Schubert, B.A., M.Ed., Ph.D.
Counselor
Dusti Sisk-Fandrich, B.A., M.A., Pys.D.
Counselor

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Coordinator of Housing and Judicial Affairs
Rodney Bardwell, B.S.E., M.Ed.
Director of Residence Life & Housing and Judicial Affairs
Christina Brown Cozart, B.A., M.P.A.
Associate Director of Residence Life and Housing
Wade Felty, B.A.
Residence Life and Housing Intern

Student Health Services
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Part-time Physician Assistant
Kara B. Daniel, B.S., M.S., M.M.S., PA-C
Director of Student Health Services
Alyse Harlan, B.S., M.S., PA-C
Part-time Physician Assistant
Maria Harman, B.A.
Medical Assistant
Steven Reece, B.S., M.D.
Supervising Physician

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Monique Sample, B.A.
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Administrative Assistant
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Assistant Director of Admissions
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Assistant Director of Admissions
TBA
Assistant Director of Admissions
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Betty Ann Pierce
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Mike Woodson, B.A., M.S.
Admissions Counselor

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Sarah L. Doggett
Administrative Assistant
Billie Raines, B.F.A.
Financial Aid Counselor
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Financial Aid Counselor

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Brenda L. Harview
Assistant to the Vice President of Administration and Finance

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Controller
Catherine H. Best, B.S.
Senior Accountant
Barbara A. Dauberman, B.B.A.
Senior Accountant
Wendy M. Farmer
Manager of Student Accounts

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Frances S. Gillend, C.P.P.
Payroll Administrator
Donna A. Collier
Accounting Clerk

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Bookstore Manager
Rebecca J. Bowles, B.A.
Textbook Manager/Asst. Manager
Vanessa Wagner
Bookstore Assistant
Melody R. Titus
Bookstore Assistant

Office of Employee Retirement Planning
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Coordinator of Retirement Benefits

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Director
Sally Andrews Gudas, B.A.
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Kara S. Peatross
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Richard Alonso, B.S., M.B.A.
Administrative Systems Analyst
Thomas Copler, B.S., M.P.A.
Director of Information/Technology Services and CIO
Brenda L. Davis
PC Support Specialist Kim
Fish, B.S., Ed., M.S., MIS
Manager of User Services
Richard Fitzsimmons, A.S.E.T., MCSE, MCT
Network Administrator
Jeff Hague, A.A.S., MCSE, MCT
Network Manager
Dean Hindman, A.A.S.
PC Support Specialist
John Hunt, B.A., A+CERT
PC Support Specialist
Harry Orell, B.S.
Project Manager
Dian Thompson, B.S., M.A.Ed.
Manager of Administrative Systems

Office of the Physical Plant
Thomas P. Dwyer, B.S.
Director of Operations and Physical Plant
James E. Earles
Assistant Director
Lionel Abrams
Manager of Housekeeping
Craig Collins, B.S.
Environmental Health and Safety Programs Manager
Pat Glessner
Records Coordinator
Dennis Harbin
Maintenance Services Supervisor
Lorraine Kenney
Facilities Coordinator
Brenda L. Martin
Support Services Manager
Annette Stone
Receptionist
Eddie Thomas
Auxillary Services Supervisor

Office of College Advancement

Diane M. Lowder, B.A., J.D.
Vice President for College Advancement
Pamela Gontkovic
Assistant to the Vice President for Advancement

Office of Alumni and Annual Giving
Susan H. Donavant, B.A., M.H.
Executive Director of Alumni Relations
Claire C. Stevens, B.A.
Senior Director of Leadership Giving and Alumni Relations
Maya Erhardt, B.A., CFRE
Director of Annual Giving and Alumni Relations
Jane Dungan, B.A., M.S.
Associate Director of Alumni Programs
K. Vaughan Clark, B.A.
Associate Director of Annual Giving and Alumni Relations
Bailey Price, B.A.
Assistant Director, Young Alumni Giving and Programming
Ellen Stack, B.A., P.B.
Director of Advancement Services
Rebecca Caldera
Web Coordinator for Advancement
Mary M. Maxwell
Administrative Assistant
Carol L. Cauthorne
Gift Entry Coordinator

Jenifer "Anna" Winburne
Administrative Assistant, Advancement Services
Donna B. Curtis, B.A.
Annual Programs Specialist
Kay L. "Katie" Borr
Administrative Assistant, Advancement Services

Office of Development

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Executive Director of Development
Nancy H. Phillips, B.A.
Director of Major Gifts
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Director of Development for Athletics/Campaign Director
Megan L. Senske, B.A.
Assistant Director of Development for Athletics
Robert H. Patterson, B.A.
Director of Corporate and Foundation Relations
Sarah M.S. Hendricks, B.A.
Director of Stewardship and Donor Relations/ Senior Major Gifts Officer
Nancy C. Denton, B.F.A.
Director of Planned Giving
Charlotte R. Parrish
Coordinator of Special Events
Paula G. Pardue, B.S.
Administrative Systems Coordinator

Office of Research

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Joyce Ellis, A.A.
Research Assistant

Office of Marketing and Communications

Anne Marie Lauranzon
Director of College Advancement for Marketing and Communications
Brent Hoard, B.S., M.S.
Webmaster
Pam Cox, B.A., M.A.
Media and Communications Specialist
Jacqueline P. Swain, B.F.A.
Director of Publications
Kathryn DiPasqua, B.A.
Marketing Generalist
James P. "J.P." McCollum, B.A.
Web Production Assistant

Endowed Faculty Awards, Professorships and Grants

The Thomas Branch Awards for Excellence in Teaching were established in 1969 by a grant from the Cabell Foundation as a memorial to Thomas Branch, a member of the Board of Trustees of the college in 1859. Awards are given to up to three members of the faculty each year for excellence in teaching.

The Chenery Research Professorships were established by an endowment from Alan J. Chenery. Grants are awarded annually on a competitive basis to full-time faculty from the departments of biology, chemistry, computer science, mathematics, and physics.

The Macon and Joan Brock Professorship in Psychology was established in 2008 by Joan and Macon Brock '64. It recognizes a senior member of the psychology department for exemplary teaching and scholarship.

The Walter W. Craigie Teaching and Research Grants were established by Walter W. Craigie to support and sustain faculty research and other scholarly activity and to ensure the academic vitality of the faculty. Funds are provided on a competitive basis.

The Dorothy and Muscoe Garnett Professorship in Mathematics was established in 2008 through a bequest from Dorothy and Muscoe Garnett '30 of Suffolk, Virginia. This award acknowledges an exceptional member of the department of mathematics.

The Garnett-Lambert Professorship in Chemistry, originally named the The Lambert Fund in Chemistry was created in 1925 to honor alumnus, Jordan Wheat Lambert, Class of 1872. In 2008, this fund was significantly bolstered by gifts from the Estate of Muscoe Garnett, Class of 1930, and renamed The Garnett-Lambert Professorship in Chemistry. This fund recognizes a distinguished member of the chemistry department.

The Marilyn J. Gibbs Dedicated Service Award was established in 2009 to honor Dr. Marilyn J. Gibbs, College Registrar, who served Randolph-Macon from 1995 until 2008. This award annually recognizes a member of the Randolph-Macon College staff who, like Dr. Gibbs, contributes significantly to the college community.

The Samuel Nelson Gray Distinguished Professor Award, established in 1977 by Mrs. Samuel Nelson Gray, is awarded annually to an outstanding member of the faculty or the administration.

The A.G. Ingram Professorship in English was established in 1998 by Alexis Gordon Ingram, Randolph-Macon College Class of 1961, to recognize and promote exemplary teaching and scholarship. The chair is awarded to a senior member of the department of English.

The Dudley P. & Patricia C. Jackson Professorship in Chemistry was established in 2000 by the late Patricia Custer Jackson '45, to recognize and support a distinguished member of the college's department of chemistry. The position is named for Mrs. Jackson, a noted plant physiologist, and her late husband, a distinguished physician and alumnus of the college.

In 2009, the Niarchos Foundation created *The Niarchos Professorship in Classics* at Randolph-Macon College, which benefits the classics department, in general, and supports, specifically, the work of Randolph-Macon's excavations in the Agora (ancient marketplace) in Athens, Greece.

The Charles J. Potts Professorship was initiated in 1995 by a bequest from the estate of Charles J. Potts '32, to recognize an outstanding member of the faculty in a social science discipline.

The Rashkind Faculty Grants were established by a gift from the Rashkind Family Foundation. These grants are awarded to members of the Randolph-Macon College faculty to assist in the pursuit of advanced study and/or sabbatical leaves. Funds are provided on a competitive basis.

The Edward W. Seese Professorship in Business and Economics was established in memory of Edward W. Seese, a distinguished businessman who was a member of the Class of 1929.

The Jean Renner Short Professorship in Liberal Arts was created in 2010 to honor Jean Renner Short, loyal friend of the college. This professorship will attest both to her commitment to higher learning and to her affection for Randolph-Macon College.

The Shelton H. Short, III Professorship in Liberal Arts was established in 2010 to honor Dr. Shelton H. Short III, who was a friend of the college and the son of the late Shelton H. Short, Jr., a member of the Class of 1918. His great-grandfather, William Goode, introduced the legislation in the Virginia Senate which later became Randolph-Macon's Charter. This professorship honors Dr. Short's commitment to liberal arts and sciences.

The I.N. Vaughan Professorship is named for Isaac Newton Vaughan, Jr., an alumnus of the Class of 1898 and a member of the college's Board of Trustees. The professorship is awarded to a member of the history department faculty.

The Watts Professorship was established in 1979 in memory and gratitude to Stephen H. Watts, a member of the Class of 1896. Although the holder of this professorship will normally be one whose academic discipline is either biology or physics, in exceptional circumstances, he/she may be from another physical science.

The Paul H. Wornom, M.D., Professorship in Biological Sciences was established in 1999 by Dr. Wornom, a member of the Class of 1937, to recognize and promote exemplary teaching and scholarship. The chair is awarded to a senior member of the science faculty committed to enhancing the pre-med program for the college.

The Wornom-Rippe Faculty Endowment was established in 2010 by Peter Rippe and his wife, Maria Wornom Rippe. This fund will help Randolph-Macon attract and successfully recruit outstanding new faculty by making available to them both funds and awards established explicitly to encourage their further outstanding accomplishments once they begin work at Randolph-Macon.

