



RANDOLPH-MACON
COLLEGE

Academic Catalog

2019-2020

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.

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

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 Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 or see <http://www.sacscoc.org/forquestionsabouttheaccreditationofRandolph-MaconCollege>. Inquiries regarding programs and services of Randolph-Macon College should be directed to the College; the Commission on Colleges should be contacted only for questions relating to the College's accreditation.

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Randolph-Macon College Mission Statement

A Randolph-Macon College liberal arts education develops the mind and character of each student.

Mission Statement Pillars

1. Founded in 1830, Randolph-Macon College is a residential, undergraduate, liberal arts college committed to academic excellence and devoted to the development of its students as lifelong learners, critical thinkers, and citizens of the world. Randolph-Macon emphasizes character development, ethical responsibility and personal accountability.
2. Randolph-Macon students become part of a community comprised of peers, faculty, staff, and alumni from various backgrounds, ethnicities, faiths, traditions, and cultures. The College's historical relationship with the Methodist church laid the foundation for a community that embraces the vibrant exchange of diverse ideas and also celebrates and fosters compassion, cooperation, and understanding.
3. Guided by a faculty of teacher-scholars, Randolph-Macon students acquire and practice the skills and knowledge necessary to solve problems creatively and analytically, communicate effectively, and understand the historical, cultural, and philosophical complexities of the issues they address. A strong focus on individualized advising and mentoring ensures students' academic success.
4. A Randolph-Macon education strongly emphasizes experiential learning through faculty-guided student research opportunities, international study and travel, service learning, and internships. The College's proximity to Washington, DC and Richmond, Virginia enrich these curricular and co-curricular opportunities to gain practical experience.
5. A Randolph-Macon education extends beyond the classroom to include participation in athletics, leadership experiences, community service, and diverse student activities and organizations. Mentorship by coaches, staff, and faculty reinforces the College's values and lessons.
6. Randolph-Macon prepares students for life after college and professional success by helping them to set career goals, make plans to achieve those goals, and develop the character, leadership, knowledge, and skills necessary to work in diverse settings.

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 125 acres. With an extensive liberal arts core curriculum and 38 majors, the academic program exposes students to broad perspectives and specific concepts. Internships, an extensive study abroad program, independent study, undergraduate re-

search 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 nearly 1,500 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



Subject to change.

Campus Map Legend

Campus Facilities

- | | | | |
|-----|---|----|---|
| 1 | Sigma Phi Epsilon | 47 | Delta Zeta House |
| 2 | Old Lambda Chi (Vacant) | 48 | Flippo Townhouse |
| 3 | Physical Plant Complex | 49 | Cochrane Townhouse |
| 4 | Phi Delta Theta House | 50 | Student Apartments |
| 5 | Sigma Alpha Epsilon House | 51 | Student Apartments |
| 6 | Theta Chi House | 52 | Starr Residence Hall |
| 7 | Alpha Gamma Delta House | 53 | Irby Residence Hall |
| 8 | St. Ann's Building | 54 | Jones Residence Hall |
| 9 | Marketing & Communications
(R-MC Welcome Center) | 55 | Olin Residence Hall |
| 10 | Kappa Alpha Theta House | 56 | Smith Residence Hall |
| 11 | Special Interest Housing | 57 | Garland Residence Hall |
| 12 | President's House | 58 | Bennett Residence Hall |
| 13 | Dalton House (Alumni House) | 59 | Practice Field- Blincoe Field |
| 14 | Education Department (Mabry House) | 60 | Hugh F. Stephens Field at Estes Park |
| 15 | Campus Safety Building | 61 | Andrews Hall |
| 16 | Blackwell Auditorium & Cobb Theatre | 62 | Birdsong Hall |
| 17 | Ragland-Henry House | 63 | Day Football/Lacrosse/Hockey Field |
| 18 | Duncan Memorial United Methodist Church | 64 | Athletic Annex |
| 19 | Admissions/Financial Aid/ <i>The Edge</i> Career
Center/Brock Residence Hall
(Thomas Branch Building) | 65 | Crenshaw and Alumni Gyms |
| 20 | Administration Building (Peele Hall) | 66 | Brock Sports and Recreation Center |
| 21 | Old Chapel | 67 | Business/Treasurer's Office |
| 22 | Washington and Franklin Hall | 68 | Special Interest Housing |
| 23 | Jordan Wheat Lambert Historic Campus | 69 | Staff Housing - 5 Houses |
| 24 | Moreland Residence Hall | 70 | Soccer/Lacrosse Field |
| 25 | Pace-Armistead Hall | 71 | Soccer/Lacrosse Field (Nunnally Field) |
| 26 | Sociology and Religious Studies Departments/
Faculty Offices (Schmitt House) | 72 | Kappa Sigma House |
| 27 | Tennis Program Offices (Log Cabin) | 73 | Special Interest Housing |
| 28 | Tennis Court Restrooms | 74 | Athletic Restrooms |
| 29 | Banks Tennis Center | 75 | Softball Field |
| 30 | College Advancement/Alumni/Development
(Rhodeen House) | 76 | Faculty Housing – Athletic Coaches |
| 31 | Lambert Hall | 77 | Faculty Housing |
| 32 | Conrad Residence Hall | 78 | Information Technology Services (ITS) |
| 33 | Mary Branch Residence Hall | 79 | Men's Volleyball Office – Second Floor |
| 34 | Brock Commons | 80 | Staff Housing |
| 34A | The Frank E. Brown Fountain Plaza | 81 | Brian Wesley Moores Native Plant Garden |
| 35 | Estes Dining Hall | 82 | Future Nursing Building |
| 36 | McGraw-Page Library | 83 | Future Music and Performing Arts Building |
| 36A | John B. Werner Pavilion | | |
| 36B | James T. Butler Pavilion | | |
| 36C | Higgins Academic Center/
The Communication Center | | |
| 37 | Fox Hall | | |
| 38 | Copley Science Center | | |
| 39 | Macon F. Brock, Jr. Hall | | |
| 40 | Keeble Observatory | | |
| 41 | Haley Hall | | |
| 42 | Birdsong Townhouse | | |
| 43 | Clements Townhouse | | |
| 44 | Faculty Offices | | |
| 45 | Communication Studies and Asian Studies/
Faculty Secretary (Neville House) | | |
| 46 | Counseling Center (Pannill House) | | |

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 125-acre campus, amid a fine grove of oaks and maples, has more than 60 buildings and major facilities, including the following:

Andrews Hall (2011) is LEED Gold Certified 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.

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

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

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

Birdsong Hall (2014) is a three-story environmentally friendly facility with 30 suite-style residences. A center pavilion connects the two residential wings and a 3,280 square feet multipurpose room and an interior mezzanine occupies the second and third floor pavilion. This area overlooks the football field and seats 200 for dinner, holds 400 for a reception and divides into three separate spaces.

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

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.

Brock Commons student center (2013) includes a movie theater, a campus store, 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 (2017), is the only observatory in central Virginia. A walkway on the second floor connects the observatory to the northeast side of Copley Science Center. It includes a remote operated Ritchey-Chretien telescope with superior optical characteristics.

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

Macon F. Brock, Jr. Hall (2017) is a 30,000 square-foot building, that adjoins the northwest side of Copley Science Center and houses the Departments of Biology, Environmental Studies/Geology, and Chemistry. The building includes state-of-the-art research laboratories, innovative teaching laboratories, faculty offices, and conference rooms. The design supports collaborative, integrated labs and lecture learning to provide students with hands-on learning experiences.

McGraw-Page Library (1987) provides resources and spaces for research, study, and collaboration, including access to print and e-books, journals, streaming media, and research databases. It has a variety of study spaces, a computer lab, a MakerSpace, as well as the software and hardware needed to complete most academic projects.

Old Chapel (1878), renovated in 2000, provides space for the college's expanded music, theatre, 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, 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 *The Edge* Career Center.

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.

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 theatre 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

Academic Program

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 an activity that 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.

CRITICAL READING AND WRITING – Critical Reading and Writing (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 course is taken in the first year. A student who does not complete successfully ENGL 185 must repeat ENGL 185 during its next offering.

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/offices/registrar>. 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 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.

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, religious, 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.

** 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.*

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- at least one course that is attentive to non-western culture.
 - at least one course that is experiential, including field study, internship, research, service-learning, student teaching, travel study, 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/offices/registrar>. An abbreviated list can be found after the course descriptions of this catalog.

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 field of study. 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. Of the courses of three or more semester hours that a student uses to satisfy the requirements of any one major, no more than half may be courses that the student counts toward another major. Of the courses of three or more semester hours that a student uses to satisfy the requirements of any one major, no more than half may be courses 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. Of the courses of three or more semester hours that a student uses to satisfy the requirements of any one minor, no more than half may be courses that the student counts toward another minor. Of the courses of three or more semester hours that a student uses to satisfy the requirements of any one minor, no more than half may be courses brought in through transfer credit.

Degrees Offered

Randolph-Macon offers three undergraduate degrees, the bachelor of arts, the bachelor of science, and the bachelor of science in nursing.

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 successfully 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

Requirements for the Bachelor of Science in

Nursing Degree – To receive the bachelor of science in nursing degree, a student must complete successfully all the requirements for the bachelor of arts degree. In addition, the student must complete successfully:

- 42 semester hours (14 courses) in the nursing major as follows: NURS 300, 310, 320, 330, 340, 350, 360, 370, 410, 420, 430, 450, 460, and 470;
- 46 semester hours (14 courses) outside of the nursing major as follows:
 - BIOL 121, 123, 160, 251, 252, 311, BUSN 220, MATH 111 or 113, NUIP 115, 315, and 325, and PSCI 221;
 - One of the following ethics-focused courses: PHIL 212, 214, RELS 235, or 237;
 - One of the following social science courses: COMM 305, 215, 331, PSYC 145, 200, 330, 322, SOCI 200, 219, 227, 320, 342, or 430.

Degree Conferral

Randolph-Macon College holds one graduation ceremony 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, and during the first faculty meeting of the spring term, to accommodate those students who complete requirements by the end of January term. Students who have

Academic Program

an approved degree application for spring or summer completion may take part in the graduation ceremony.

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. 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. 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. Stu-

dents 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 the Chaplain's Office and Counseling Services.

McGraw-Page Library

The McGraw-Page Library provides resources and space for research, study, and collaboration. All of the services described below are available on-demand or by appointment, and are free of charge to all students.

The first floor is a busy service center that houses interlibrary loan, circulation, and reserves. Librarians are available to provide support on any element of a research project, from honing a research question to finding high quality sources and organizing them into a literature review.

Also on the first floor are three special book collections: new books, popular (POP) selections, and a Children's Corner with Newbery, Caldecott, and Printz award-winning books in a school simulation for education students. The Abernathy Room provides 24/7 study space and vending machines.

A variety of seating options are available on both the first and second floors to facilitate individual study and group projects, including study rooms, booth-style seating, collaboration and media viewing technology, and large tables.

Instructional Design & Technology supports a new Makerspace that includes a 3D printer, virtual reality equipment, Legos, and more. It also loans equipment and offers support for students incorporating technology into their academic assignments. Media pods with both Mac and PC computers provide access to the Adobe Creative Cloud and other tools needed to support multi-media projects. Instructional design support is available for faculty.

The second floor contains the library's collection of over 130,000 print books, Special Collections and the College Archives, and the opportunity for quiet study. The Library Lab serves as a student computer lab, while the Oliver Classroom is used for regular classes during the day, as well as subject tutoring in the evening.

Academic Program

The entire building has wireless Internet access and extensive online resources, including more than 100,000 online journals, 400,000 e-books, 34,000 streaming media, and 130 research databases. Computers provide access to the software needed to complete most academic projects, and laptops are available for check-out.

Academic Support Services

Through the Higgins Academic Center, Randolph-Macon College demonstrates a commitment to academic excellence by providing academic support for all students. All of the services described below are free of charge to all students.