Program Endowments

The Bassett Internship Program was established by the Bassett family of Martinsville, Virginia, in memory of J. Edwin Bassett '21 to create and support an internship program for business students to gain work experience during their January Term.

The Marvin and Florence T. Blount Fine Arts Fund, established in 1969 and named for the late Mr. and Mrs. Marvin Blount '14, of Greenville, N.C., supports art exhibitions, lectures, concerts, and recitals at Randolph-Macon College.

The Reverend Alexander G. Brown, Jr. Memorial Lecture endowment was established in 1943 with a gift from Dr. Alexander Gustavus Brown, Jr. an alumnus of the college, in honor of his father who served as a Trustee of the college from 1871 to 1900. The purpose of the Brown Memorial Lectures is to "bring outstanding ministers or religious experts without restriction as to denominational affiliation to speak to students and the community as well as to hold an open forum with those preparing for the ministry."

The Chenery Honors Program Endowment was established by Sara Lu and Alan Chenery, Jr. '50 to support the activities of the college's Honors Program.

The William N. Dudrow Endowment Fund, named in memory of a member of the Randolph-Macon College Class of 1955, provides ongoing support for the programs of the college.

The Franklin Debate Society is endowed through the generosity of the Agnes T. and Garland Gray Foundation as administered by the Community Foundation.

The C. William Gibson, Jr. Fund, named to memorialize Bill Gibson '50, supports events, speakers, and symposia focusing on arts and culture.

The Jane L. Iden Environmental Studies Program Endowment was established in 2005 by Jane L. Iden

to support and maintain the 2006 Privateer boat and engine used by the environmental studies program.

The Jackson and Betty Kesler Endowment for Guest Artists in Theatre was established in 2011, and will be used to broaden students' exposure to Theater as a profession. Jackson Kesler is a member of the Class of 1959. He and his wife, Betty, have directed their significant talents and imagination, personally and professionally, to the study of theater and literature.

The King English Department Endowment Fund was endowed by Mr. and Mrs. James L. King, Jr. of Suffolk, Virginia, to support the enhancement of the department of English.

Dr. Sabra Klein Maloney '92 Fellowship Program for Women in the Sciences was established in 2010 by Andrew Maloney '91 and Sabra Klein Maloney '92. Dr. Sabra Klein Maloney is a 1992 graduate of Randolph-Macon College. After graduating with a B.A. in psychology, she went on to receive an M.S. and Ph.D. in neuroscience. Modeled after her own undergraduate research experience, the Dr. Sabra Klein Maloney '92 Fellowship Program for Women in the Sciences will create a comprehensive undergraduate research experience for female students at Randolph-Macon College who excel in the classroom and are interested in pursuing graduate school opportunities in the laboratory or health sciences.

The Paul Mellon Fund, endowed through a bequest from Virginia philanthropist Paul Mellon, provides ongoing support for the maintenance and upkeep of Washington and Franklin Hall.

The Moreland Lectureship, established through gifts from Dr. Lik Kiu Ding '50 in honor of former Randolph-Macon College President Dr. J. Earl Moreland, provides funding to bring speakers on Asian affairs/studies to the college. (See list of past lectures at end of this section.)

The Jean and Ladell Payne Visiting Artists and Scholars Program, established in 1997 by trustees, alumni, and friends, brings renowned artists and scholars to campus to teach, conduct seminars, or lead public forums. The program honors the Paynes' abiding interest in the advancement of scholarship and the fine arts.

The Laura Paige Perry Endowed Fund for Sociology was created in 2009 by alumna L. Paige Perry '99 in honor of Professor Beth Gill, Ph.D. This endowment will provide funds to create a cutting-edge curriculum generating new and diverse ways of learning.

The Werner Phi Beta Kappa Fund -- Endowed by Anita S. and John B. Werner, a member of the Randolph-Macon Class of 1953, this fund supports and helps expand the programs of the college's chapter of Phi Beta Kappa.

The Arthur McKinley Reynolds Lecture Series was established in 2008 by Dr. Arthur McK. "Mack" Reynolds, Jr., Class of 1947, and his wife, Janet Reynolds, and dedicated in memory of Mack's parents, Arthur McKinley Reynolds, Sr., a 1925 alumnus of Randolph-Macon College, and Susan Minton Reynolds.

The Schapiro Undergraduate Research Fellowship was named in honor of Margaret and Benjamin Schapiro, a member of the Randolph-Macon College Class of 1964. This endowment fund supports scholarly undergraduate research by Randolph-Macon students in all academic disciplines.

The Bruce M. Unger Award for Retiring Faculty is named in memory of Dr. Bruce M. Unger, who served Randolph-Macon for 40 years as a professor in the political science department. The Unger Award recognizes the contributions of retiring faculty with more than ten years of service to the college.

The Paul and Lois Watkins Lecture Series, a noted speakers' program established in 1999 by Marion Watkins Herget and Dr. George D. Watkins '44, was named in honor of their parents.

The White Endowment Program for Environmental Studies was endowed in 1999 to support and promote the environmental studies program at Randolph-Macon.

Society of Alumni Awards

The Board of Directors of the Society of Alumni has established the following awards, which are presented periodically to alumni, faculty, or friends of the college who meet the criteria established for the various categories. *(Dates indicate year award was established)*

The Distinguished Service Award – 1957
The Distinguished Alumnus/a Award – 1972
The Distinguished Friend Award – 1973
The Honorary Alumnus/a Award – 1976
The Young Alumnus/a Service Award – 2005
The Young Alumnus/a Achievement Award – 2005
The Faculty Service Certificate of Appreciation – 1983
The Yellow Jacket Salute – 1999

Student Prizes and Awards

The following prizes and awards are presented at an Honors Convocation or Commencement under conditions appropriate to each. Certain awards are made annually, others only occasionally.

The American Chemical Society Award is presented to a senior chemistry major chosen by the chemistry department faculty.

The American Institute of Chemists Award is presented to a senior chemistry major chosen by the chemistry department faculty.

T*he Bennett Memorial Historical Award,* established in 1899 by Bishop James Cannon, Jr., D.D., and Mrs. Laura Bennett Cannon, in memory of Mrs. Cannon's father, the sixth president of Randolph-Macon College, is given for the best historical essay.

The Edwin W. Bowen Prize in Advanced Latin was given by an anonymous friend of the college in memory of Dr. Edwin W. Bowen, professor of Latin for 45 years. The award is given to the student who has done the most outstanding work in Latin.

The Branch Oratory Medal, established prior to 1924, is awarded to students who have earned recognition for excellence in intercollegiate public debating. Excellence will be defined as winning individual or team awards at three tournaments.

The Mathilde de Brylkine French Prize, awarded for excellence in French language and literature, was established by Mrs. Georgina Childs, late wife of the late Honorable J. Rives Childs, Class of 1912, in honor of her mother.

The Hall Canter Memorial Award in Chemistry, established anonymously by an alumnus in 1948 in honor of the late Dean Canter, is awarded under conditions determined by the chemistry department.

The Henry and Genevieve Chenault Arts Award may be awarded annually by the department of arts faculty to a student or students who demonstrate innovation and extraordinary creativity in the study of fine arts. The award is intended to encourage students who seek either to take artistic chances and reach for new levels of achievement in the arts or to make meaningful connections between the arts and other academic courses or endeavors.

The Georgina Childs Spanish Prize is awarded for excellence in Spanish language and literature.

The Asbury Christian Award, established in memory of the Reverend Asbury Christian, D.D., 1866-1936, is given annually to the outstanding preministerial student on the basis of character, scholarship, and leadership.

The George P. Compton Award is presented to a male student who exhibits athletic ability, academic achievement, leadership, and sportsmanship.

The William Neal Cunningham Memorial Fund was established in memory of a member of the Class of 1968 by his family, friends, and classmates to be awarded to a student in non-medical biology.

The Susan Locke deNagy Award is presented to a female student who exhibits athletic ability, academic achievement, leadership, and sportsmanship.

The Barbara Sylvia Doggett Award was established in 2010 by her husband, Robert V. Doggett, Jr. '57 and children, Philip V. Doggett, Valerie Doggett Sikora, and Gregory R. Doggett, to reward the most outstanding music major at Randolph-Macon College.

The Emory and Winifred Evans Prize in History was established in 2000 and is awarded annually to recognize and promote high scholarship in the study of history.

The Gerd and Johanna Gillhoff Award in German was established in 1986 in memory of Gerd A. Gillhoff, Ph.D., professor of German and former department head at Randolph-Macon from 1958-1976. The award is given annually to the student who has done the most outstanding work in German.

T*he William S. Gray Award* was established by the Gray family to honor professor William S. Gray, professor and friend of the college, who died in 1992. The award is presented annually to an outstanding senior English major as determined by the English faculty.

The Richard E. Grove Award in Computer Science was established by alumni in 1988 in memory of Dr. Richard E. Grove '42, founder of the computer science center at Randolph-Macon in 1963. The award is given annually to the student who demonstrates outstanding achievement in the area of computer science.

The Joseph Boyd Haley Prize is restricted to a member of the freshman class who has attained an excellent standard in first-year Greek.

The R. Bowen Hardesty '32 and R. Bowen Hardesty, Jr. '63 Award for Innovation in Quality Education was established in 1977 by Dr. R. Bowen Hardesty and is presented to the graduate demonstrating innovation in providing quality education.

The Porter Hardy, Jr., Public Service Fellows Award is given to academically-outstanding students who participate in the Washington, D. C. public service internships in either political science or economics and who are interested in a career in public service.

The William Hesse Memorial Award was established by friends and family in 1986 in memory of William P. Hesse, Ph.D., professor of physics from 1977-1985 and former department head at Randolph-Macon. It is awarded annually to a student who has made significant contribution to the physics department through research, scholarship, or service.

The Interfraternity Council Scholarship Award is given each year by the Interfraternity Council to the pledge who makes the highest academic average.

The Robert Epes Jones Prize was established by an anonymous donor in 1980 in honor of Robert Epes Jones, alumnus of the college and professor emeritus of classics. It is awarded to a graduating major for excellence in classical subjects.