Tutoring is available in most subjects. It can be received on a drop-in or appointment basis. Students can book an appointment or find the current tutor schedule on the HAC homepage.

Mentoring is available upon request and recommended for students on Academic Probation (AP). Depending on the student's need, they are connected with a HAC director, Captain, or Peer Academic Coach (PAC). Mentors work with individual students throughout a semester or year. During individual sessions, mentors may assist students with social, emotional, and/or academic concerns. When appropriate, mentors will refer students to other campus resources.

Macon Academic Progress (MAP) is an early intervention program designed for first-year students and is administered in conjunction with the provost's office. Students in MAP are required to meet with mentors to fulfill the terms of a contract written to meet each student's individual needs.

The Communication Center provides peer writing and speaking support and offers practice spaces and one-on-one or group consultations and feedback for writing and oral communication assignments. The trained peer tutors can provide student workshops at the request of faculty, and the director is available to work with faculty one-on-one or as a group to support writing in the curriculum.

Disability Services - Randolph-Macon College is committed to equal opportunity for all academically-qualified students and does not discriminate on the basis of disability. Accommodations are available to support students with disabilities in taking full advantage of the college's educational, residential, social, and cultural opportunities. The Office of Disability Services (DS) is responsible for the coordination of these accommodations, and the Director of DS determines eligibility for services and reasonable academic accommodations. Students are strongly encouraged to contact DS prior to the beginning of the term if they wish to disclose a disability/disabilities, and discuss appropriate accommodations. Medical and/or other relevant documentation may be required. The most up-to-date information concerning policies and procedures relating to support for students with disabilities may be obtained by contacting the Director of DS.

Academic Regulations

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.

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 email 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 the student handbook, 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 can be found on the college's website.

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 on time, students have the maximum chance of obtaining their desired courses. Students are responsible for keeping 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.

Course Add/Drop Period

Students may register for a course during the fall and spring terms through the fifth day of classes. Students may drop a course during the fall and spring terms through the tenth day of classes without any notation on their transcripts. Students may register for a course during the January or summer terms through the third day of classes. Students may drop a course during the January and summer terms through the third day of classes without any notation on their transcripts.

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

Course Withdrawal Period

Students may withdraw from a course after the tenth day and through the thirty-fifth day of classes, but they will be assigned a grade of W by the registrar. Students may withdraw from a course during the January and summer terms after the third day and through the tenth day of classes, but they will be assigned a grade of W by the registrar. Courses dropped after the thirty-fifth day of the fall or spring terms or after the tenth day of the January and summer terms will be assigned a failing grade, unless the registrar 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.

Academic Regulations

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 any fall or spring semester, students must enroll in at least one course of three or more semester credit hours. In order to be considered a full-time student in a fall or spring term, a student must carry a minimum of 12 credit hours. An additional per-credit fee is charged for enrolling in more than 17 credit hours in the fall or spring term. 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 registrar.

Students who enroll in January or summer term must enroll in at least one course of three or more semester credit hours. In order to be considered a full-time student in a January or summer term, a student must carry a minimum of 3 credit hours. An additional per-credit fee is charged for enrolling in more than 7 credit hours in the January term.

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.

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

Non-degree seeking students are those students who have not been admitted as candidates for a degree at Randolph-Macon College. Categories of non-degree seeking students may include but are not limited to college preview students, exchange students, post-baccalaureate students, and college faculty and staff and their dependents.

Generally, non-degree seeking applicants must present academic or other credentials comparable to those of admitted full-time students. Randolph-Macon does not generally accommodate non-degree seeking status requests from traditional college applicants who are initially denied admission or persons not eligible to return to the last institution attended.

Non-degree seeking students are expected to maintain academic standards comparable to those of

degree seeking students. Non-degree seeking students whose academic performance is unsatisfactory may be prohibited from future enrollment.

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's office may authorize an absence from a final examination.

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 submitting their Declaration of Major through the registrar's office.

Graduation Application

In the semester prior to which students expect to receive their degrees, they must submit to the registrar's office a Notice of Candidacy for Graduation. This candidacy form must be signed by the student's academic advisor following a review of the student's academic program. The deadline for submitting candidacy forms is found in the college calendar. It is the student's responsibility to make sure that the information on the application is correct, to track their academic progress, and to complete in a satisfactory manner all of the requirements needed for graduation.

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.

Academic Regulations

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. Intercollegiate student-athletes and office-holders in student organizations may not be on academic probation. (See Probationary Regulations.) Students wishing to participate in intercollegiate athletics are advised that the National Collegiate Athletic Association also has standards for eligibility: to practice or compete, a student-athlete must be full-time except when the student is in the final semester of the baccalaureate program.

Final Examinations

Examinations are conducted in courses at the end of each term. 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. The final examination policy covers the failure to submit or attend to any final examination or final project, paper, or other culminating experience. This policy appears at the top of each semester's final examination schedule.

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.) Any student who is absent from a final exam or other culminating experience without approval from the provost's office will not receive credit for that final exam and will be subject to the grading policies contained on the course syllabus.

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 or International Baccalaureate).

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 Academic Policies.

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 - Assigned when all work has been completed but there is no grade available to report
- 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

Academic Regulations

revoke audit status. Revocation of audit status must be submitted in writing to the Registrar's Office and will result in the course being dropped from the student's record.

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 Academic Policies, 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 registrar authorizes a W. The registrar will grant such permission only in cases of illness or other compelling circumstances and only through the final day of regular classes in a semester. 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 who withdraw from a course after these indicated times will receive the grade of F in the course unless the registrar authorizes a W. The registrar will grant such permission only in cases of illness or other compelling circumstances and only through the final day of regular classes in a semester.

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 student still believes that the grade is not appropriate, the student may bring the matter to the Provost's Office, who may confer with the instructor and the department chair/director. If they consider that the matter warrants further review, then they 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.

Grade Point Average

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:

<i>Quality Points per Credit Hour</i>	
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Academic Regulations

No other grade notations (W, WF, WP, AU, I, S, U) are assigned quality points.

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. The GPA is truncated at the hundredths place. The GPA is final upon graduation from the college.

Repeated Courses

No student may take the same course twice for credit.

A student may repeat a course in which he or she has received a grade of D+, D-, or F. When a course is repeated at Randolph-Macon, both the initial grade and subsequent grade(s) appear on the transcript. Credit is awarded once and only the most recent grade is computed into the grade point average. Course repeated via transfer credit will not result in change in GPA.

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-examination, the student may not receive duplicate credit for the same course through any other means.

Dean's List

A dean's list is produced 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 Latin 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. Placement on Academic Probation may not be appealed.

<i>Number of Credit Hours Attempted at R-MC</i>	<i>Minimum Cumulative GPA to Avoid Probation</i>
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:

<i>Number of Credit Hours Attempted at R-MC</i>	<i>Minimum Cumulative GPA to Avoid Separation</i>
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

Academic Regulations

The Committee on Academic Policies 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 separated for academic deficiency for earning a GPA of 0.00 in either fall or spring term or for falling below the GPA separation threshold may not appeal their academic separation. Students who are separated for academic deficiency for failure to remove themselves from academic probation may appeal to the college's Committee on Academic Policies for reconsideration of their separation.

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.) 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 registrar. 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. Compliance with such regulations will be enforced by appropriate action by the registrar. (See Course Load and Eligibility.)

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 beginning with their initial enrollment at Randolph-Macon. Work offered in transfer, summer school, or part-time status will be counted with the understanding that five courses of at least three semester hours each constitute one fall or spring term.

Students must fulfill the degree requirements in effect at the time of their matriculation at the college. 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. Time spent in military service will be excluded from the six consecutive calendar year rule.

Students on Leave

A student who has been at Randolph-Macon College for at least one regular semester and who has a compelling medical, military, personal, or academic need may qualify for the status of "Student on Leave from Randolph-Macon College." Completed applications for Student on Leave status are received by the registrar on behalf of the Committee on Academic Policies.

To qualify for such status, students must, in addition to completing the application: (1) provide a written statement explaining the need for the leave of absence; (2) provide appropriate documentation supporting the request (such documentation might include military orders, medical information, or proof of acceptance in a one- or two-semester non-degree program at another accredited institution); and (3) be in good academic standing. Any unsettled academic, judicial, or financial obligations to the college must be fully resolved before approval will be granted. The maximum term granted will be 12 months from the start date of the leave of absence. After 12 months have expired, students on leave must formally apply for readmission to the college. (See Readmission.)

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 approval of the application. If all standards and conditions are upheld during the leave, students granted leave are not required to apply for readmission to Randolph-Macon. Such students may pre-register for the term in which they plan to return with the seniority afforded by their class standing. They retain their eligibility for scholarship and financial aid awards upon their return, but they may not apply any Randolph-Macon scholarship or financial aid to any programs or coursework being completed during the leave period.

Academic Regulations

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 Academic Policies. 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 applications must be accompanied by a personal statement addressing the reason for the absence from Randolph-Macon, the reason for returning, and the student's preparedness for success. In cases where students withdrew for medical reasons, the application must be accompanied by medical documentation supporting the student's return. In cases where students have been separated for academic deficiency, the Committee on Academic Policies prefers to see evidence of successful completion (no grade below a C-) of off-campus coursework during the suspension period.

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.)

In the case of any student who is readmitted on probation, the Committee on Academic Policies 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. Transcripts may also be delivered through a secure electronic transmission.

The student's signature is required to release a transcript; therefore, requests cannot be taken by phone. Transcripts may be requested via the registrar's office website or via paper form submitted in person or by mail. The fee is \$6 for each transcript. Requests for official transcripts will not be honored unless all financial obligations due the college are satisfied.

Appeals to Academic Regulations

Any student wishing to appeal an academic regulation must submit a formal request to the Committee on Academic Policies. Requests should be made by the student in writing through the registrar.

Nursing Program Regulations

The Bachelor of Science in Nursing program has academic regulations specific to the BSN. Refer to the Department of Nursing section of the catalog for relevant policies. In cases where the nursing program policies may be more restrictive than institutional policies, including but not limited to those regarding registration changes, academic progression, and repeated courses, the nursing program policies will be applied.

Special Programs

Honors Program

Professor Marchetti, Director; Assistant Professor Cribbs, Associate Director

The Randolph-Macon College Honors Program is designed to provide an exceptional educational experience to high-achieving students. Members of the Honors Program at Randolph-Macon achieve their intellectual goals through specialized course work, focused academic advising, and collaborative, active learning experiences that prepare students for their personal and professional lives. The program emphasizes teaching excellence and a curriculum of innovative courses and self-directed educational experiences, enhanced by close collaborative work with faculty and peers and a connection to community.

The objectives of the Randolph-Macon Honors Program are:

1. To encourage and foster intellectual inquiry and curiosity through innovative educational experiences.
2. To contribute to the general advancement of learning by encouraging the collaborative, active pursuit of academic goals, as exemplified by scholarly activity, community service, and/or creative endeavors.
3. To provide opportunities for students to embrace service and social responsibility through contributions made to their communities.

Program admissions, standards, and academic requirements for current students entering the Honors Program.

Admission to the program is application based; invitations are extended to incoming first-year students with a minimum 3.75 GPA. After reviewing the program expectations, interested students are required to complete a web-based essay application to be reviewed by the honors director and associate director. Incoming transfer students with a minimum 3.6 GPA in college-level work are encouraged to apply using a similar process which includes the student's plan for how s/he will complete the program in his/her remaining semesters. For current Randolph-Macon students there is a yearly nomination process in January, based on a Randolph-Macon faculty member's letter of recommendation and an essay.