The Pepper and Stuart Laughon Commitment to Community Award was established in 2004-05 by Pepper and Stuart Laughon and is presented annually to a student organization or individual making significant contributions to enrich the lives of others. Frank E. "Pepper" Laughon, Jr. '59, a member of the Randolph-Macon Board of Trustees, serves on the Student Affairs Committee, Athletic Committee, and as Chair of the Greek Alumni Advisory Board. Stuart Laughon's steadfast support of innumerable activities further evidences the Laughons' dedication to enriching the lives of our students.

The Jon D. Longaker Student Art History Award was established to honor Professor Emeritus Jon Longaker and his lifelong commitment to the arts, the college, and its students. It is presented each year to a senior whose work in art history is outstanding.

The Noble R. McEwen - Pi Gamma Mu Award for Outstanding Achievement in the Social Sciences was established in 1972 in memory of Noble R. McEwen, professor of psychology at Randolph-Macon for 23 years. The award is presented to the graduating senior majoring in a social science, history, or philosophy who has the highest academic average in those courses.

The W. Schuyler Miller Award is given annually to the most outstanding student in third-year chemistry at Randolph-Macon. The award honors the career of Randolph-Macon College Professor W. Schuyler Miller, Sr., who for 52 years had a distinguished record as a teacher and scholar of chemistry and geology.

The Moore-Peace Prize for Mathematical Scholarship was established in 2004 with a gift from Karl E. Peace, who taught applied mathematics at Randolph-Macon College from 1969-1978. The award was established as a tribute to Ronald L. Moore and his lifelong dedication to Randolph-Macon College including his time as professor and head of the department of mathematics from 1967- 2000. Throughout their lives, both Moore and Peace exemplified high standards of academic excellence and character. Awarded to senior mathematics majors who have demonstrated superior academic achievement and promise for graduate study in mathematics.

The Merrill C. Munyan Award, established in 1977 by teachers, former students, and friends to honor the former chairman of the college's history department, is awarded annually to a student or students for excellence in poetry and prose.

The H. W. Murray Medal for Scholarship, established in 1889 by legacy of Mrs. W. R. Goodwin of Louisa County, Virginia, in memory of her father, is awarded to the member of the graduating class having the highest average for the entire degree course.

The H. Burnell Pannill Award in Philosophy and the Humanities was established in 1981 by Mrs. Mary Alleta Pannill to honor her late husband, an alumnus and the chairman of the philosophy department, which he established at Randolph-Macon. The award is given annually to a graduating senior who demonstrates both an outstanding ability in the humanities and "a perception of philosophy as the living account of the constant questioning where there are no final answers."

The Ladell Payne Writing Prize was established by Professor Emeritus and Mrs. Robert Epes Jones to honor a student in an American or English literature survey course for having written the best essay in the fall semester. This annual award's recipient is determined by the English faculty and is named in honor of Randolph-Macon's 13th president, Dr. Ladell Payne.

The William A. Shepard Memorial Chemistry Medal, established in 1903, honors Major William A. Shepard who joined the Randolph-Macon faculty in 1858 to organize and direct a department of agricultural chemistry. The medal is presented to the student showing excellence in organic chemistry.

The Smithey Mathematics Medal was established by Mrs. Royall Bascom Smithey in memory of her husband, an alumnus of the college and for 40 years its professor of mathematics.

The Stevenson Holy Land Travel and Study Award was established by an alumnus, the Rev. A. L. Stevenson, in memory of his wife, and is awarded to a pre-ministerial student or to a religious studies major. The recipient is given the opportunity to study and travel in Israel.

The Student Education Association Academic Achievement Award is given annually by the education department to the outstanding senior education major.

The Student Education Association Service Award is given annually by the education department to the senior education major who most consistently worked to promote the education department and education in general.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Awards, established by the Algernon Sydney Sullivan Foundation of New York in 1970, are awarded annually to those who serve others.

The Sutherlin Oratory Medal, established in 1872, is awarded to students who have earned recognition for excellence in intercollegiate parliamentary debating. Excellence will be defined as winning individual or team awards at two tournaments.

The George Spotswood Tarry Prize is awarded to a junior or senior religious studies major who embodies the personal and social values and the academic excellence to which Professor Tarry was committed.

The Wade J. Temple Award in Physics was established by friends and family in 1984 in memory of Wade J. Temple, Ph.D., Randolph-Macon College professor of physics from 1964-1982, and former department head. The award is given to a graduating physics major who shows great promise as a physicist.

The David Trent Prize in English is awarded in memory of David Harman Trent (1941-1963) who attended Randolph-Macon from September 1960 to June 1963. The prize is awarded to a junior or senior who has shown unusual ability in the study of poetry.

The Janet Harvey Trivette Award - This award, established in memory of Janet Harvey Trivette '78, is awarded to a female student who is completing her senior year of coursework at Randolph-Macon College. The award recipient will have demonstrated Janet's distinctive characteristics of compassion, generosity of spirit, and leadership.

The Wall Street Journal Student Achievement Award presented at Randolph-Macon since 1993, is given to an outstanding business and/or economics student by the economics and business department.

The Walton Latin Prize, established in 1872 by George E. M. Walton of Hanover County, Virginia, is awarded annually to a student for excellence in first-year Latin.

The Walton Prize for Greek Scholarship was established in 1872 by Mr. George E. M. Walton of Hanover County, Virginia.

The Rice Warren Award is presented annually to a married couple (one of whom is a full-time student) that has made noteworthy contributions to student life.

Memorial Library Collections and Book Funds

The Alfred E. Acey Fund was established by Mrs. Trixie J. Acey in memory of her husband, an Randolph-Macon College professor from 1967-84 and member of the Class of 1957.

The George Edward Barrow IV Endowment was established in 2004 by a bequest from George Edward Barrow IV and gifts from his sisters, Mary Anne Dellinger and Patty VonOhlen. Mr. Barrow was a member of the Class of 1977.

The Richard A. Bergdoll Memorial Book Fund was established in 2012 by Jim Bergdoll '57 in memory of his father Rev. Richard A. Bergdoll '28.The renamed fund will use the funds from the Hazel Turk Bergdoll Fund. The Hazel Turk Bergdoll Fund will cease to exist.

The James Read Branch Fund was established by Mrs. Beverly B. Munford.

The John Marvin Burton Fund was established in memory of this member of the Class of 1909, who died in the service of his country in World War I.

The E. S. Carlton Fund was established by J. W. Carlton in memory of his son, a member of the Randolph-Macon College Board of Trustees.

The J. Rives Childs Fund was established by the bequest of J. Rives Childs, a member of the Class of 1912.

The John Coiner Fund was established by family and friends in memory of this member of the Class of 1974.

The Major Samuel Colonna Fund was established in his memory by his brother and sons.

The A. Allen Darden Fund was established by A. S. Darden in memory of his son, a member of the Class of 1871.

The Arthur Kyle Davis Fund was established by his son.

The Richard Beale Davis Fund was established in his memory by his wife.

The S. C. Hatcher Fund was established by the Rev. A. Purnell Bailey in memory of the Rev. S. C. Hatcher, vice-president and treasurer of the college.

The Charles H. Hickey Fund was established in his memory by his son, J. J. Hickey.

The John S. Jenkins Fund was established in his memory by his son.

The Montgomery Langdon Fund was established in his memory by his mother, Mrs. Woodbury B. Langdon, and his sister, Mrs. Barrett P. Tyler.

The Thomas L. Lipscomb Fund was established by his bequest.

The Moreland - Hardy Fund was established by J. Earl Moreland, the 11th president of the college, and his wife, Helen Hardy Moreland, in memory of their parents, the Rev. and Mrs. R. B. Moreland and the Rev. and Mrs. Porter Hardy.

The R. B. Pugh Fund was established by the bequest of R. B. Pugh, a member of the Class of 1902.

The R. G. Reynolds Fund was established in his memory by his wife and her sons.

The Grellet C. Simpson Fund, established in honor of Grellet Collins Simpson, student, teacher, dean of the faculty (1926-56) by former students, friends, and Dr. and Mrs. Simpson.

The Jocasta Land Gray Simpson Fund was established in her memory by her children and her husband, T. McN. Simpson, Sr., a member of the Randolph-Macon College Board of Trustees.

The Hugh C. Tucker Fund was established by Mrs. Lud D. Estes.

The James Cator Vickers Fund was established in his memory by Miss Sue Reeve Wright.

The A.M. Walton Fund was established in his memory by his father, George E. M. Walton.

The William Stanford Webb Fund was established by the bequest of William Stanford Webb.

The Mary Bailey Werner Library Fund was established by Trustee John Werner of the Class of 1953 and named for his mother.

Endowed Scholarships

The Abernathy – Eason Scholarship Fund was established by Hardaway '39 and Mavis Abernathy in memory of their parents in 1983. Preference shall be given to a student(s) preparing for the ordained ministry or other full-time Christian service in the Virginia Conference of the United Methodist Church.

The Jack K. Agee Scholarship was established in 2010 by Jack K. Agee, a member of the Class of 1952, for rising sophomores and juniors who need financial help and exhibit great attitude and desire for a college education. It is designed for those who need to work part of their way through college.

Buddy Allen, Class of 1962, and his wife, Ann, created *The Buddy and Ann Allen Scholarship* in 2007 to aid full-time students in good academic standing who have either graduated from a Richmond, Virginia Public School, participated in "Partnership for the Future" program (a college preparation and youth employment program established in the Metro Richmond, Virginia area), or who have graduated from J. Sergeant Reynolds Community College.

The Ames Family Scholarship was established in 2005 from the Estate of J. Lewis Ames '33 and from a gift from John L. Ames, Jr. '70 to honor family members who attended or served Randolph-Macon College.

The George Banister Anderson Scholarship Fund was established by family and friends as a memorial to George B. Anderson, Class of 1950.

The Ira and Anne Andrews Scholarship was established in 2009 to recognize and honor long-time Dean of Students Ira Andrews, III '59 and his wife Anne for their exemplary service to Randolph-Macon College. The Andrews Scholarship promotes student leadership and academic achievement. Awarded to rising sophomores and juniors.

The W. L. Avery Ministerial Scholarship, established in accordance with the will of W. L. Avery, provides aid to Methodist ministerial students.

The Harry Lee Bain, Sr. Scholarship Fund was established in 1983 by his late wife in his memory.

The A. Purnell Bailey Scholarship for Ordained Ministry provides qualified and selected students with the scholarship assistance, mentoring, support activities, seminars, and internships related to vocational exploration and preparation for ordained ministry.

The Barton Heights United Methodist Church Scholarship Fund was established in 1979 by members of the Barton Heights United Methodist Church of Richmond, Virginia, to provide financial aid to United Methodist students

The Bass Family Scholarship was established in 2007 by Carlene and Tom Bass and their family. Mr. Bass is a graduate of the college, Class of 1954. The scholarship is to be awarded to students who have demonstrated financial need.

The William B. Beauchamp Memorial Scholarship Fund was established by Bayard and Elizabeth Beauchamp, parents of William B. Beauchamp, in 1963.

The Bishop W. B. Beauchamp Memorial Scholarship Fund was established by Monumental United Methodist Church, Portsmouth, Virginia.

The Douglas E. Bethel Scholarship Fund was established in 2000 through gifts from Mr. and Mrs. Douglas E. Bethel, their family, and friends. Mr. Bethel was a graduate of the college, Class of 1940. The scholarship is to benefit students who grew up south of the historic James River, have demonstrated financial need, have a cumulative GPA of 3.0 or higher and are involved in extra-curricular activities at Randolph-Macon.

The William C. Blakey Scholarship Fund was established by Mr. William C. Blakey, a member of the Class of 1907, in 1963.

The J. William Blincoe Scholarship was established by Carrie Lee Blincoe in memory of her husband, Dr. J. William Blincoe, a member of the Class of 1922. Dr. Blincoe taught mathematics at Randolph-Macon College for 30 years and, for a time, was chairman of the department of mathematics. Preference shall be given to students majoring in mathematics.

The Marcus H. Bloodworth '36 Scholarship, established in 1999 in memory of Emma McLendon Bloodworth and William Ennett Bloodworth, is awarded annually to financially needy students.

The Charles E. Brauer, Jr. Scholarship Fund was created in 1977 by bequest from Marie Virginia Brauer in memory of her brother, Charles E. Brauer, Jr. '24, a Phi Beta Kappa graduate. The scholarship provides assistance to students majoring in pre-med or religious studies.

The Alexander G. Brown Memorial Scholarship Fund was given by his daughter, Mrs. H. Seldon Taylor, in his honor.

The James W. Buchanan Scholarship was established in 1990 in memory of James W. Buchanan '77, by his family and the Richmond Alumni Club. On the admissions staff for years, it is fitting that a scholarship was created in his name to recognize other out-

standing young men and women and help them attend college. The scholarship benefits a student from the greater Richmond area.

In 1963, the children of *Frank and Elizabeth Walker Burruss* created a scholarship fund in their name.

The James T. Butler, Jr. Scholarship, established in 2000 by Anne D. Butler, the widow of Jimmy Butler '64, a former Trustee, is awarded annually to a financially needy student.

The Reynoldson Duke Butterworth Scholarship Fund was established in 1970 by Dr. R. D. Butterworth '28.

The Bishop James Cannon, Jr. Ministerial Scholarship Fund was established by his daughter, Virginia Cannon Stockham, and the Colonial Dames of America, Alabama Chapter, in memory of her parents Bishop Cannon and his wife, Lura Virginia Bennett. This scholarship is for the benefit of preministerial students.

The Harry M. Canter Memorial Scholarship Fund.

The Dr. Noland M. Canter, Jr. Endowed Scholarship Fund was established in his memory by his wife, Eleanor F. Canter, son, Noland MacKenzie Canter III '71, and daughters Jane Canter Francis and Ann Canter Nickels. As a student, Dr. Canter was an active participant in the Randolph-Macon College Choir, the Franklin Debating Society, and was a member of the Kappa Alpha Order. He graduated in 1944 with his Bachelors of Science in Biology and eventually went on to become Chief Radiologist at Rockingham Memorial Hospital in Harrisonburg, VA. Dr. Canter was a devoted trustee of the College for 14 years, a class agent for the Annual Fund, and a Presidents Society member. Dr. Canter was awarded Trustee Emeritus status for his exceptional service to the College.

The E. S. Carlton Scholarship Fund was given in 1925 by Centenary United Methodist Church, Richmond, Virginia.

The Carrell Aid Program was established by Susan L. Carrell, a former Randolph-Macon College faculty member, to provide aid to study abroad in France.

The Rev. Oscar Bryant and T. Eugene Carter Scholarship was established in 1999 by the estate of O. Blair Carter, in memory of his father, Rev. Oscar Bryant Carter, and brother, Thomas Eugene Carter, D.D. The scholarship provides financial assistance to worthy students.

The Thomas P. and Betty M. Carter Scholarship was established in 1996 by Michael C. Carter, Class of 1975, in honor of his parents.

The Centel Foundation – Fred W. Palmore, Jr. Scholarship was created in 1990 in honor of Fred W. Palmore, Jr. '39. This scholarship provides aid to students in need who live in Hanover, Goochland, and Louisa counties.

The Francis and Miranda Childress Foundation Scholarship, established by the Francis and Miranda Childress Foundation and Val Lee '87 in 1997, is awarded annually to a student with demonstrated financial need.

The Georgina Childs Scholarship and The Marcelle Prat de Jouvenel Scholarship, established by the late Hon. J. Rives Childs '12, provides in alternating years a year's study at the University of Nice for an Randolph-Macon student and a year's study at Randolph-Macon for a student from the University of Nice.

The Lucy B., John W., and Georgina Childs Scholarship Funds were established by the late Hon. J. Rives Childs '12 in memory of his parents and wife.

The Class of 1957 Scholarship was established in 2006 through gifts from alumni, family, and friends in honor of their 50th reunion.

The Class of 1980 Scholarship was established in 2008 in memory of Lt. Col. Keith M. Sweaney. Lt. Col. Sweaney, a native of Charleston, West Virginia, was a standout football player at Randolph-Macon College lettering all four years and winning all conference honors in the Old Dominion Athletic Conference at middle-guard. Keith entered the Marine after graduating and served as a helicopter pilot. His service included a tour of duty in the Persian Gulf and as a pilot for President George H. W. Bush.

The Class of 1982 Scholarship was created in 2008 to honor the Class's 25th Reunion. The scholarship will benefit a deserving student who is in good academic standing.

The Lillie P. and John H. Clements Scholarship Fund, established in 2000, is named in honor of Lillie Pittad Clements and John Halligan Clements, a member of the Class of 1952 and chair of Randolph-Macon College's Board of Trustees from 1982 to 1993. The scholarship provides financial assistance to deserving students from that portion of Southside Virginia, defined by the counties of Dinwiddie, Sussex, Prince George, Chesterfield, and Greensville and the cities of Colonial Heights, Hopewell, Petersburg, and Emporia.

The A. Judson Cobb, Jr. '66 Scholarship was established in 2002 through a bequest from the estate of A. Judson Cobb, Jr. '66, to provide annual scholarships to academically promising, financially needy students.

The Compton Family Scholarship was created in 2009. This scholarship honors the many members of the Compton Family who have attended Randolph-Macon, including William Compton, a member of the Class of 1906, and his five children: Archie '30, Denny '34, William Jr. '35, as well as Frank Compton and Lloyd

Compton. His great-granddaughter, Leslie M. John graduated from Randolph-Macon College in 2005.

The Laird L. Conrad Memorial Scholarship Fund was established by Mrs. Laird L. Conrad in memory of her husband.

The Cooley Scholarship Fund was established in 1955 by Mrs. Eleanor C. Robbins in honor of her brother, Jacquelin Stuart Cooley, and her father, Dr. Jacquelin Smith Cooley.

The Walter and Besse Craigie Scholarship, established in 2007, is awarded to students based on academic merit and financial need.

The Douglas Cruickshanks Scholarship Fund was endowed in 2001 through gifts from Mr. and Mrs. Douglas Cruickshanks '69, to support students with financial need who are in good academic standing.

The Vincent E. Daniel Scholarship Fund was established by Vincent E. Daniel '38, to assist worthy and deserving students in obtaining an education at Randolph-Macon College.

The Howard E. Davis Scholarship, established in 2007 by alumni, friends, and faculty, honors the late Howard E. Davis, professor of political science, Director of the Honors Program, and Provost.

The Edmund T. DeJarnette Scholarship Fund, which was set up in 1978 by Fred G. Pollard to honor his father-in-law, gives preference to Hanover County students.

The Judge Burbage Latane DeJarnette Scholarship was given by the late Edmund T. DeJarnette in honor of his uncle.

The Rosamond Berry DeJarnette Scholarship Fund, established in accordance with the will of Mrs. Rosamond Berry DeJarnette, benefits students with financial need.

The Russell B. DeVine Memorial Scholarship Fund was established by Mrs. Russell B. DeVine in memory of Russell B. DeVine '12. Preference is given to a student studying American history.

The Gabriel Poillon Disosway Memorial Scholarship was established in 1998 by the estate of Virginia Lazelle Disosway Melzer in memory of her great-grandfather, Gabriel Poillon Disosway, one of the founders of Randolph-Macon College, and in memory of her father, Gabriel Poillon Disosway.

The Barbara Sylvia Doggett Scholarship Fund was established in 2009 by her husband, Robert V. Doggett, Jr. '57 and children, Philip V. Doggett, Valerie Doggett Sikora, and Gregory R. Doggett, to memorialize and perpetuate Barbara's love of music. The scholarship is a merit based award that is made annually to a student majoring in music.

The Barclay and Rob DuPriest Schlorship was established in 2009 to recognize and honor the wonderful service of Rob DuPriest, a member of the class of 1969, and Barclay DuPriest, beloved manager of the Randolph-Macon College Bookstore.

The Dr. Clay E. Durrett Scholarship Fund, established in 1976 by Dr. Clay Earl Durrett '26, is awarded annually.

The Dorothy B. and Philip L. Eastman Scholarship, established in 1986 by the Rev. Alfred L. Eastman in memory of his wife and son, is awarded annually to a young woman majoring in computer science.

The William Henry Edwards Scholarship Fund was established in memory of Dr. William Henry Edwards, an Randolph-Macon College graduate and minister in the Virginia United Methodist Conference.

The Leilia A. Ewing Ministerial Scholarship Fund was established by a bequest from Leilia A. Ewing.

The Milton L. Faison Ministerial Scholarship Fund, established in 1978 in accordance with the will of Milton L. Faison, a member of Centenary United Methodist Church, Richmond, Virginia, provides financial aid to ministerial students.