To remain in the program, incoming freshman, transfer, and current students must make satisfactory progress by maintaining registration in all curricular aspects of the program, including submission of the end-of-year E-Portfolio; achieve a 3.25 GPA in the first year of college work, and maintain a 3.5 GPA thereafter; and earn at least a B- in each honors course taken. The director and associate director of the Honors Program will review program participants' progress in the program after the conclusion of the first academic term (fall and January terms), and after the conclusion of each academic year. Students will be placed on warning from the Honors Program if their Randolph-Macon College cumulative GPA is below the value required in

the table below after the conclusion of the first academic term:

Year at R-MC	Minimum Cumulative GPA to Avoid Probation and Warning
Freshman year (or less than 21 semester hours)	3.25
Sophomore through Senior Years (21 hours or more)	3.50

Students will be notified of their warning status in writing. During the warning period students are still permitted to fully participate in program offerings and activities.

The director and associate director will also contact students who meet the required GPA, but who are not progressing in the program. Students not making sufficient progress in the program will be placed on warning from the Honors Program. Progression standards are outlined below:

Year at R-MC	Minimum Progression Requirements
Freshman year (less than 21 credit hours)	<ul style="list-style-type: none">• At least 1 HONR course• First year E-Portfolio
Sophomore year (earned between 21-47 credit hours)	<ul style="list-style-type: none">• 2 of 3 HONR courses• Second year E-Portfolio
Junior year (earned between 48-74 credit hours)	<ul style="list-style-type: none">• 3 of 3 HONR courses• Third year E-Portfolio• HONR 300 or Honors Enrichment Unit
Senior year (75 or more credit hours)	<ul style="list-style-type: none">• Completed all of the HONR courses• HONR 300• Honors Enrichment Unit• Fourth year E-Portfolio

Students will be notified of their warning status in writing and by email. The notification will include concrete steps for the student to be removed from warning. During the warning period students are still permitted to fully participate in program offerings and activities.

At the conclusion of the next academic term, students who demonstrated progress toward completing the program will be removed from warning. Students who made no additional progress in the program after the warning period ends will be placed on probation from the Honors Program for a period of 1 year during which they may still fully participate in Honors programming. Students who do not remove themselves

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from probation after 1 year may be removed from the program.

Participants may withdraw from the program at any time. Students may apply for readmission as long as they are able to complete program requirements. Readmission requires a letter requesting reinstatement, attainment of the minimum quality point average required for remaining in the program, and approval by the Collegiate Honors Council.

A participant in the Honors Program must complete the following requirements in order to receive the honors designation upon graduation:

1. 3 100-200 level honors courses. Students are strongly encouraged to register for an honors course in their incoming fall semester, and to complete at least 2 of the 3 courses in their freshman or sophomore year.
2. Complete HONR 300, a 3-hour Project-Based Learning Experience (collaborative student-designed, instructor-guided Problem Based Learning Experience culminating in an oral defense of the project). This can be taken in the sophomore, junior, or senior year.
3. One honors Enrichment Unit. This unit could take the form of:
 - a) An independent study course;
 - b) An honors contract in a regular course;
 - c) A senior project course;
 - d) The Schapiro Undergraduate Research Fellowship (SURF) program;
 - e) Study abroad (semester or year); or
 - f) Another innovative experience, as approved by the honors director.
4. A yearly E-Portfolio requirement containing student reflections on curricular/co-curricular engagement and vocational aspirations.

Independent Study Courses

After the completion of the freshman year, students with a cumulative 3.25 or above 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

Professor Showalter and Associate Professor Spagna, Directors.

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

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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.

To qualify for admission to an academic internship, a student must have completed 48 semester hours of work prior to the beginning of the internship and have earned at least a 2.25 cumulative GPA at Randolph-Macon College at the time of application and at the start of the internship. GPA and credit hour requirements may be waived by the program director under exceptional circumstances.

Students who wish to apply to the program should first meet with their advisor and their department's internship liaison. Interested students should start this process early, as some internships may take several months to arrange. Once the internship is finalized, students must register for the appropriate course in the semester the internship is to be completed. After registration, students must then complete an on-line application form (found on MyMaconWeb) providing details of the intended internship, identifying the internship site and field supervisor as well as the faculty supervisor. This form will then be automatically forwarded to obtain necessary permissions. Students enrolled under an F-1 Visa will also need permission from the Office of International Education. The application is to be completed by the due dates indicated on the web site, 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.

Transfer and International Exchange Students seeking internships prior to receiving a GPA at Randolph-Macon may seek a waiver of the GPA application requirement through the director of the program. These students must meet GPA requirements prior to the beginning of the internship.

Students will receive academic credit only for internships completed through Randolph-Macon. Students cannot receive credit for internship retroactively.

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, with a recommended up to 160 hours. 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 including a reflective component in which the student will synthesize and integrate the information he/she has learned and the skills he/she has mastered. 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 *The Edge Career Center*.)

Student-Faculty Research

Professors Schreiner and Terrono, 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 two distinctive and formal programs – departmental senior research requirements and the Schapiro Undergraduate Research Fellowship (SURF) program, both 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.

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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.

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.

International Education

Mayumi M. Nakamura, Interim Director; Jane Nucup, Immigration Advisor and International Programs Assistant; Tammi Reichel, Study Abroad Advisor.

The rise of the global economy and increasing diversity in the United States has created the need for all 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 ideas, customs, and languages of other people. 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. The Office of International Education also welcomes, advises, and supports students from other countries who choose to study at Randolph-Macon College, whether short-term as exchange students or as degree-seeking candidates.

International Student Services

Randolph-Macon is proud to be the academic home of many international students who study here for a semester, a year, or four years. The Office of International Education issues I-20s, offers an international student orientation at the beginning of the academic year, and provides guidance with respect to studying, working, and adapting to life in the United States.

January and June Terms Study/Travel Courses

During the January and June terms, 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 two to four weeks abroad and the rest of the term on the Ashland campus. In addition, some January and June terms 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 and June terms study/travel classes have included: Central Europe, Cuba, France, Ireland, Japan, Martinique, Spain, and the UK.

Semester and Year-Long Programs

Randolph-Macon offers opportunities for qualified students to study in countries throughout the world through relationships with select universities abroad (including Wroxton College in England, the University of Nice in France, Kansai Gaidai and Rikkyo universities in Japan, and Yonsei University in South Korea) as well as in partnership with approved study abroad program providers. Study abroad is offered for either a semester or a year, depending on the program, and students will benefit most from taking site-specific offerings rather than courses that duplicate those offered at Randolph-Macon.

Eligibility and Application

To participate in semester or year-long study abroad, students must have completed 36 hours of college course work before beginning their 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 3.0 depending on the program. In the case of programs where instruction is in the host language, students must also have sufficient language skills to be successful. Consultation with the student's academic advisor and the Office of International Education is crucial. Application deadlines may be up to seven months before the program start date, so advance planning is essential. Information sessions about semester and year-long study abroad are held each semester. Please see the OIE website for more information about eligibility, application procedures, and specific dates.

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Students planning to study abroad must select the courses they will take at the host institution and have them pre-approved before they depart from 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. To the extent possible, students will adhere to the academic expectations and regulations found in the Randolph-Macon Academic Catalog while studying abroad.

International Study Sites

Study abroad programs are available in well over 100 institutions outside the United States, in all parts of the world. Randolph-Macon offers its own study abroad and exchange programs, as well as programs through affiliates such as the International Student Exchange Program (ISEP), and University Study Abroad Consortium (USAC). Certain programs require a good knowledge of the host language, while many others offer instruction in English. Study abroad programs Randolph-Macon students have recently participated in include:

- Al Akhawayn University, Morocco
- American University of Bulgaria
- University Catolica de Valparaiso, Chile
- Universite Paul Valery, France
- Kansai Gaidai University, Japan
- University of Malaga, Spain
- Marburg University, Germany
- Edinburgh Napier University, Scotland
- Yonsei University, South Korea

A more complete listing is available on the OIE website.

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 Department of Economics, Business, and Accounting, and have earned a baccalaureate degree from Randolph-Macon College. Interested students or prospective students should contact the chair of the Department of Economics, Business, and Accounting as early as possible to plan a program of study.

Under a Memorandum of Understanding with The College of William and Mary in Virginia – Master of Accounting Program at the Raymond A. Mason School of Business (W&M MAcc), each year the Department of Economics, Business, and Accounting of Randolph-Macon College will recommend up to 5 stu-

dents to be potential candidates for admission to the W&M MAcc. These students will be contacted and interviewed by the W&M MAcc and must meet the admissions standards and prerequisite requirements of the program. Application fees will be waived for these students. In addition, nominated students with a GPA of 3.25 or higher will not be required to submit the usual application requirement of a GMAT test score. Interested current students or prospective students should contact the chair of the Department of Economics, Business, and Accounting as early as possible for more information and to plan a program of study.

Engineering and Liberal Arts Combined Programs

Randolph-Macon College has a cooperative arrangement with the engineering school at 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 this program, 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.

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.

Pre-law, 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.

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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.

Pre-medical, Pre-dental, Pre-nursing, and Other Health Sciences

Randolph-Macon is justifiably proud of its record in pre-medical and pre-dental 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 pre-medical advisory committee. Students contemplating subsequent transfer to other institutions for bachelor of science programs in nursing, medical technology, and other health science professions can fulfill, in most cases, the prerequisite science and other liberal arts courses at Randolph-Macon.

Pre-Health 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. Students must pursue a non-science major or minor (i.e., not biology, chemistry, physics, or math) to qualify for the program.

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 a select number of qualified Randolph-Macon College students, who have demonstrated outstanding academic ability and character during their first three semesters, 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 the requisite courses, and maintain a certain GPA, without the pressures normally associated with pre-medical programs.

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 maintain overall GPA and science GPA minimum requirements and receive a recommendation from the Pre-Medical Advisory Committee. 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.

Early Assurance Program Eastern Virginia Medical School Physician Assistant Program

Randolph-Macon College and the Eastern Virginia Medical School Physician Assistant Program have entered into an Early Assurance Program agreement. The Early Assurance Program ("EAP") exists to offer outstanding and qualified undergraduate students with firm interests in a career as a Physician Assistant and in attending EVMS, the opportunity to gain early assurance of acceptance into the PA Program at EVMS before beginning their final year of college. Students must be enrolled as career students, transfer students are not eligible to apply. Students must satisfactorily complete pre-requisite courses and accumulate a large number of patient care experience hours to qualify for the program.

Guaranteed Admission into the Accelerated Bachelor of Science degree in Nursing at Virginia Commonwealth University

Randolph-Macon College and the Virginia Commonwealth School of Nursing have entered into a Guaranteed Admission Agreement for the

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Accelerated Bachelor of Science degree in Nursing. Students can apply to the program after completing 60 credits at Randolph-Macon College. To maintain program eligibility, students must complete all pre-requisite courses to a minimum standard as well as successfully complete the Honors Program at Randolph-Macon College.

Guaranteed Admission into the Accelerated Bachelor of Science degree in Nursing at the George Washington University

Randolph-Macon College and the George Washington University School of Nursing have entered into a Guaranteed Admission Agreement for the Accelerated Bachelor of Science degree in Nursing. Students can apply to the program after completing 60 credits at Randolph-Macon College and must complete all pre-requisite courses to a minimum standard.

Provisional Acceptance & Guaranteed Admission Articulation Agreement Virginia Commonwealth University (VCU) School of Pharmacy

Randolph-Macon College and the VCU School of Pharmacy have entered into an agreement that provides provisional acceptance at the end of the sophomore year followed by guaranteed admission after graduation from Randolph-Macon College. Students must complete all VCU School of Pharmacy pre-requisite coursework to a minimum standard, maintain a minimum overall GPA, achieve a minimum score on the PCAT admissions examination and maintain all additional requirements to secure admission.