The Charlotte Diane Fitzgerald Memorial Scholarship, established as a memorial to Charlotte Fitzgerald, associate professor of sociology at Randolph-Macon College from 1982 to 1996, is given annually to financially needy students majoring in the social sciences

The Fleet-Lee Ministerial Scholarship Fund was established by Mrs. Hill Fleet and friends in memory of Mr. Hill Fleet; it is now part of the General Ministerial Scholarship Fund.

Robin Anne Floyd '85 and Cyrus Mehri of Washington, D.C. established the *Floyd-Mehri Scholarship* in 2002. This scholarship is awarded to female students with financial need who are majoring in the social sciences. In addition, preference is given to students from the Carolinas. The scholarship is renewable, provided the student maintains good academic standing.

The Forehand Scholarship Fund, established by Vernon T. Forehand, Sr. '39, benefits students from the Chesapeake area.

The A. S. Forrest Scholarship was established in 1985 by Aldridge S. Forrest '32. Preference is given to students from the Virginia Peninsula or Tidewater area.

The George S. and Lucille Forrest Scholarship was established in 2000 through gifts from G. S. and Lucille Forrest. The Forrest Scholarship annually provides financial assistance to students who demonstrate financial need as determined by the Randolph-Macon College financial aid office and who graduated from Poquoson High School in Poquoson, VA. George Forrest retired from Chesapeake Crab Company, after many years in the seafood business. He served as the mayor of Poquoson, was a member

of the Virginia Peninsula Economic Development Council and the Virginia Marine Resources Commission. While attending Randolph-Macon College he participated in track, the Washington Literary Society, Presidents Society, Heritage Society, and the Society of Alumni. He was a member of the Lambda Chi Alpha Fraternity and served as president of Randolph-Macon College's Old Grads in 1996.

The Forrester Family Scholarship was established in 1996 through a bequest from Dr. Richard Hynson Forrester, Sr., and from gifts from the Forrester family. Dr. Forrester was a graduate of the Class of 1932. He was the second of four generations to graduate from the college. Reverend George Thomas Forrester (1902), Richard Hynson Forrester, Jr., (1957) and Rachen Forrester Sterling (1992) are also family alumni. The scholarship is to benefit Methodist students from Virginia.

The J. G. Fry Scholarship, established at Randolph-Macon by the Men's Bible Class of Boulevard United Methodist Church in 1957, is now part of the General Ministerial Scholarship Fund.

Established in 1993 by Charles and Betty Duff, parents of Elmon Duff '88, the *Garland Gray Foundation Scholarship* benefits native Virginians with financial need.

The James D. Garland, Sr. and Helen E. Garland Scholarship was established through gifts honoring Mr. and Mrs. Garland. The award gives financial assistance to students from Virginia.

The David S. and Willye Mae Garner Scholarship Fund was established in 1992. Dr. David S. Garner graduated from Randolph-Macon in 1922.

The Jack S. Garrison, M.D. Scholarship was created in 1999 by friends and family to provide an annual scholarship to outstanding students who aspire to enter the medical field. Preference is given to students from Virginia Beach, Virginia.

The Robert Allen Gibbons Scholarship Fund was established in memory of Robert Allen Gibbons, a member of the Class of 1952, by his parents, Mr. and Mrs. H. K. Gibbons.

The Robert E. Gill Scholarship was established by the Central United Methodist Church in Richmond to honor Robert E. Gill.

The Rev. Otis L. Gilliam Scholarship was established in 2005 by Dr. and Mrs. O. Randolph Gilliam '44 in honor of Rev. Gilliam '13 and his ministry in southeastern and south central Virginia. The scholarship is awarded to a junior and/or senior with demonstrated financial need interested in pursuing public service careers.

The William F. Goggin and Robert Allen Thomas Scholarship was established through a bequest of William F. Goggin and Robert Allen Thomas '48, to support a qualified and financially deserving student with a major in the humanities or sciences.

The Reverend Corbelle Katon and Ruth Simpson Hart Gray Memorial Scholarship was established in 2007 by their sons to benefit students who intend to pursue ministerial careers upon graduation or upon completion of graduate school.

The R. Old Green '22 Scholarship was established in 2000 by the estate of R. Old Green, Class of 1922, and is awarded to students with demonstrated financial need.

The Samuel S. and L. Kittie Green Memorial Scholarship was established by the bequest of Mrs. Kittie Green, widow of alumnus Sam Green '19, noted sports chronicler. The scholarship is awarded to students with financial need.

The Irving M. Groves Memorial Scholarship was established in 1996 by Irving Groves '50 and Ruth Groves Chaney in memory of their father, a distinguished banker and member of the Randolph-Macon College Class of 1916. The scholarship provides financial assistance to students from the Virginia counties of Patrick and Henry.

The Walter Clarke Gum Ministerial Scholarship Fund, established in accordance with the will of Bishop Gum, is now part of the General Ministerial Scholarship Fund.

The Nancy S. Haley and Dr. Joseph B. Haley Scholarship, given anonymously in their memories, is awarded to an entering freshman, with preference given to graduates of Patrick Henry High School in Hanover County, Virginia.

The Armand Hammer Scholarship Fund was established in 1974 by Dr. Hammer, chairman of Occidental Petroleum Corporation.

The Charles W. Hardwicke Scholarship Fund.

The Porter Hardy, Jr. Scholarship Fund was established by the Honorable Porter Hardy, Jr. '22.

The A. W. Hargrove Scholarship Fund, established in 1976 by the A. W. Hargrove Insurance Agency, Inc., in honor of the founder of the company on the company's 50th anniversary, is awarded annually to a Hanover County student.

The Gordon F. Harrell, M.D. Scholarship is a scholarship in memory of Dr. Gordon Harrell '41 by his widow, Emma Lee Harrell. The scholarship benefits students planning a career in pre-medicine or healthcare.

The L. E. Harrell Scholarship Fund was established in 1981 by Col. Leighton E. Harrell for either married ministerial students or students with financial need.

The Samuel Claiborne Hatcher Scholarship Fund, established in 1998 by Inez Hatcher to honor her husband, Dr. Samuel Hatcher, former Randolph-Macon College treasurer, assists financially needy students.

The Dr. Robert W. Iden and Dr. Thomas C. Iden Scholarship Fund was established in 1966 by Mrs. Jane L. Iden as a memorial to her husband, a member of the

Class of 1950. In 2005, Dr. Thomas C. Iden contributed significantly to match the initial funding of Mrs. Jane Iden. With her consent the fund was amended to include both brothers' names. This scholarship is awarded on an annual basis to a student with demonstrated financial need who plans to pursue a career as a doctor of medicine.

The Lester Jackson Scholarship, established in 1993 in memory of Lester Jackson, friend and ally to generations of Randolph-Macon students, is given on the basis of financial need.

The Michael A. Jessee Scholarship was established by Elizabeth L. and Michael A. Jessee in 2009. Michael Jessee is a member of the Class of 1968, and a member of the College's Board of Trustees.

The Mary Lou Jinkins Scholarship Fund was established in accordance with the will of Mary Lou Jinkins.

The Rosewell Jinkins Scholarship Fund was established by the will of Rosewell Jinkins '18 in 1983.

The Robert Edward and Isie Epes Jones Scholarship Fund was established by Dr. and Mrs. Robert Epes Jones for a student majoring in classics, Latin, or Greek.

The Robert Epes Jones Scholarship in Classics was established in 1987 from the bequest of Dr. Robert Epes Jones '30, who taught at Randolph-Macon from 1950-1975, first as professor of Latin and, later as professor of classics. In addition, he also instructed courses in English and German. The scholarship is awarded to a student majoring in classics.

The William M. and Martha Jones Memorial Fund was given by the children of Mr. and Mrs. William Mordecai Jones, in honor of their father and mother in 1910.

The Kearney Memorial Scholarship Fund was established by Dr. Frank Kearney in 1966 as a memorial to his son, Henry S. Kearney, a Randolph-Macon student during 1966-67.

The John A. Kern Scholarship Fund was established by Alfred A. Kern and his brother, Bishop Paul B. Kern, in honor of their father, Dr. John A. Kern, eighth president of Randolph-Macon College.

The Kim Pre-ministerial Scholarship Fund, established in 1992, provides annual assistance to financially-needy students of Korean ancestry who aspire to enter into the Methodist ministry.

The Kings Dominion Scholarship Fund, created in 1978, gives special consideration to students who reside in Hanover County and/or who have been or are employed by Kings Dominion in Doswell, Virginia.

The Samuel Summerfield Lambeth and Eugenia Richards Lambeth Endowment Fund was established in 1996 according to the will of Dr. Lambeth '34, to honor his wife and as a memorial to him. The scholarship benefits students with financial need.

The L. Marie Lamberth Scholarship was established in 1987 with a bequest from Miss Lamberth, a friend of the college.

The Edward H. Lane, Sr., Scholarship Fund was created in 1996 by the Edward H. Lane Foundation of Altavista, Virginia, to support students who have financial need and have demonstrated academic proficiency, leadership skills, and a strong sense of personal values.

The Judge Charles M. Lankford, Jr. Scholarship was established in 1986 in accordance with the will of Genevieve Walker Lankford, widow of an alumnus of the Class of 1918 who served as a trustee of the college.

The Pepper and Stuart Laughon Commitment to Community Award was established in 2004-2005 by Pepper and Stuart Laughon and is presented annually to a student organization or individual making significant contributions to enrich the lives of others. Frank E. "Pepper" Laughon, Jr. '59, a member of the Randolph-Macon Board of Trustees, serves on the Student Affairs Committee, Athletic Committee, and as Chair of the Greek Alumni Advisory Board. Stuart Laughon's steadfast support of innumerable activities further evidences the Laughons' dedication to enriching the lives of our students.

The Franklin J. Lawson Scholarship Fund was established in accordance with the will of Franklin J. Lawson.

The Richard Brooke Lawson Ministerial Scholarship Fund was provided in 1954 by the will of Richard Brooke Lawson to aid students to prepare for the ministry.

The Ira M. Lechner Scholarship Fund was established in 1988 by Ira M. Lechner '55, to provide a full-tuition scholarship(s) for students interested in pursuing careers in public service following graduation.

The David Brett Lincoln Scholarship, established in 1998 by C. Robert Lincoln, M.D. '57, and his wife Nancy in memory of their son David, provides financial assistance to students who demonstrate academic and leadership ability and promise.

The Cheryl K. Lindgren Scholarship was established in 2008 through gifts from Keith H. Knorr, M.D. and Janet L. Knorr to honor their daughter Cheryl K. Lindgren, wife of Robert R. Lindgren, the 15th President of Randolph-Macon College. This fund will provide annual awards supporting students who demonstrate financial need, high academic and leadership potential, and who are interested in pursuing careers in the sciences.

The Lucy Gordon Linney Ministerial Fund is a scholarship awarded by the trustees of the Virginia United

Methodist Conference Orphanage to a ward of that institution.

The Georganne and Stephen Long Scholarship was established in 2006 by Stephen P. Long, M.D. '82 and Georganne W. Long, M.D. in honor of their parents, Dolores and Paul Long and Winifred and George Wells, this scholarship is awarded to students who are interested in careers in medicine.

The Jon Longaker Scholarship was established in 2008 by Donald Lewis '70 in memory of Jon Longaker, a professor of art at Randolph-Macon College.

The G. Wilmer Mackey Scholarship Fund was established in 1978 by the Randolph-Macon College Board of Trustees in honor of G. Wilmer Mackey, who served on the board from 1975 until his death in 1978.

The David Norris Maffett Memorial Scholarship Fund was established in 1967 by the family and friends of David Norris Maffett, a student at Randolph-Macon during 1964-65.

The Catherine Dorrance Malone Scholarship was established through a gift honoring Catherine Dorrance Malone and recognizing her graduation from Randolph-Macon College on June 2, 2007. The award provides students with need-based or merit scholarships.

The Herbert M. Martin Scholarship was established by Mrs. Martin and the members of Calvary United Methodist Church, Danville, Virginia.

The Norman D. '43 and Betty Mason Scholarship Fund was established in 1993 by Norman D. Mason '43, and Betty Mason. Mr. Mason was an outstanding basketball athlete at Randolph-Macon College from 1941-43.

The John M. McCardell III Scholarship Fund was established in 2007 by John McCardell to reward the efforts of Randolph-Macon College's most outstanding business and economics scholar.

The William S. McClintic, Class of '28 Scholarship was established in 1987 through a bequest from the estate of William S. McClintic.

The John Parr McGrath '79 Scholarship, established in 1996, provides assistance to an English major who has demonstrated financial need.

The Littleton H. Mears Scholarship, established in 1990 through a bequest from his wife, Nannie A. Mears, benefits students who live in Northampton or Accomack counties on the Eastern Shore of Virginia. Littleton Mears was a member of the Class of 1917.

The James K. Meharg Scholarship was established in 2007 by James K. Meharg, Jr. '49 and is available to deserving merit or need-based students as determined by the Office of Financial Aid.

The United Methodist Church Scholarships are given each year by the Board of Education of the United Methodist Church, Nashville, Tennessee. The recipients of these scholarships are chosen by the college.

The James L. Miller Scholarship was established in 2012 by James L. Miller, Randolph-Macon College Class of 1952, in memory of his wife of fifty-five years, Page M. Miller, Westhampton College, University of Richmond, whom he met at the KA House at Randolph-Macon College, to provide scholarships to academically-promising and financially-needy students from Winchester, Frederick County, and Norfolk, Virginia. Mr. Miller grew up in Winchester, VA. and was a graduate of its Handley High School but resided and practiced law in Norfolk, VA for over fifty years.

The W. Schuyler Miller, Sr. & Stanley H. & Gladys S. Rayner Memorial Chemistry Scholarship was established in 2005 by Mr. and Mrs. Stanley Hugh (Bob) Rayner, Jr. This award is given annually to the most outstanding student in third-year chemistry at Randolph-Macon College. The award honors the career of Randolph-Macon College Professor W. Schuyler Miller, Sr., who for 52 years had a distinguished record as a teacher and scholar of chemistry and geology and the lives of Stanley H. and Gladys S. Rayner.

The Dr. W. Schuyler Miller Scholarship was established in 2010 in his memory by students, colleagues, and friends to honor his impact on the Randolph-Macon community and its students. Dr. Miller taught chemistry and geology at the college for 52 years, inspiring generations of students to pursue their own interests in the sciences.

The S. Lizzie Morgan Memorial Fund was provided by the will of Miss S. Lizzie Morgan. Established in 1954, the income from this fund is to be used for ministerial student scholarships.

The J.T. Morriss Family Scholarship, established in 1997 through a bequest from Mrs. J.T. Morriss, IV, provides financial assistance to students from the greater Petersburg, Virginia area.

The Lester W. Morris, Jr. Scholarship, was established in 2003 through a bequest from Mr. Lester W. Morris, Jr., a friend of Randolph-Macon College. The scholarship supports students with financial need who are in good academic standing. Awards will be made only when the fund will benefit more than one student with as much full tuition as possible to the recipient(s).

The Mattie K. Muller Scholarship Fund, established by Mrs. Frank L. Day in memory of her sister, Mrs. Mattie K. Muller, benefits Randolph-Macon students from the state of Maryland.

The Owen Nalle Memorial Scholarship was given by Mrs. Owen Nalle to aid students in international studies.

The Harvey A. Neville Scholarship Fund was established in 1974 by Mrs. Carol Prichett, a friend of the college, in honor of Harvey A. Neville '18.

The Thomas W. Ogden, Jr. '27 - Lambda Chi Alpha Scholarship, established in 1994 in memory of Thomas W. Ogden Jr. '27, provides financial assistance annually to needy students who are members or legacies of Lambda Chi Alpha fraternity.

The George B. Oliver '49 - Lambda Chi Alpha Scholarship, established in 2002 in honor of George B. Oliver '49, provides assistance to students who are members or legacies of the Lambda Chi Alpha social fraternity with financial need.

The Flavia Reed Owen Scholarship was established in 2006 by M. Lauck Walton to honor Flavia Reed Owen, Randolph-Macon librarian from 1946 to 1984.

The Charles Earl Packard Scholarship Fund was established by friends and family of Charles Earl Packard, a biology professor at Randolph-Macon College from 1948-1966. Although preference will be given to students majoring in biology, the award is open to students in all disciplines.

The H. Burnell Pannill Scholarship was established in 2012 by A.G. Ingram to benefit students with academic promise and financial need.

The H. Burnell and Mary Alleta Pannill Scholarship, established in 1985, annually provides financial assistance to academically-promising students whose primary interest is the study of literature.

The Persinger Memorial Scholarship Fund was given by Epworth United Methodist Church, Norfolk, Virginia, in memory of Rev. Benjamin M. Persinger, D.D., Class of 1928.

The Phi Kappa Sigma Commemorative Scholarship was established in 2002 to benefit students who are members or relatives of the Phi Kappa Sigma fraternity.

The Phi Kappa Sigma, Tau Chapter Scholarship Fund was established in 1978.

The Pope Scholarship Fund was established by Samuel E. Pope in memory of his father and mother, Franklin Pierce Pope and Hattie Drewry Pope.

The Charles J. Potts Scholarship, established by a bequest from Charles J. Potts '32, is available to a deserving student(s) in good academic standing.

The Cecil C. Powell, III Memorial Scholarship Fund was established in 1983 by Mr. and Mrs. Cecil C. Powell, Jr. in memory of their son, a member of the Class of 1976.

The Randolph-Macon College Need-Based Scholarship was established with a gift from Dr. George B. Oliver and Cornelia D. Oliver. Dr. Oliver is a former Randolph-Macon College Issac Newton Vaughan Professor of History and a member of the Class of 1949. The purpose of the scholarship is to provide scholarship support to students with demonstrated financial need.

The Webster S. Rhoads Scholarship was originally established as the Miller & Rhoads Scholarship by Webster S. Rhoads, one of the founders of the Miller & Rhoads Department Store. The fund has been increased by his grandson and renamed in memory of Mr. Rhoads.

The Frank and Dora O. Ricciardi Memorial Scholarship Fund, established in 2000 in their memory, gives preference to students from Herndon High School in Fairfax, Virginia, or Dobbs Ferry High School in Dobbs Ferry, New York.

The Luther B. and Agnes Marsh Rice Scholarship Fund was established in 1995 by a gift from the Martha Owens Rice trust fund and estate of Mary L. Rice. Preference is given to students from Northumberland County, Virginia.

The Richmond Times-Dispatch Journalism Scholarship was established in 1996 to honor Albert T. "Tappy" August, III '63, president and general manager of Richmond Newspapers, Inc. The scholarship benefits students with demonstrated financial need, high academic standing, and an interest in journalism as a career.

The Roland P. and Catherine H. Riddick Scholarship Fund was established by Roland P. Riddick, D.D., in memory of his wife, Catherine Riddick, with contributions from their children.

The George and Nita Roughgarden Scholarship, established in 1997 by a gift from the George Coventry Roughgarden and Nita Schmidt Roughgarden Christian Educational Trust, is awarded annually to students who demonstrate financial need, in conjunction with, or additional to, work study.

The E. T. and M. P. Rucker Scholarship Fund was established by family members to honor the memory of Edwin T. Rucker, college physician from 1882-1889, and his son, the late Dr. M. Pierce Rucker.

The Robert H. Saunders Scholarship was established as a memorial through gifts from family and friends. As a student, "Bob" was a member of the football team, track team, a brother of the Phi Delta Theta Fraternity and was a scholarship recipient graduating from Randolph-Macon College in 1951. He served on the Randolph-Macon College Board of Trustees from 1993-1995, was past president of the Society of Alumni, and was honored in 2006 by Randolph-Macon College as a recipient of the Alumni Distinguished Service Award.

The William and Susan Schick Leadership Scholarship was established by Williamand Susan Schick to demonstrate their commitnent tothe quallty liberal arts education offered to students at Randolph-Macon College.

The Coke S. and Adele C. Sheffey Scholarship was established in 1996 by a bequest from Mrs. Sheffey, whose husband was a member of the Class of 1928.

The Honorable Shelton Hardaway Short, Jr. Scholarship was established in 1997 by Dr. Shelton H. Short, III, in memory of his father. The scholarship supports academically-promising students from Boydton, Virginia and adjacent counties.