Priority Status Agreement Shenandoah University School of Pharmacy

Randolph-Macon College and the Shenandoah University School of Pharmacy have entered into a Priority Status Agreement to facilitate admission into the Shenandoah University School of Pharmacy. Students must satisfactorily complete all pre-requisite course work for the School of Pharmacy, maintain a satisfactory GPA, achieve a minimum score on the PCAT examination, and complete all additional requirements to secure admission.

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 38 major programs of study and 39 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	German
Archaeology	Greek
Art History	History
Arts Management	International Studies
Asian Studies	Latin
Behavioral Neuroscience	Mathematics
Biology	Music
Business	Nursing
Chemistry	Philosophy
Classical Studies	Physics
Communication Studies	Political Science
Computer Science	Psychology
Criminology	Religious Studies
Cybersecurity	Sociology
Economics	Spanish
Engineering Physics	Studio Art
English	Theatre
Environmental Studies	Writing
French	
Gender, Sexuality, and Women's Studies	

Minors

Accounting	French
Archaeology	Gender, Sexuality, and Women's Studies
Art History	German
Asian Studies	History
Astrophysics	International Studies
Behavioral Neuroscience	Japanese Studies
Biology	Journalism
Black Studies	Mathematics
Chemistry	Music
Classical Studies	Philosophy
Communication Studies	Physics
Computer Science	Political Science
Criminology	Psychology
Cybersecurity	Religious Studies
Economics	Sociology
Education	Spanish
Engineering Physics	Studio Art
English	Theatre
Ethics	Writing
Film Studies	

Majors and Minors and Course Descriptions

Unless otherwise indicated, courses are offered every year.

Accounting

Professor Staples; Instructor Sikkar
(Department of Economics, Business, and Accounting)

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. All courses in the major and minor must be completed with a grade of C- or better.

The requirements for a Major in Accounting:

- Must complete either MATH 111 or 113;
- Must complete ECON 201 and 202;
- Must complete BUSN 111 and either BUSN 313 or 343;
- Must complete ACCT 221, 222, 321, 322, BUSN 336, and CSCI 106;
- Must complete five approved elective courses from among the following ACCT 362, 367, 372, 375, 385, 421, or 450. No more than 3-hours of internship or field study credit can be counted on the accounting major.

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. Note: Students considering graduate studies in accounting, business, or economics are strongly encouraged to complete MATH 131 or MATH 141.

The requirements for a Minor in Accounting:

- Must complete ACCT 221, 222, 321, and 322;
- Must complete two elective courses in accounting from the following: ACCT 362, 367, 372, 375, 385, 421, or 450.

Capstone experiences offered by the Department of Economics, Business, and Accounting include: ACCT 450, BUSN 425, 450, 451, 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. 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 communications.

Accounting (ACCT) Courses

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 ACCT 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.

222 – Accounting II – A continuation of ACCT 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 ACCT 221, primary focus is on theoretical concepts and the procedures for gathering, reporting, and analyzing business financial data. Not open to freshmen. Prerequisites: ACCT 221. Three hours. Staples or Sikkar.

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: ACCT 221-222. Three hours. Staples.

322 – Intermediate Accounting II – A continuation of ACCT 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. Prerequisite: ACCT 321. Three hours. Staples.

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: ACCT 221-222 or permission of the instructor. Three hours. Sikkar.

367 – Auditing – A study of auditing standards and procedures. Major topics include professional auditing standards, audit reports, ethics, legal requirements,

Accounting, American Studies

audit programs, working papers, and internal controls. Prerequisites: ACCT 221-222 or permission of the instructor. Three hours. Sikkar.

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: ACCT 221-222 or permission of the instructor. Three hours. Sikkar.

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: ACCT 221-222. Offered every three years. Three hours. Staples.

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. Prerequisites: ACCT 221-222. Offered every three years. Three hours. Staples.

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

450-451 – 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: ACCT 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 each. Staff.

481-482 – Selected Topics in Accounting – This course is designed to investigate a field of specialized analysis in accounting. The topics considered will change with each offering. Prerequisite: Permission of instructor. 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 accounting, 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.

American Studies (AMST) Courses

309 – American Public Address – A close historical, rhetorical, and literary examination of the most important public addresses delivered in the 20th century United States. Partially fulfills the AOK requirement in Arts and Literature (literature). Offered alternate years. Cross-listed with 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

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consciousness of the nation from 1936 until Disney's death in 1966. Partially fulfills 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 art forms 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.

Archaeology

Professor Fisher, Director; Professors Camp and Thoburn; Associate Professors Borchard, London, 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 205, 251, 330, 333; CHEM 130, 210, 215, 220, 230, 261, 262, 322; EVST 200; GEOL 101, 102; MATH 107, 113; SOCI 215, 220, 330; INST 251, 326, or 331.

o **Historical Archaeology:** ARTH/CLAS 210, ARTH 227; HIST 211, 251, 318, 319, 320, 321, 322, 354; or RELS 229.

o **Ancient World:** ARTH/CLAS 210-218, CLAS 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: BIOL 330, 333; CHEM 322; CLAS/HIST 303, 311, 312; HIST 318, 319, 320, 321, 322, 354; INST 326, 331; SOCI 330, or 331.

- 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, 318, 319, 320, 321, 322, 354; or RELS 229.

o **Ancient World:** ARTH/CLAS 210-218, CLAS 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. Cross-listed with CLAS 221. Offered alternate years. Four hours. Fisher.

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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. Cross-listed with CLAS 320. Offered alternate years. Three hours. Fisher.

450-451 – 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. Cross-listed with CLAS 450. Offered as needed. Three hours each. Fisher.

495 – Research Project in Archaeology – 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 required.** Offered as needed. Three hours. Staff.

Art History

*Professors Fisher and 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.

The requirements for a Major in Art History:

- Must complete ARTH 201-202;
- Must complete at least seven three-hour courses as follows:
 - At least one course in non-western art chosen from the following: ARTH 210, 211, 227, 228, or 235;
 - 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, 229, or 240;
- Must complete ARTH 421;
- Must complete STAR 240 or 241;
- Must complete a capstone requirement. Upon consultation with an adviser in art history, students may choose ARTH 422 or 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 ARTH 201-202;
- 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, 228, 229, or 240;
 - Must complete either ARTH 421 or ARCH/CLAS 320;
 - Must complete one course in studio art (STAR).

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. Cross-listed with 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. Cross-listed with 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. Cross-listed with 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. Cross-listed with CLAS 213. Offered every three years. Three hours. Fisher or Camp.

214 – Bronze and Iron Age Europe – 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. Cross-listed with 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. Cross-listed with CLAS 215. Three hours. Fisher or Camp.

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. Cross-listed with 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. Cross-listed with CLAS 217. Three hours. Staff.

218 – Rise of the Ancient City – 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, Rome, and Corinth and their ports at Piraeus, Ostia, Lechaeum, and Cenchreae. 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, literature, and religious ritual. Each of our subject cities enjoyed excellent natural harbors and we will examine the commercial and cultural benefits brought about by the establishment of maritime commerce and contacts. Cross-listed with CLAS 218. Three hours. Rose.

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

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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. Cross-listed with 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 13th 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 19th 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 – 19th Century European Art – From Neo-Classicism and Romanticism to Realism and Impressionism, Symbolism and Post-Impressionism, artists in the 19th 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 20th century audiences. Three hours. Terrono.

224 – Modern Art – Modern artists from the late 1800s 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-20th century, with particular focus on the socio-economic, political, and historical context of each period. Three hours. Terrono.

225 – 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 21st 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 20th 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 – This course will examine the artistic production of African American artists from the 19th to the 21st century, with particular focus on the socio-economic, political and historical context of each period. In this course we will analyze the ways in which African American artists since the 19th century have functioned within the white establishment and how they affirmed or reacted against the ideals of established aesthetic norms and social, political or cultural expectations. Through the critical lens of art historical, social, race and gender studies we will gain insights into the ways in which African American artists sought to express their perspectives on contemporary political and social phenomena. This course will encourage students to think about the racial and cultural pluralism in the United States and understand the historical and contemporary engagement of African American artists with the world around them. Three hours. Terrono.

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 – Asian 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

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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. Offered alternate years. Three hours. Terrono.

229 – “The Gilded Age” – The “Gilded Age” (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 period 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. In this course we will discuss the unparalleled artistic production of the time in all its manifestations, with particular attention to the cultural factors that determined the life of the “Gilded Age.” 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. Illustrated lectures and contemporary films. 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 each. 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. ARTH majors, minors, or arts management with art emphasis only. Offered every other year. 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. Three hours. 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

ART 3415 – 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. Partially fulfills the AOK requirement in Arts and Literature (arts). Three hours.

Arts Management

*Professor Doering, Assistant Professor Hayatshahi.
(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, theatre, or music.

The requirements for a Major in Arts Management:

- Must complete ACCT 221, 222, BUSN 111, 380, AMGT 411 and the capstone 441 (choose either art, theatre, or music emphasis);
- Must complete an area of emphasis as follows:
 - For the art emphasis, must complete:
 - ARTH 201 and 202;

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- STAR 241, 243 and 251;
- ARTH 421 or ARCH 320;
- One other art history or studio art course.
- o For the theatre emphasis, must complete:
 - THEA 111, 342, and three one-credit units of THEA 310;
 - two elective three-hour courses in theatre;
 - one three-hour course chosen from the dramatic literature offerings in the departments of theatre, English, foreign languages, or FLET.
- o For the music emphasis, must complete:
 - two courses in Music Theory chosen from MUSC 101, 221, 222, 321, or 322;
 - MUSC 150 and 280;
 - one elective three-hour course in music;
 - three hours of Applied Music or Ensemble chosen from MUSC 301, 302, 303, 304, 305, 306, 307, 309, 310, 315, or 316. 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, theatre, and music organization. Three hours. Hayatshahi.

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 Theatre – 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

Professor Munson, Chair; Assistant Professors Oxenford (Japanese) and Wen (Chinese); Instructor Himata (Japanese).

In this 'Pacific Century,' Asia has never played so crucial a role on the world stage, as the forces of globalization bind the world's people together in new and unexpected ways. An Asian Studies major lays the groundwork for a career – perhaps a lifetime – of specialized engagement with this captivating part of the world: language, popular culture, art, society, religion, economy, philosophy, and history are all facets of a core curriculum that leads students towards careers as journalists, public policy experts, government analysts, teachers, and so much more. Majors are also enriched by a travel experience to Asia, made possible through the college's January term travel courses; strong relationships with colleges such as Kansai Gaidai, in Japan; and ISEP, which places accepted students in exchange programs all around the world.

The requirements for a Major in Asian Studies (31 hours):

The major consists of ten three- or four-credit approved courses, in addition to the one-credit capstone ASTU 401.

- Students must complete ASTU 290 as early as possible in their course of study;
- At least one course must be completed abroad in East Asia (January term travel-study or approved exchange);*
- At least three courses must be in the humanities;
- At least three courses must be in history or the social sciences;
- At least two courses must be in Chinese or Japanese, at the 211 (intermediate) level or above.

* in cases where study abroad is not feasible, an alternate class may be substituted with approval of chair.