Dr. Shelton Hardaway Short, III and Dr. Jean Renner Short established a scholarship in their name in 2002 to provide annual awards to academically-promising, financially challenged students from Southside Virginia or north-central North Carolina.

The Simpson-Cottrell Scholarship, established in 1993 by Grellet and Dorothy Cottrell Simpson, in memory of their parents, benefits students engaged in research, with preference to those studying history, literature, or philosophy.

The Annie I. Smith Pre-Ministerial Fund was established in accordance with the will of Annie I. Smith.

The Ellen Rhodes Smith Scholarship Fund is awarded to a worthy student whose interest is in medicine and preferably one who wishes to be involved with medical missions.

The T. McN. Simpson, Jr. Scholarship Fund was established in 1965 by family, alumni, and friends in memory of Dr. Thomas McNider Simpson, Jr., who faithfully served Randolph-Macon College for nearly 50 years as a student, a member of the faculty, Provost, and counselor to the college.

The Gertrude Hatcher Sloan Scholarship Fund was established by alumni and friends.

The Godfrey L. Smith, III '62 Scholarship was established in 1999 through gifts from friends and family to provide annual financial assistance to students from Hampton, Virginia, and adjacent communities.

The Hampden Harrison Smith Scholarship Fund was established in 2002 through gifts from Hampden Harrison Smith, III ’62, Mrs. Hampden Harrison Smith, Jr., and family members to support students with financial need who are in good academic standing.

The Thomas A. Smoot Memorial Scholarship was established by Epworth United Methodist Church, Norfolk, Virginia in 1949.

The Starke Scholarship was established in 1994 by Harold E. Starke, Jr. ’67, in honor of his parents, Harold E. Starke ’44 and Aurelia H. Starke. The scholarship annually provides financial assistance to entering students from the greater Richmond community with demonstrated academic and leadership ability and promise.

The Algernon Sydney and Mary Mildred Sullivan Scholarship Endowment Fund was established in 1999 by the Algernon Sydney and Mary Mildred Sullivan Foundation. This scholarship is awarded on the basis of demonstrated financial need, academic promise, and demonstrated high personal character and a commitment to public service.

The William H. Talley Scholarship was established in 2007 by William H Talley, III, Randolph-Macon College Class of 1952 of Petersburg, Virginia, to provide annual scholarships to academically promising financially-needy students from Southside, Virginia. Mr. Talley is Chairman of the Insurance and Financial Services Firm of William H. Talley & Son, Inc. of Petersburg, Virginia.

The George Spotswood Tarry Scholarship was established in 1989 through a bequest from Dr. Tarry, a former professor of Bible at Randolph-Macon.

The Richard H. C. Taylor Scholarship is named for the Honorable Richard H.C. Taylor, a Judge in the Circuit Court of Hanover County, Virginia, and a member of the Randolph-Macon College Class of 1952. This scholarship was established through the generous gifts of Judge Taylor’s family and friends.

The Wade C. Temple Scholarship Fund was established in 1975 in accordance with the will of Wade C. Temple. Preference is given to economics or business students with high academic standings.

The Charles W. and Evelyn Fitts Thomas Scholarship Fund was established through a bequest from Evelyn Fitts Thomas to assist students in pre-medical, pre-nursing, or scientific areas related to the health care field.

The Michael, Andrew, and Claire Thompson Scholarship was established in 1988 through the generous gift of Mrs. W. Lyall Thompson in honor of Michael K. Thompson ’64, M. Andrew Thompson ’90, and Claire Elizabeth Thompson ’95. This scholarship is awarded on an annual basis to a student(s) with demonstrated financial need.

The James H. Toomer Bible Class Scholarship was created by the Monumental United Methodist Church in Portsmouth, Virginia to honor James Toomer.

The Topping Scholarship was endowed in 2003 by Russell Cox in memory of Louise and Marvin Topping ’32.

The Brett Overton Trautman Scholarship Fund was established in 1988 by family and friends as a memorial to Brett Overton Trautman, a member of the Class of 1990.

The James Wesley Turner Scholarship Fund was initiated by the Rev. James Wesley Turner, D.D. ’37, and his wife in 1991. Preference is given to pre-ministerial students planning on entering the ministry of the United Methodist Church or its successor.

The William E. Tyler Scholarship was established in 2007 by Dr. William E. Tyler, III ’56 in memory of his father, William E. Tyler, Jr. ’29. This fund provides

merit based scholarships to worthy students in the expectation that it will help them experience the same intellectual stimulation that William E. Tyler, Jr. and William E. Tyler, III enjoyed.

The Union Bank and Trust Company Scholarship, established in 1989, annually provides financial assistance to financially needy students from the bank's service areas of Spotsylvania, Caroline, and Hanover counties and the City of Fredericksburg.

Ms. Sallie V. P. Field created the *John M. Van Pelt Scholarship Fund* in honor of her father, a member of the Class of 1929. This Scholarship is awarded to students based on academic merit and/or financial need.

The Edwin D. Vaughan Scholarship Fund, established in memory of Edwin D. Vaughan, M.D. '30 by Mrs. Edwin D. Vaughan, is awarded annually to a student who expects to enter the medical profession.

The Judson T. Vaughan Scholarship was established on January 12, 1964 by Dr. Judson Tomkies Vaughan, a member of the Class of 1923. This scholarship has been bolstered through gifts from his two children, Judson T. Vaughan, Jr. '56 and Jacqueline V. Rorrer. Dr. Vaughan was a dedicated physician and Hanover County native who also served as college physician for several years. He wished to benefit prospective students with pre-medical majors from Hanover County, Virginia.

One of Randolph-Macon College's oldest scholarships, the *Ritchie Vaughan Scholarship,* was established by his mother, Mrs. Emma Lee Vaughan in 1899, and has been augmented by subsequent gifts from his family. Preference is given to Hanover County students.

The James M. and Mary Dudding Vaughn Memorial Scholarship was established in 2003 by their son John, a graduate of the Class of 1966, in their honor and is awarded to students with financial need. The scholarship principally supports students from Botetourt County, Virginia who attend James River High School or its successor institution.

The Gert and Jules Vichness Scholarship was established in 1996 through gifts from Samuel E. Vichness '69 and family, and annually provides financial assistance to financially needy students.

The Wachovia Bank Scholarship Fund was created by Central Fidelity Bank to benefit a qualified minority student from a high school within the bank's primary service area.

The George C. and Claudine G. Watson Scholarship Fund was established in 1988 by George Carson Watson, who taught math at Randolph-Macon, and his wife, Claudine Gates Watson. Appropriately, this award benefits a worthy student or students with preference given to math/computer science majors.

The Watts Scholarship Fund for Biology was established in accordance with the will of Dr. Stephen H. Watts.

The Watts Scholarship Fund for Physics was established in accordance with the will of Dr. Stephen H. Watts.

The Charles Wesley Watts Memorial Ministerial Scholarship Fund was established by his sisters, Miss Texie P. Watts and Miss Eliza Wingfield Watts.

The Bland Gary Waugh Scholarship Fund was established in 1982 by the late R. Monroe Waugh '26 in memory of his wife.

The Minnie A. Webb Memorial Scholarship Fund was established in accordance with the will of Mrs. Minnie A. Webb.

The Weidig Scholarship was established in 2008 by George and Becky Weidig.

The George W. Wellde, Jr. '74 and Patricia A. Wellde Scholarship was established in 2001 through gifts from George W. Wellde, Jr., Class of 1974, and his wife Patricia, to support students with high academic standing and demonstrated financial need. Preference may be given to a student majoring in or who intends to major in economics or business.

The Luther W. Wells Scholarship Fund was established by Central United Methodist Church, Richmond, Virginia, in honor of Luther W. Wells.

The John F. Whitcomb Scholarship was established in 2007 by John F. "Jack" Whitcomb '52 to benefit young men who demonstrated significant leadership potential.

The Alma Winslow West Scholarship was established in 1986 by the family in memory of Alma Winslow West.

The Mary Jefferson and John Thrash West Scholarship Fund was given in their memory by their son, Dr. Edward S. West '17, through the will of his widow, Muriel Jennings West. Established in 1986, the scholarship is awarded to a deserving student.

The David R. Wetzel Memorial Scholarship Fund was established by the family and friends of David R. Wetzel '69.

The Jim Wheat Scholarship Fund was established by Wheat First Butcher Singer in honor of Jim Wheat. The company was acquired by First Union in 1997 and renamed as Wheat First Union, with later mergers into First Union Securities, and now to Wachovia.

The Linda A. Whitcomb Scholarship for Women was established in 2004 with gifts from Jack Whitcomb '52, his family and friends in memory of his wife, Linda A. Whitcomb. The scholarship was established to benefit a non-traditional female student at least 25 years of age, returning to or entering college with demonstrated financial need.

The Jesse A. White Scholarship was provided by the will of Loleta M. White, in memory of her husband, Jesse, a former trustee of the college.

The Luther W. White, Jr. Memorial Scholarship Fund was established in memory of Luther W. White, Jr. Class of 1907 by the Columbian Peanut Company and members of the White family. In 2005, Mrs. Forrest White made a substantial gift to the scholarship.

The Patricia B. and Luther W. White, III Scholarship Fund was established by friends.

The Wallace and Catherine White Scholarship Fund was established by Mrs. W. W. White, Jr.

The Roy M. Williams and Katherine G. Williams Scholarship Fund is awarded to ministerial students.

The Thomas C. and Ella Williams Scholarship Fund was given in part by Mrs. Ella Williams, in memory of her husband, and by their children, in memory of her.

The Richard B. and Rebecca C. Willis Scholarship Fund was established by Rebecca C. Willis in memory of her husband, Richard '32. Preference is given to students with demonstrated financial need from Orange County, Virginia. If there are no qualified students from Orange County, then preference shall be given to students from Madison County, Virginia. If there are no qualified students from either Orange or Madison Counties in any given year, the college shall select the recipient(s).

The Frank M. and Virginia R. Winston Scholarship, established in 1998 by Frank Winston '40, and his wife, benefits students with demonstrated need from the Virginia counties of Giles and Hanover.

The William Overton Winston Scholarship was established in 2004 through a bequest from William Overton Winston, M.D. '41, and gifts from his family. This award benefits students who have demonstrated academic ability.

The Clarence E. and Rebecca Flippo Womble Scholarship was established in 2006 by Forrest Womble '80 to honor his parents. This Scholarship is awarded to students with financial need and academic promise.