Courses must come from the list below, or have the approval of the chair:

Asian Studies:

ASTU 270: East Asian Visual Cultural
ASTU 290: Introduction to Asian Studies ◻
ASTU 291: Contemporary East Asia ▪
ASTU 401: Senior Capstone
ASTU 450: Internship

Chinese Studies:

CHIN 111-112: Elementary Chinese I, II
CHIN 211-212: Intermediate Chinese I, II
CHIN 221: Chinese History and Culture (Travel) ◻◻
CHIN 231: Chinese Literature in Translation ◻
CHIN 235: Chinese Theater

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CHIN 234: Chinese-Language Cinema ◻
CHIN 236: Chinese Popular Culture ◻
CHIN 311: Advanced Chinese

Japanese Studies:

JAPN 111-112: Elementary Japanese I, II
JAPN 211-212: Intermediate Japanese I, II
JAPN 220: Japanese Popular Culture ◻
JAPN 221: Japan Past and Present (Travel) ◻▪
JAPN 239: Traditional Japanese Literature ◻
JAPN 260: Japanese Society ▪
JAPN 270: Weird Japan ◻
JAPN 292: Japanese Film: Akira Kurosawa ◻▪
JAPN 294: Early to Premodern Japan ▪
JAPN 295: Modern Japan ▪
JAPN 320: Writing in Japanese
JAPN 330: Japanese Folk Tales ◻
JAPN 340: Conversational Japanese

Asian Studies Courses in Other Disciplines:

ARTH 228: Asian Art ◻
HIST 396: Modern China, 1800 to 1949 ▪
HIST 397: Modern China, 1949 – Present ▪
MATH 270: Advanced Traditional Japanese Mathematics ▪
PHIL 220: Philosophy East and West ◻
PHIL 343: Confucian Tradition ◻
PSCI 335: Chinese Politics ▪
RELS 221: World Religions of Asia ◻
RELS 223: Hinduism ◻
RELS 225: Buddhism ◻
RELS 248: Religions of Japan (Travel) ◻▪

- ◻ Humanities
- History and Social Sciences
- ◻▪ may be counted in either area

The requirements for a Minor in Asian Studies (15 hours):

The minor consists of ASTU 290; and four courses from the list above, including one from each group ('humanities,' 'history and social sciences,' and 'language' [above 112 level]).

Asian Studies (ASTU) Courses

For courses relating to China and Japan, please refer to sections titled Chinese Studies (CHIN) Courses and Japanese Studies (JAPN) Courses.

270 – East Asian Visual Culture – This course introduces East Asian visual culture from premodern times to contemporary periods. Students will learn the art history and visual discourses in China, Taiwan, Japan, and Korea through the following topics: ancient aesthetics, modern fashions, popular visual media, war and propaganda, sports, and avant-garde movements. All lectures, discussions, and assignments will be in English. This course fulfills the AOK requirement in Arts and Literature (arts) and CAR in non-western culture. Three hours. Wen.

290 – Introduction to Asian Studies – The course is a basic introduction to the cultures of China, Japan, and to a limited extent, Korea. We will discuss the histories of these civilizations from their beginnings to the present, touching briefly upon the major cultural, political, and social developments of each region. Evaluation will be determined on the basis of short quizzes, exams, and a research project. Three hours. Munson.

291 – Contemporary 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, 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. ASTU 290 recommended but not required. Three hours. Munson.

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

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.

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.

Astrophysics, Behavioral Neuroscience

The mathematics prerequisite for the minor is MATH 132 or 142. ASTR 101 and its associated laboratory may be substituted for ASTR 321 with 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 and 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. 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 “modern 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.

Behavioral Neuroscience

Professor Bardi, Director; Associate Professor Gerecke.

Behavioral Neuroscience is an interdisciplinary course of study within the broader framework of neuroscience that explores the impact of various aspects of behavior and environment on the brain's functions. In the Randolph-Macon behavioral neuroscience laboratory, students have explored the impact of parenting, enriched environments, chronic stress, exercise and various social interactions on behavioral and neural responses.

The behavioral neuroscience major exposes students to the fundamental elements of the discipline, bolstered by opportunities to conduct relevant original research and complete internships in various professional settings. In multiple courses, students will learn the fundamental properties of the nervous system in order to fully understand its integration with various aspects of behavior and mental processes. Due to its interdisciplinary nature, students will take relevant courses in several disciplines including the departments of psychology, biology, and chemistry.

Generally, the mission of the behavioral neuroscience major is to provide Randolph-Macon students with an opportunity to gain sufficient expertise/mastery to enable them to become critical thinkers in the discipline. Students will gain mastery in behavioral neuroscience (e.g., competence in critical thinking, science methodology, and communication skills) by conducting original research projects (and writing formal papers and presenting the information) as they progress through the Randolph-Macon behavioral neuroscience curriculum.

The behavioral neuroscience major requires a minimum of 48 semester hours, consisting of at least 14 courses. The minor in behavioral neuroscience consists of 20 semester hours including the following courses: PSYC 200, 201, NSCI 320, 330, 331, and one approved upper-level (300/400) elective.

The requirements for a Major in Behavioral Neuroscience:

- Must complete BIOL 121, 123, and 201;
- Must complete CHEM 215 or 230 or approved equivalent course;
- Must complete PSYC 200, 201 and NSCI/PSYC 320, 323;
- Must complete NSCI 200, 330, and 331;
- Must select one course from category A and one course from category B;

Behavioral Neuroscience

Category A - PSYC 321, 322, 324, 325, or 380.

Category B - BIOL 200, 205, 251, 442; CHEM 261; PSYC 310, 312, 332, 350; PHIL 211, 280, or 405;

- Must complete an approved Capstone option (select one): NSCI 455, 460, 495, or 496-498.

Recommended courses include: MATH 131-132 or MATH 141/142 for students interested in a B.S.; CHEM 261-262 and CHEM 407 and PHYS 151-152 for students interested in continuing on to medical school.

The requirements for a Minor in Behavioral Neuroscience:

- Must complete PSYC 200 and 201;
- Must complete NSCI 320, 330, and 331;
- Must complete an approved three hour course option (select one): NSCI 323, 460, 491, 495, PSYC 321, 322, 325, or 344.

Recommended courses include: BIOL 123, CHEM 215, NSCI 200, PSYC 310.

Behavioral Neuroscience (NSCI) Courses

120 – This Emotional Life – An introduction to contemporary neuroscience research on emotional regulation. This course is designed to provide students with scientific evidence describing how we can improve our social relationships, learn to cope with problems like stress and anxiety, and become more positive and resilient individuals. Topics include the building blocks and features of emotions, emotional regulation and motivation, and the biochemistry of “unthinkable” behavior. Students will also be introduced to research methods in neuroscience and review opportunities available in the behavioral neuroscience major. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Bardi.

124 – Mind and Health – The immune system and the nervous system interact and cooperate. They have very different means to acquire memory and they affect one another to drive perfectly normal behaviors and many abnormal ones. This course will introduce the biology of the immune system and the organization of the nervous system with a consistent eye on how the two affect behavioral strategies and how they change in response to behavioral outcome. We will place a particular emphasis on the experimental data that give us a modern view of neuroimmunology and its role in human behavior. Cross-listed with PSYC 124. Three hours. Staff.

200 – Discovering Behavioral Neuroscience – An introduction to contemporary research on the relationship between brain and behavior. This course is designed to provide prospective majors or minors with appropriate

preparation for further study in the field of behavioral neuroscience. Topics include learning and memory, cognitive processes, neuroplasticity, emotional regulation and motivation, and the biochemistry of brain reward circuits. Students will also be introduced to research methods in neuroscience and gain hands-on experience designing and conducting a small laboratory project. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Bardi.

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., sensation, perception, motivation, learning, emotion, consciousness, disorders of mood, and activity) will be discussed. Lectures and demonstrations will help students understand the methods and theories that behavioral neuroscientists employ in their efforts to integrate biological and psychological aspects of behavior. Cross-listed with PSYC 320. Prerequisites: PSYC 200 and 201 (Research Methods). Three hours. Bardi, Gerecke.

323 – Hormones and Behavior – This course will examine some of the most notable and well-studied relationships among hormonal messengers, brain activity, and behavioral outcome, such as the stress-response, hormones and cognition, biological rhythms, and hormonal influences on reproductive behavior. The emphasis will be on discussion of how behavioral outcome is connected to physiological functioning, and vice versa, how behavioral / environmental characteristics can affect our physiology. Supplemental texts, videos, writing exercises, and in-class demonstrations will be used to augment lectures and discussions in the classroom. Cross-listed with PSYC 323. Prerequisites: PSYC 200 and 201. Three hours. Bardi, Gerecke.

330 – Behavioral Neuroscience Techniques – This course will introduce students to various methodological strategies and laboratory techniques in the field of behavioral neuroscience. These techniques will represent relevant behavioral, cellular/physiological, neuro-anatomical, and neuroendocrine approaches to understand the associations between neurobiological factors and behavioral outcomes. Following an overview of historical and contemporary aspects of each methodological approach/technique, students will obtain hands-on experience with each approach. Consulting primary sources in the behavioral neuroscience literature, students will demonstrate competence in writing and evaluating specific methodological approaches in the context of relevant research questions and topics. Prerequisite: PSYC 320. Three hours. Gerecke.

331 – Behavioral and Statistical Modeling – This course is a comprehensive study of the acquisition and analysis of complex datasets in behavioral neuroscience. It is designed to provide students with

Behavioral Neuroscience, Biology

a detailed description of how to collect and organize behavioral data, perform data mining, and reduce behavioral complexity to reveal the hidden structure of the interaction between behavior and neurobiological activity. Researchers now realize that trying to grasp the inner component of complexity in neuroscience represents the next frontier in the study of how our brain works. As a consequence, in the past decades the use of multivariate statistics has become increasingly important in neuroscience. This class will help students to navigate the rapidly evolving field of advanced behavioral analysis, focusing on aspects of primary importance for a neuroscientist, such as the integration between neuroendocrine activity and behavioral modifications. Prerequisite: PSYC 201. Three hours. Bardi.

455-456 – Internship in Behavioral Neuroscience – Open to qualified students, this course provides practical experience outside of the classroom in behavioral neuroscience or a related field. Students complete a minimum of 130 hours in a setting consistent with the student's goals, preparation, and interests. Students complete a daily reflective journal and a rigorous reaction paper integrating their behavioral neuroscience coursework with their knowledge in the workplace. Prerequisites: six hours of upper level NSCI courses or permission of the instructor. Open to juniors and seniors with a minimum GPA of 2.25. Application and permission of the instructor is required. See Internship Program. Three hours each. Staff.

460 – Senior Seminar Capstone - The main objective for this course is to further critical thinking through the exploration and discussion of primary research literature in behavioral neuroscience, and to provide an opportunity to improve oral and written communication. The fundamental principle for this course is to give students the tools that they will need for the next phase of their career. Students will become well versed in primary literature, and use empirical data to defend a thesis. In addition, this class is meant to be eclectic, drawing from many areas of research within behavioral neuroscience. This course will also address how the biology of the brain may give rise to complex aspects of human nature. Three hours. Gerecke.

491 – Senior Independent Study – An independent student under the guidance of a member of the department. At least a 3.25 cumulative quality point ration and approval by the curriculum committee are required. Prerequisites: NSCI 330, 331, and senior status. Three hours. Staff.

495 – Behavioral Neuroscience Research Capstone – Students taking this course will conduct an approved research project in any area of behavioral neuroscience that can be sufficiently carried out in the college's Behavioral Neuroscience laboratories. Students will work with a faculty supervisor prior to the beginning of the

semester so that the project can be conducted over the course of the semester. Students should expect to spend approximately 9 hours per week in the laboratory and/or working with the faculty supervisor. Following completion of the project, the student will submit a final report and give an oral presentation. Prerequisites: NSCI 330 and 331. Three hours. Staff.

496-498 – Senior Project – Senior majors may with departmental approval undertake a substantial research project in some area of behavioral neuroscience. Prerequisites: NSCI 330, 331, and senior status. Six hours. Staff.

Biology

Associate Professor Gubbels Bupp, Chair; Professor Lim-Fong, Associate Chair; Professors Coppola, Foster, Gowan, and Stevens; Associate Professor Ruppel; Assistant Professors Coster and Ramage; Visiting Assistant Professors Schmidt and Zelman; Visiting Instructor Vlk.

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 realize 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 allowing 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. An innovative course (BIOL 121, Foundations of Experimental Biology), taken during the freshman year, engages students in discovery-based laboratory exercises. Biology majors will also deepen their understanding of molecular biology (BIOL 123), genetics (BIOL 200), and evolution (BIOL 205) and 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) ecology. Each student works closely with an adviser to select upper-level courses for an individualized curriculum to prepare for a field in medicine, allied health science, ecology, environmental science, or graduate studies in biology. Finally, each student will take a capstone course (BIOL 499), which reinforces the skills and abilities developed in the major by having students read the primary literature and discuss the work with the scientists who conducted the studies. All biology students are also encouraged to participate

in research early in their college career by taking research courses and by participating in summer research through the College's Shapiro Undergraduate Research Fellowship program (SURF).

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

Pre-medical Advisory Committee – Professors Foster, Gubbels Bupp, and Stevens - medicine, veterinary science, dentistry, pharmacy, physician 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 Coster, Gowan, Lim-Fong, and Ramage - behavioral ecology, physiological ecology, population biology, community ecology, environmental studies, marine biology, botany, etc.

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

The requirements for a Major in Biology:

- Must complete two courses from the following: BIOL 121, 122, or 123;
- Must complete BIOL 200 and 205;
- Must complete one semester of chemistry at or above the CHEM 215 level;
- Six additional courses above the 180-level, with the following stipulations:
 - o At least one course must be taken from each of the three groups (Cell/Molecular, Organismal, and Ecology)
 - Cell and Molecular: BIOL 201, 311, 320, 351, 353, 354, 442, 463, CHEM 407, or 408.
 - Organismal: BIOL 202, 204, 248, 251, 252, 260, or 309.
 - Ecology: BIOL 235, 240, 249, 301, 315, 325, 330, 333, or 340.
 - o At least three of the six courses must be 4 hour courses. BIOL 494 or 498 may substitute for one of these 4 hour courses.
 - o Electives (BIOL 350, 450, 491, 492, 493, 494, 496, or 498) can also be used to meet this requirement. We encourage all students to consider BIOL 350 (Biostatistics) as one of the three additional electives.
- Capstone: Must successfully complete BIOL 499 in the senior year;
- All courses counted towards the major must be completed with a minimum grade of C-, and BIOL 121 and 123 must be passed with at least a C- as a prerequisite for many biology

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, must still complete the biology capstone.

The requirements for a Minor in Biology:

- Must complete two courses from the following: BIOL 121, 122, or 123;
- Must complete BIOL 200 and 205;
- Must complete one additional four hour course at or above the 200-level.

The requirements for a Teaching Endorsement in Biology:

Students seeking an endorsement to teach biology at the secondary level must take the courses required for the biology major, as well as courses required for the education minor. In addition, students seeking a secondary teaching endorsement must complete the following requirements:

- One of the following botany courses: BIOL 202 or 204;
- One of the following anatomy/physiology courses: BIOL 251 or 252;
- One of the following ecology courses: BIOL 235, 325, or 330;
- PHYS 105 or 151;
- CHEM 220 or 230;
- CHEM 261;
- One of the following earth science courses: ASTR 101, CHEM 130, GEOL 101, or 102; and
- One of the following statistics courses: MATH 111, 113, or BIOL 350.

Biology (BIOL) Courses

121 – Foundations of Experimental Biology – This introductory course is made up of a series of multi-week research modules taught in a studio format. Modules will focus on molecular and cellular biology, organismal biology, 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 students intending to major in biology and/or apply to health-focused graduate programs and can be used to partially fulfill the Natural Science Areas of Knowledge requirement. A minimum grade of C- in both BIOL 121 and 123 is prerequisite to many biology courses numbered 200 and above; however the courses can be taken in either order. Four hours. Staff.

Biology

123 – Principles in Molecular Biology – What are genes and how do they and their products work? In this course, students will become conversant in the essential principles of biochemistry and molecular biology to answer this question and more. Concepts will be introduced and then repeated throughout the semester as we discuss specific examples of genetic traits or diseases. Topics to be discussed may include genetic diseases, gene therapy, cancer, and traits such as the ability to taste bitter substances. The course is designed for students intending to major in biology and/or apply to health-focused graduate programs and can be used to partially fulfill the Natural Science Areas of Knowledge requirement (without lab). A minimum grade of C- in both BIOL 121 and 123 is a prerequisite to many biology courses numbered 200 and above; however the courses may be taken in either order. Three hours. Staff.

126 – Insects and Humans – Since antiquity, insects have infected us with disease, pestered our animals, attacked our crops, infested our food stores, and damaged or destroyed our possessions. But they have also inspired artisans, architects, cartoonists, engineers, gourmards, religious thinkers, engineers, and scientists. Insects and Humans examines the long and complex relationship between insects and humans. Lectures begin with basic overviews of insect morphology, classification, and biology, followed by targeted surveys that explore the influence of insects on our art, history, literature, science, technology, and popular culture. The lab focuses on the morphology and classification of insects and other arthropods, followed by specimen preparation and identification of insects collected as part of a survey at a state park. Six hours of combined lecture and laboratory per week. This 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.

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. Staff.

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. 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.

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 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.

160 – Evidence-based Nutrition – This course will review all the pertinent facts about nutrition and its impact on health and disease from a cellular and macroscopic level. Throughout the course, emphasis will be placed on the evidence that supports (or doesn't support) nutritional claims. The impact of culture and socioeconomic status on nutrition will be addressed as well as the impact of nutrition on the current health care crisis nationally and globally, and the potential impact of nutrition on public policy. A history of nutrition will be introduced and its effects on the evolution of Homo sapiens. This course does not count on the biology major or minor, but can be used to partially fulfill the Natural Sciences AOK without lab requirement. Required interprofessional education (IPE) course for nursing majors. Three 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.

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: two of the following courses: BIOL 121, 122, or 123. Four hours. Stevens, Ruppel.

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: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the cell and molecular group. Four hours. Foster.

202 – Plant Taxonomy – A field course emphasizing the methods of identification and recognition of local 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. Two lectures and one three-hour laboratory session per week. Prerequisites: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the organismal group. Four hours. Ruppel.

204 – Plant Physiology – This course will introduce students to a broad range of concepts in plant physiology and development with an emphasis on vascular plants. We will also discuss topics of plant cell biology, genetics, and anatomy. The themes covered in this course will highlight applications of plant biology in today's society, including agriculture and bioenergy.

The major topics in the course cover the entire plant life cycle with an emphasis on seed development and germination, hormone regulation, photosynthesis, solute and mineral nutrition, and reproduction. Students will also learn how plants must incorporate a multitude of environmental signals such as light, temperature, and gravity to shape plant form. Prerequisites: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the organismal group. Four hours. Ruppel.

205 – Evolution – An introduction to the mechanisms and outcomes of evolution. Examples are drawn from many disciplines (e.g. genetics, behavior, and paleontology) to discuss how researchers study the evolution of organisms and develop and test evolutionary theory using integrative approaches. Prerequisites: two of the following courses: BIOL 121, 122, or 123. Three hours. Coster.

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: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the ecology group. Offered alternate years. Four hours. Lim-Fong.

240 – Tropical Biodiversity – This course will travel to a tropical region renowned for its biological diversity. Students will travel to several nature reserves for a comparative exploration of complex ecological interactions and learn about a range of taxa including insects, plants, and indigenous exotic animals. With a strong emphasis on fieldwork, the aim of this course is to provide an in-depth understanding of tropical ecology by investigating the origin of tropical diversity, conducting biodiversity assessments, exploring evolutionary adaptations, and reflecting on human impacts and responsibilities in tropical ecosystems. Prerequisite: BIOL 121. Counts on the biology major in the ecology group. Four hours. Coster.

248 – Entomology – An introductory course in entomology with emphasis on insect biology, diversity, and identification. Lectures will consider insect structure and function, behavior, ecology, and adaptation. The laboratory deals with insect morphology, classification, and field techniques for the study and collection of insects. A fully prepared insect collection identified to order and family is required. Six hours of combined lecture and laboratory per week. Prerequisite: BIOL 121 or 122. Counts on the biology major in the organismal group. Offered alternate years. Four hours. Staff.

Biology

249 – Medical & Veterinary Entomology – A comprehensive survey of insects and other arthropods that adversely affect the health of humans, domestic animals, and wildlife. Overviews of medical-veterinary entomology and epidemiology emphasize the ecological relationships between arthropod vectors, pathogens or parasites, and vertebrate hosts. Lectures include in-depth taxonomic surveys that include information on vector identification and biology, disease transmission and prevention, and vector control. The laboratory focuses on morphology and identification of insect and other arthropod vectors. Prerequisite: BIOL 121 or 122. Counts on the biology major in the ecology group. 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: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the organismal group. 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: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the organismal group. 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. Prerequisite: BIOL 121 or 122. Counts on the biology major in the organismal group. Four hours. Staff.

271-272, 371-372 – 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: two of the following courses: BIOL 121, 122, or 123. 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. Prerequisite: BIOL 121 or 122 or permission of the instructor. Counts on the biology major in the ecology group. 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). Prerequisite: BIOL 121 or 122. Counts on the biology major in the organismal group. Four hours. Staff.

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 and 123 or 121 and 122 and one of the following: BIOL 200, 201, or CHEM 215. Counts on the biology major in the cell and molecular group. 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: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the ecology group. Four hours. Gubbels Bupp.

320 – Reproductive and Stem Cell Biology – This course is an investigation of the current science of stem cell biology and the basic reproductive cell biology that provides the foundation for advances in the field of regenerative medicine. Stem cells have become a household word as well as a political football. But what are stem cells, really, and how do we know one when we see one? We will investigate the cutting edge of our knowledge about stem cell capabilities and limitations by surveying the current literature and hosting invited speakers. The course will cover topics such as the cell biology of gametes (sperm and egg cells), fertilization, early embryonic development, cellular differentiation, different types of stem cells (embryonic, adult, and induced pluripotent stem cells), and therapeutic approaches based on stem cells. We will also consider the ethical, legal, social, and political implications of stem cells. Prerequisite: BIOL 122 or 123. BIOL 200 or BIOL 201 is also recommended. Counts on the biology major in the cell and molecular group. Three hours. Foster.

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. Prerequisite: BIOL 121 or 122. Counts on the biology major in the ecology group. Four hours. Ramage.

330 – Human Ecology and Evolution – This course examines interactions between humans and their environment and provides an overview of the evolutionary history of our species. The ecology of technologically advanced human societies will be compared to non-industrialized societies as well as a wide variety of other species ranging from the ape-like ancestors of modern humans to beavers to ants. By applying classical ecological frameworks and methodologies to humans, the course aims to: (1) introduce/reinforce the fundamentals of ecology from a unique perspective. (2) place humans within the context of the broader ecosystem. (3) explore the extent to which general ecological

principles apply to the human species. (4) stimulate discussion about whether humans remain part of “nature”, and (5) consider the implications of all of the above for conservation and environmental management. Prerequisite: BIOL 121 or 122. Counts on the biology major in the ecology group. Four hours. Ramage.

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 past 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: two of the following courses: BIOL 121, 122, or 123, or permission of the instructor. Counts on the biology major in the ecology group. Four hours. Coppola.

340 – Ecological Simulation – Ecological systems are incredibly complex and much about them remains mysterious. Many questions are difficult or impossible to answer with experiments or observations, but a relatively new method of inquiry, computer simulation, can often provide insight. Now a critical tool for modern biologists, simulations are used for a wide variety of applications, and they are particularly useful for exploring interactions between variables in complex systems. This course will explore ecological simulations through: a) an examination of the peer-reviewed literature, and b) hands-on computer coding and simulation. Students will answer an original question via a research project conducted independently or in small groups. Approximately half of class time will be devoted to independent computer work. Prerequisite: BIOL 121 or 122. Counts on the biology major in the ecology group, satisfies the Computing CAR, and can be used to partially satisfy the AOK requirement in Natural, Math, or Computer Science (without lab). Three hours. Ramage.

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

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questions, and use appropriate statistical techniques to analyze the data. Students will use computer statistical packages for most analyses. Four hours. Gowan.