The Robert N. Woodall Memorial Scholarship Fund was established by his wife, Mrs. Catherine Hornsberger Woodall.

The John E. and Cosmus P. Wornom Memorial Scholarship was established in 1986 in honor of their five sons: Herman E. Wornom '23, John P. Wornom '27, Marchant D. Wornom '33, Paul H. Wornom '37, and Alex H. Wornom. The scholarship is awarded annually to worthy students with financial need (preferably upperclassmen) majoring or planning to major in economics/business, political science, or physical or biological science.

The Paul H. Wornom Scholarship, established in 2006 by Paul Howard Wornom, M.D., Class of 1937, is awarded to students interested in careers in medicine.

The Edward S. and Anna Wright Memorial Scholarship Fund was established in 1975 by Mr. and Mrs. Clarence S. Wright in memory of his parents to provide financial aid for students who expect to enter full-time Christian service.

The Samuel Otis Wright Memorial Scholarship Fund was established in accordance with the will of Rev. Samuel Otis Wright.

The Edward A. Wyatt, IV Scholarship Fund was established in 1986 by friends and family in memory of Edward A. Wyatt, IV '31, the former editor of The Progress Index (Petersburg, Virginia), noted local historian, scholar, and author. Preference is given to students with a serious interest in history, literature, or writing.

The Charles, Arthur, and Wilbur York Scholarship Fund was established in 1985 by bequest from Dr. Wilbur H. York in memory of the three York brothers who, along with their six sons, attended Randolph-Macon. Special consideration is given to pre-ministerial or pre-medical students.

The James M. York, M.D. and Elizabeth H. York Scholarship, established in 2007 by Dr. and Mrs. James M. York, benefits students who intend to major in biology, chemistry, physics, or environmental science.

Loan Funds

The Almond Loan Fund.

The Frank E. Brown Loan Fund.

The Noland M. Canter Student Loan Fund was established by Brotherhood Bible Class of Asbury United Methodist Church and Dr. Noland M. Canter, Jr.

The Annie J. Christian Ministerial Scholarship Loan Fund.

The General Loan Fund was established in 1994 by consolidating the W. T. Ashe Loan Fund, Batte & Crowder Loan Fund, Pettyjohn Loan & Aid Fund, Willis Hargroves Loan Fund, and the John E. White Loan Fund. The purpose of the fund is to aid qualified students who meet the critiera established by the Office of Financial Aid.

The General Ministerial Loan Fund was established in 1994 by consolidating the following funds: Anderson Ministerial Loan Fund, Carroll Burruss Memorial Ministerial, Samuel Copenhaver Ministerial, C.F. Ministerial, G. W. Marks Memorial Ministerial, Paulette Ministerial, and the Winch Ministerial Fund. The purpose of the fund is to provide aid to qualified pre-ministerial students.

The Hunter M. Gibbons Loan Fund was established in accordance with the will of Hunter M. Gibbons.

The George F. Green Loan Fund.

The E. E. Harrell Loan Fund was established by Leighton Harrell.

The Clarence Plitt Parent Loan Fund.

The A. G. Pritchett Memorial Loan Fund.

The Randolph-Macon College Parent Loan Fund was established by the Audrey Cordero and Clarence Manger Plitt Trust, with additional contributions from other sources.

The Susan Reynolds Loan Fund was established by the Susan Reynolds Bible Class of Arlington Forest United Methodist Church.

Charles W. Thomas Loan Fund was established by Mrs. Evelyn Thomas.

The George F. Vose Ministerial Loan Fund.

The Moreland Lectures

1987 Joseph Yu-Shek Cheng, Hong Kong, Chinese University of Hong Kong, "Recent Developments in Chinese Foreign Policy."

1988 Bishop K.H. Ting, Nanjing, Chairman, Three-Self Patriotic Movement.

1989 Yan Si-guang, Beijing, Fulbright Professor at Harvard & Stanford Universities, "American Studies in China."

1990 Dr. William Theodore deBary, Columbia University, "The Asian Classics and the Core Curriculum."

1991 Xiang Xianji, Graduate Student, Columbia University, "The Student Democracy Movement in China."

1992 Takeshi Yamanaka, Professor at Saga University, "Understanding Japanese Character;" Paul Anderer, Columbia University, "The Uses of the Past in Modern Japanese Fiction."

1993 Tu Wei-Ming, Professor of Chinese History and Philosophy, Harvard University, "Confucius and Confucianism."

1994 Professor Thelma Chow, Instructor of Chinese, Lynchburg College; Dr. John Goulde, Associate Professor of Religion, Sweet Briar College; Dr. M. Thomas Inge, Blackwell Professor of the Humanities, Randolph-Macon College, "Reading the Red Dragon: Reflections on Chinese Life and Culture."

1995 Willy Wo-Lap Lam, Associate Editor, *South China Morning Post*, "China after Deng Xiaoping."

1996 Dr. Karen Land, Director, Center for South Asian Studies, University of Virginia, "Body and Non-Soul: Buddhist Reflections on Morality, Pain, Sexuality, and Personal Identity."

1997 Mr. Martin C.M. Lee, Q.C., Barrister and Leader of Democratic Party of Hong Kong, "Countdown to 1997: The Future of Hong Kong."

1998 Mr. Bernard Fong, Writer and Journalist, Hong Kong, "China and America, War or Peace."

1999 Dr. Wang Gungwu, Director of the East Asia Institute and Professor at the National University of Singapore, "Keeping People In or Sending People Out: China's Historical Dilemma."

2000 Dr. Henry Rosemont, Jr., Distinguished Professor of Liberal Arts at St. Mary's College of Maryland, "Confucian Reflections on Freedom, Equality, and Human Rights."

2001 Dr. Ki Che Angela Leung, Director of the Sun Yat-sen Institute for Social Science and Philosophy at the Academia Sinica, Taipei, Taiwan, "Philanthropy in Traditional Society: Comparing China and Europe."

2002 Mr. Henry Chu, Beijing Bureau Chief for the *Los Angeles Times,* "(Un)Covering China: Reporting from the People's Republic."

2003 Dr. Anne Allison, Chair and Associate Professor, Department of Cultural Anthropology, Duke University, "Japanese Monsters in the Era of Millennial Capitalism."

2004 Dr. Michael E. O'Hanlon, Senior Fellow: Foreign Policy Studies, The Brookings Institution, "The Greatest Threat in a Generation? Dealing With a Nuclear North Korea."

2005 Dr. Howard Goldblatt, Research Professor, Department of East Asian Languages and Literature, University of Notre Dame, "Contemporary Chinese Literature."

2006 Franklin Odo, Director Asian Pacific American Program, Smithsonian Institution, "Minimizing Profiling for National Security: Hawaii's Japanese Americans During WWII."

2007 Dr. Mitsuhiro Yoshimoto, Associate Professor and Director of Graduate Studies in the Department of East Asian Studies, New York University, "Why Kurosawa Now?"

2008 Dr. Dorothy Ko, Professor of History, Barnard College of Columbia University, "Footbinding and Chinese History."

2009 Dr. Matthew Strecher, Assistant Professor of Japanese, Winona State University,

"Confessions of a Haruki Murakami Addict."

2010 Dr. Tang Hao, Fulbright Scholar-in-Residence and Associate Professor in the School of Politics and Administration, South China Normal University in Guangzhou, China, P.R.C., "Sino-U.S. Relations in Competition and Cooperation."

2011 Dr. Marilyn B. Young, Professor of History, New York University, "Limited Wars, Unlimited."

2012 Dr. Raj Patel, Writer, scholar & activist; visiting scholar at U.C. Berkeley's Center for African Studies, Research Fellow at the University of KwaZulu-Natal in South Africa, and Fellow at Food First in California, "The Global Footprint of Asia's Hunger."

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College Calendar 2012-2013

FALL TERM 2012

September	3	Monday	First day of classes - Labor Day
September	10	Monday	Last day to add/enroll in classes
September	14	Friday	Last day to drop a course without notation on transcript
October	5-7	Fri-Sun	Family Weekend
October	12	Friday	Reports of Unsatisfactory Progress Due
October	12	Friday	Fall Break begins after classes & labs
October	17	Wednesday	Classes Resume
October	19-21	Saturday	Homecoming
October	23	Tuesday	Last day to withdraw from a course with grade of W
October	24	Wednesday	Pre-registration for Spring Term begins
November	6	Tuesday	Last day to withdraw from College without all Fs End of 9th week of classes
November	14	Wednesday	Application for Degree (Seniors) Due
November	20	Tuesday	Thanksgiving Recess begins after classes & labs end
November	26	Monday	Classes resume
December	7	Friday	Last day of classes
December	10	Monday	Examinations begin
December	14	Friday	Examinations end
December	17	Monday	Fall Term Grades Due

JANUARY TERM 2013

January	7	Monday	Registration and Classes begin
January	9	Wednesday	Last day to add/enroll in classes AND to drop a course without notation on transcript
January	14	Friday	Fall Incomplete Grades Due
January	18	Friday	Last day to withdraw from a course with grade of W
January	25	Friday	Last day to withdraw from College without all Fs End of 3rd week of classes
February	1	Friday	January Term Examinations
February	4	Monday	January Term Grades Due

SPRING TERM 2013

February	11	Monday	First day of classes
February	18	Monday	Last day to add/enroll in classes
February	22	Friday	Last day to drop a course without notation on transcript
March	4	Monday	January Incomplete Grades Due
March	22	Friday	Reports of Unsatisfactory Progress Due
March	22	Friday	Spring Recess begins after classes & labs
April	1	Monday	Classes resume
April	5	Friday	Last day to withdraw from a course with grade of W
April	19	Friday	Last day to withdraw from College without all Fs End of 9th week of classes
April	25	Thursday	Pre-registration for fall and January Terms begins
May	16	Thursday	Last day of classes
May	17	Friday	Research Day & Honors Convocation
May	20	Monday	Examinations begin
May	24	Friday	Examinations end
May	27	Monday	Spring Term Grades Due
May	31	Friday	Baccalaureate
June	1	Saturday	Commencement
June	24	Monday	Spring Incomplete Grades Due

10/2/2009 - Recommended by the Executive Committee
10/14/2009 - Approved by Faculty of the College

Randolph-Macon College
Ashland, Virginia

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