351 – Biological Microscopy – This is a laboratory-intensive course that develops understanding of and proficiency with several common cell biological tools and approaches used in biomedical research with an emphasis on microscopy and protein biochemistry. Student projects will address current biomedical research questions that employ light microscopy, immunofluorescence microscopy, confocal microscopy, transmission and scanning electron microscopy, and related immunological applications used to localize proteins in cells. Protein biochemical studies will include instruction in proteomics, SDS-PAGE and Western analysis, and protein assays. Students will make extensive use of the primary literature and technical publications. Experimental design, use of appropriate controls, and data interpretation will be emphasized, and students will write and present formal reports on their work. Prerequisites: BIOL 200, 201, 204, 251, 252, or 311. Counts on the biology major in the cell and molecular group. Four hours. Foster.

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 215. Counts on the biology major in the cell and molecular group. Three hours. Stevens.

353L – Molecular Genetics Laboratory – This course will focus on gene regulation in the model plant species *Arabidopsis thaliana* and its relatives. The aim is to provide a research-intensive experience that highlights experimental design, project implementation, and the reporting of results to the scientific community. Student pairs will conduct semester-long research projects utilizing molecular genetics techniques. The use and discussion of primary literature will guide the project development process. During this course, students will become familiar with plant growth and maintenance, methods of DNA manipulation (e.g. extraction, PCR, ligation, and transformation), and genetic analysis tools. A formal written report and presentation will be given by each group at the end of the semester. If taken with BIOL 353, together the two courses count as one 4 hour upper-level course in the cell and molecular group. One hour. Ruppel.

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 analyze 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. Counts on the biology major in the cell and molecular group. Three hours. Stevens.

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: two of the following courses: BIOL 121, 122, or 123 and ONE of the following: BIOL 200, 201, or 432. Counts on the biology major in the cell and molecular group. 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.

463 – Cellular and Molecular Neurobiology – This course focuses on the molecular and cellular underpinnings of nervous system function. Topics include the regulation of the neuronal cell cytoskeleton, axon guidance, intracellular transport, the generation and propagation of the action potential, synaptic mechanisms, growth factor influences on development and regeneration, neuronal stem cells, and sensory signal transduction. A team-based-learning approach that involves hands-on experimentation is used in a studio format. Two 3-hour meetings per week. Prerequisites: two of the following courses: BIOL 121, 122, or 123. Counts on the biology major in the cell and molecular group. Four hours. Coppola.

Biology, Black Studies

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

493-494 – Research in Biology – Students select a research topic in a specialized area of biology. 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. The project will culminate in a formal written report and/or research seminar at the end of the term. Three hours each. 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 faculty member. A research seminar and a written thesis must be presented to the biology department at the end of the second term of the senior project. The student must pass an oral examination in defense of the thesis. Prerequisite: senior status. Six hours. Staff.

499 – Biology Capstone – Students will learn about cutting edge research from practicing scientists in academia by reading relevant scientific literature by these scientists and listening to invited talks during weekly seminars. Students are expected to synthesize biological principles across the different sub-disciplines (cell and molecular, organismal, and ecology), and to apply skills that they have learned in as Biology major, such as speaking and evaluating experimental design. Prerequisites: two of the following courses: BIOL 121, 122, or 123, and senior status. Three hours. Staff.

Black Studies

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

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, 369; FLET 248; FREN 447; HIST 332, 337, 338; PSYC 162; RELS 227, 275, or 282;
- Group III (Social Science - one course): PSCI 328, 334; PSYC 175, 180; SOCI 260, 270, 330, or 342;
- Group IV (Electives - one course, includes Group II and III above): BLST 361, 362, or 450.

Black Studies (BLST) Courses

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. Cross-listed with SOCI 225. Three hours. Jefferson.

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, D.C. 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, D.C. 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

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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

Professors Lowry and Showalter; Visiting Assistant Professor Arroniz.
(Department of Economics, Business, and Accounting)

A major in 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 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 major in business requires a common core of courses plus one of three concentrations: Management, Finance, or International Commerce. All courses in the core and in each concentration must be completed with a grade of C- or better.

The core requirements for a Major in Business:

- Must complete MATH 111 or MATH 113;
- Must complete CSCI 106;
- Must complete ECON 201 and 202;
- Must complete ACCT 221 and 222;
- Must complete BUSN 313, 336, 343, and 380;
- Must complete BUSN 111. This course is a prerequisite for BUSN 313, 343 and 380.

Students considering graduate studies in business are strongly encouraged to complete MATH 131 or MATH 141 (calculus).

The requirements for a Major in Business with a concentration in Management:

A concentration in management prepares a student for further study and career options in generalized business careers. Students interested in general management, small business or entrepreneurship careers should consider a management concentration. In addition to the common core, a student declaring a concentration in management must take three required courses and one departmental elective.

- Select two from the following: ACCT 362, BUSN 226, 310, 312, 385, 390, or ECON 312. Appropriate Special Topics or other courses may be substituted with departmental approval;

- Must complete BUSN 425;
- Must complete one additional ACCT, BUSN, or ECON course at the 200 level or higher. BUSN or ECON 450 requires department approval.

The requirements for a Major in Business with a concentration in Finance:

A concentration in finance prepares a student for further study in financial theories and financial analysis and career options in financial analysis, reporting, and markets. Students interested in banking or financial analyst careers should consider a finance concentration. In addition to the common core, a student declaring a concentration in finance must take three required courses and one departmental elective.

- Select two from the following: ECON 312, 324, or 361. Appropriate Special Topics or other courses may be substituted with departmental approval;
- Must complete BUSN 337;
- Must complete one additional ACCT, BUSN, or ECON course at the 200 level or higher. BUSN or ECON 450 requires department approval.

The requirements for a Major in Business with a concentration in International Commerce:

A concentration in international commerce prepares a student for further study and career options in international business, including domestic firms with international subsidiaries or key suppliers. Students interested in international business careers should consider an international commerce concentration. In addition to the common core, a student declaring a concentration in international commerce must take three required courses and one departmental elective.

- Select three from the following: BUSN 310, 370, ECON 380, 382, 383, FREN 273, or SPAN 301. Appropriate Special Topics or other courses may be substituted with departmental approval;
- Must complete one additional ACCT, BUSN, or ECON course at the 200 level or higher. BUSN or ECON 450 requires department approval.

Capstone experiences offered by the Department of Economics, Business, and Accounting include: ACCT 450, BUSN 425, 450, 451, 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.

Business (BUSN) Courses

111 – Foundations in Business – An introductory course intended to provide students with a basic understanding of business and economics and the role the

fields play in American society. The course offers an overview of the major functional areas of business with special emphasis on relationships to current events. This course will satisfy one Social Science Area of Knowledge requirement. Three hours. Staff.

220 – Quality and Safety in Health Care Organizations – This course provides an introduction to the knowledge and skills needed to lead patient safety and quality improvement initiatives at the micro and macro levels in the health care industry. Course competencies are based on the Institute of Medicine areas of competence for all health care professionals, including patient-centered care, interdisciplinary teamwork, evidence-based practice, quality improvement, and informatics. Students explore of the foundations of health-care quality and the science underlying patient safety and quality improvement, design and select effective health care measures, and analyze patient safety problems and processes. This course does not count for the Business major or minor. Required interprofessional education (IPE) course for nursing majors. Three hours. Staff.

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: BUSN 313 or 343 or COMM 215. Cross-listed with 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. Not open to freshmen. Prerequisite: BUSN 111. Three hours. Showalter.

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: ACCT 221, MATH 111 (or 113), ECON 202, CSCI 106. Three hours. Lowry.

337 – Intermediate Financial Management – An advanced treatment of theory as applied to financial management. Emphasis on financial decision making involving capital structure and long-term financing, capital budgeting, and dividend policy of the corporation. Prerequisite: BUSN 336. Offered alternate years. Three hours. Lowry.

342 – Project and Design Management – This course applies concepts and best practices of project management to product and process design. Drawing from traditional production management principles and industrial design, students will apply contextual research methods to the construction of models while adapting to specifications, budgets, and quality constraints for projects. A studio format facilitates a semester-long project, enabling students to apply theory to the creation of 2-D and 3-D models, culminating in a piece to add to their individual portfolio. Prerequisite: instructor permission. Cross-listed with STAR 342. Three hours. Lowry.

343 – Operations Management – This course examines the role of a production manager responsible for planning, organizing, and controlling the resource conversion system of a firm. Models are used to determine factory layouts, job designs, and production schedules as well as to monitor inventory and production quality requirements. Emphasis is placed on mathematical modeling with reliance on Excel spreadsheets. Not open to freshmen. Prerequisites: BUSN 111 and CSCI 106. Three hours. Lowry.

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 finance 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. Not open to freshmen. Prerequisite: ECON 201. Three hours. Lowry.

380 – Principles of Marketing – A study of the structure and functions of the systems of marketing and an

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analysis of marketing techniques. Students will be expected to make a primary analysis of basic marketing problems and offer some solutions. Not open to freshman. Prerequisite: BUSN 111. Three hours. Arroniz.

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 reference to such forms as free trade, customs unions, common markets, and economic unions. The theory of optimal currency is explored with special reference to the EU's use of the EURO. The history of the origins and institutions of the EU will be covered. Selected industry tours included. Prerequisite: ECON 201 or instructor permission. Counts on majors in economics/business, economics, and international studies. Offered January term. Cross-listed with ECON 383. Three hours. Staff.

385 – Consumer Behavior – Overview of the essential steps involved in consumer decision making in the market place, with emphasis on internal, external, and situational influences on consumer behavior. Examination of the relationship of selected economic, psychological, and sociological theories of behavior to the development of marketing strategy. Discussion of marketing research techniques used in consumer behavior analysis and marketing planning. Prerequisite: BUSN 380. Three hours. Arroniz.

390 – The Industrial Revolution and Early Management in Great Britain – This course looks at the development and consequences of the Industrial revolution in Great Britain from economic, sociocultural and technological perspectives. In addition to various readings, students will visit several sites in England and explore the primary question of why the industrial revolution occurred, why it began in England, and how it has influenced the modern progression of management. A special focus of emphasis will be on specific industries that were created or significantly changed through industrialization. Offered January term as a travel course. Three hours. Showalter.

425 – Strategic Management – 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 313 or 343 and ACCT 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 337. Offered alternate years. Three hours. Lowry.

450-451 – Internship in Economics and 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. Cross-listed with ECON 450-451. Three hours each. 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: Permission of instructor. 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 business, 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.

Study Abroad Courses offered at Wroxton College in England. Please check with department chair on possible course offerings.

Chemistry

Professor Schreiner, Chair; Professors Marchetti and Thoburn; Associate Professors Green and Michelsen; Visiting Assistant Professors Borowski and Mattei.

Major requirements

Each student must confer with the major advisor to plan a program that takes into account specific interests and career goals. 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.

Students who intend to pursue a career in the medical field (medicine, dentistry, veterinary science and pharmacy) after graduation are encouraged to pursue the Biochemistry Emphasis. This emphasis is designed to meet the requirements of many allied health professions while providing the student with a firm foundation in chemistry, biochemistry, and biology. Interested students should contact Dr. Green, faculty advisor of the biochemistry emphasis.

Students who intend to pursue a career in chemistry after graduation are encouraged to pursue the Research Emphasis. This emphasis is designed to support students who want to earn a Ph.D. or master's degree in chemistry after graduation. Interested students should contact Dr. Schreiner, faculty advisor of the research emphasis.

Students who are interested in K-12 education in chemistry should pursue the Education Emphasis. This emphasis works in conjunction with the minor in education to enable students to obtain teacher certification after graduation from Randolph-Macon. Interested students should contact Dr. Marchetti, advisor of the education emphasis.

Students who intend to work in forensic science after graduation should pursue the Forensic Science Emphasis. Interested students should contact Dr. Marchetti, advisor of the forensic science emphasis.

The requirements for a Major in Chemistry:

- Must complete the following: CHEM 220, 230, 261, 262, 311, 322, 345, 407, 445; PHYS 151, and 152;
- Must complete either MATH 131-132 or MATH 141-142;
- Either CHEM 400, 495, or CHEM 496-498, or student teaching;
- Must complete all requirements in ONE of the following Emphases:

• GENERAL EMPHASIS:

- o Must complete 3 courses from the following: CHEM 305, 312, 335, 400, 401, 402, 403, 405, 406, or 408.

• RESEARCH/GRADUATE SCHOOL EMPHASIS:

- o Must complete CHEM 312, and 405 or 406;
- o Must complete 1 course from the following: CHEM 305, 335, 400, 401, 402, 403, or 408.

• BIOCHEMISTRY EMPHASIS:

- o Must complete CHEM 408;
- o Must complete BIOL 200 or 201 or 311.
- o Must complete 1 course from the following: CHEM 305, 312, 335, 400, 401, 402, 403, 405, or 406.

• FORENSIC SCIENCE EMPHASIS:

- o Must complete CHEM 335;
- o Must complete 2 courses from the following: CHEM 305, 312, 400, 401, 402, 403, 405, 406, or 408.

• EDUCATION EMPHASIS:

- o Must complete the following additional requirements for state licensure: BIOL 121-123 and EVST 101;
- o Must complete 1 course from the following: CHEM 305, 312, 401, 402, 403, 405, 406, or 408.

The requirements for a Minor in Chemistry:

- Must complete CHEM 220 and 230;
- Must complete CHEM 261-262;
- Must complete 1 course from the following: 311, 322, or 407.

Chemistry (CHEM) Courses

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. Offered alternate years. Four hours. Green.

118 – The Chemistry of Food and Diet – This integrated lecture/lab course intended for non-science majors introduces students to the chemical composition of food. Information about nutrients (proteins, carbohydrates, fat) and food additives will be a central topic. The physiological processes required to use nutrients from food and the biochemical basis of popular diet trends will also be addressed. In addition, students will learn methods to better evaluate nutrition-related issues and popular diets in the media. Four hours. 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, finger-printing, 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. Staff.

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 and air and water pollution. 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.

Chemistry

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 January term. Four hours. Schreiner.

210 – Introduction to College Chemistry – This course is an introduction to college-level chemistry intended for students with limited high school exposure to chemistry who are biology, chemistry, or other sciences. 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. Prerequisite: instructor permission only. This course is not recommended for non-science majors. All students intending to enroll in chemistry must be pre-placed into the appropriate course in order to gain entrance into the appropriate course. Contact the department chair to arrange for placement. Four hours. Staff.

215 – 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 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. Prerequisite: CHEM 210 or placement into the course. All students intending to enroll in chemistry must be pre-placed into the appropriate course in order to gain entrance into the appropriate course. Contact the department chair to arrange for placement. Four hours. Staff.

220 – 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. Prerequisite: CHEM 215 or permission of instructor. Four hours. Schreiner.

230 – 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, and electrochemistry. 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 215 or permission of instructor. Four hours. Marchetti.

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.

261-262 – 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 220 or 230. CHEM 261 is a prerequisite for CHEM 262. Three hours of lecture and three hours of lab. Four hours each. Thoburn.

305 – Chemistry in Earth Systems – This course investigates environmental chemistry topics from an Earth systems science perspective, with an emphasis on the atmosphere and the hydrosphere. The first half of the course focuses on Earth system science: introducing box modelling, reservoirs, and element cycling (C, N, and S in particular). The second half of the course will survey topics that build on the first half, such as climate change, stratospheric ozone depletion, and types of pollution. While there is no laboratory component, the course will be activity-based, including environmental data analysis and modeling. This course serves as an upper-level elective for chemistry majors and an area of expertise course for EVST majors with either

a chemistry or geology focus. Chemistry majors and EVST majors with a chemistry area of expertise should register for CHEM 305. EVST majors with a geology area of expertise should register for GEOL 305. Prerequisites: CHEM 220 or 230 and CHEM 261. Cross-listed with GEOL 305. Three hours. Michelsen.

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 220, 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, chromatography, and mass spectrometry. Prerequisites: CHEM 220 or 230 and MATH 132 or 142. Four 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. Prerequisites: CHEM 220, 230, and 262. Three hours. Marchetti.

345 – Junior Seminar – This course will present chemistry and the work of chemists in a variety of ways. Students will learn about new research by reading the scientific literature, presenting to their fellow students, and hosting lectures given by guest speakers. The course will also involve discussion and analysis of experimental design and require the students to synthesize knowledge from the different areas of chemistry.

Prerequisites: CHEM 262 and junior standing. One hour. 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. Prerequisite: departmental approval. Offered as needed. Enrollment is limited. Application required; see Internship Program. Three hours. Staff.

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 262. 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 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 262 and MATH 132 or 142. Recommended: CHEM 311-312. Three hours. Marchetti.

Chemistry, Chinese Studies

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. Prerequisites: CHEM 220 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. Prerequisites: CHEM 220 and 261. 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. Prerequisite: CHEM 262. The laboratory portion of the course will focus on techniques in protein chemistry such as expression, purification, identification, manipulation, and enzyme kinetics. Introductory biology and CHEM 230 are recommended, 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. Prerequisite: CHEM 407. Three hours. Green.

445 – Senior Seminar – This course is intended as a continuation of CHEM 345 and will present chemistry and the work of chemists in a variety of ways. Students will learn about new research by reading the scientific literature, presenting to their fellow students, and hosting lectures given by guest speakers. The course will also involve discussion and analysis of experimental design and require the students to synthesize knowledge from the different areas of chemistry. Prerequisites: CHEM 345 and senior standing. One hour. Staff

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: permission of instructor. 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 an oral presentation 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. Prerequisite: departmental approval. Six hours. Staff.

Chinese Studies (CHIN) Courses

111 – Elementary Chinese I – Introduction to modern spoken Chinese (Mandarin). The course will provide students ample opportunity to practice speaking, listening, reading, and writing Chinese in everyday circumstances. Principle thematic areas include: greetings, family, time and date, and social interactions. Three hours. Wen.

112 – Elementary Chinese II – A continuation of CHIN 111. Principle thematic areas include: time and date, hobbies, and interaction strategies. Prerequisite: CHIN 111. Three hours. Wen.

211 – Intermediate Chinese I – Further study of Chinese in everyday circumstances. Principle thematic areas include: travel, study abroad, and business occasions. Prerequisite: CHIN 112. Three hours. Staff.

212 – Intermediate Chinese II – A continuation of CHIN 211. Principle thematic areas include: shopping, transportation, and social etiquette. Prerequisite: CHIN 211. Three hours. Staff.

221 – Chinese History and Culture – This is a travel course designed to explore Chinese history, customs, and

Chinese Studies, Classical Studies

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. No Chinese language skills are required. Three hours. Staff.

231 – Chinese Literature – This course critically explores the themes, aesthetics, and histories of Chinese literature from ancient classics to modern works. We will read major literary works produced within and beyond the current Chinese border, by writers from China, Hong Kong, Taiwan, Southeast Asia, and Euro-American regions. Through a close reading of the text, we will come to understand significant waves and perspectives in Chinese literature and how these aspects shape cultural identities in the age of globalization. All lectures, discussions, and assignments will be in English. Cross-listed with FLET 231. Three hours. Wen.

234 – Chinese Cinema – This course introduces a selection of internationally acclaimed Chinese-language cinema, ranging from popular melodrama to independent film, from mainland Chinese masterpieces to internationally collaborated cinematic productions. The goal of this course is not only to illustrate the aesthetics of Chinese-language cinema, but also to examine Chinese history, politics, and cultural identities through the film lens. No Chinese language skills are required. All lectures, discussions, and assignments will be in English. Four hours. Wen.

235 – Chinese Theatre – This course is an introduction to the Chinese theatre. We will learn classical aesthetics and modern adaptations in Chinese performance art through a variety of theatrical genres, such as the puppet theatre, Peking opera, spoken drama, and the experimental stage. We will also discuss recurrent themes in Chinese plays, such as love and redemption, ghosts and immortals, loyalty and sacrifice, and identity and politics. Besides learning to identify major trends and styles in Chinese theatre, we will also observe how the art of the Chinese stage is refashioned in global popular culture. No Chinese language skills are required. All lectures, discussions, and assignments will be in English. Three hours. Wen.

236 – Chinese Popular Culture – This course is an introduction to Chinese popular culture. It explores popular culture from the late 19th century to the present, from mainland China to other Chinese communities such as Hong Kong, Taiwan, and beyond. We will discuss Chinese culture, identity politics, and globalization through popular literature, film, television, sports, the Internet, and other forms of mass entertainment. No Chinese language skills are required. All lectures, discussions, and assignments will be in English. Three hours. Wen.

311 – Advanced Chinese – A third-year language course designed to consolidate skills acquired and to ex-

tend 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. Staff.

Classical Studies

Professors Camp and Fisher; Assistant Professors Natoli and Rose.
(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.

The requirements for a Major in Classical Studies consist of 30 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.

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 or GREK above 215. LATN 211-212, LATN 215, GREK 211-212, GREK 215 may be counted toward the minor if they are not being used to satisfy the collegiate requirement in foreign languages.

Classical Studies (CLAS) Courses

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. Cross-listed with FLET 201. Three hours. Staff.

Classical Studies

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. Cross-listed with FLET 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. Cross-listed with FLET 203. Offered alternate years. Three hours. Staff.

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. Cross-listed with FLET 205. Offered every three years. Three hours. Staff.

206 – Travel and Tourism in the Ancient World – In the ancient world, people traveled for a variety of reasons: war and exploration, business and trade, visiting friends and family, or engaging in tourism to famous and revered sites. But how did people get from place to place and what of the accommodations along the way? What sorts of sites were important and worthy of dedicating weeks and months of travel to visit? In this course, students will answer these questions and many others through an exploration of travel in the ancient world, from technical feats of engineering, to fantastical accounts of strange peoples, to itineraries outlining the most popular tourist destinations. We will examine textual evidence in translation, such as military descriptions of Alexander the Great's army, diary entries of a Roman traveler in Greece, and accounts of early Christian pilgrimage to Jerusalem. We will survey artistic and archaeological evidence for travel: the physical remains of Roman roads, ancient Greek shipwrecks, and other monuments that allow us to reconstruct ancient travel networks. We will discuss not just the methods of ancient travel, but also motivations for it, with a focus on the goods and peoples who traveled around the ancient Mediterranean. Cross-listed with FLET 206. Three hours. Natoli.

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 civi-

lization develops and wanes. Satisfies part of the Civilizations AOK requirement as HIST 101. Cross-listed with ARTH 210. Offered every three years. 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. Cross-listed with 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. Cross-listed with 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 civilization to Western art, city planning, and thought. Illustrated lectures. Cross-listed with ARTH 213. Offered every three years. Three hours. Fisher or Camp.

214 – Bronze and Iron Age Europe – 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. Cross-listed with ARTH 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. Cross-listed with ARTH 215. Three hours. Fisher or Camp.

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 Christian-

ity to the fall of Constantinople in AD 1453. Illustrated lectures. Cross-listed with 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. Cross-listed with ARTH 217. Three hours. Staff.

218 – Rise of the Ancient City – 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, Rome, and Corinth and their ports at Piraeus, Ostia, Lechaeum, and Cenchreae. 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, literature, and religious ritual. Each of our subject cities enjoyed excellent natural harbors and we will examine the commercial and cultural benefits brought about by the establishment of maritime commerce and contacts. Cross-listed with ARTH 218. Three hours. Rose.

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. Cross-listed with 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. Cross-listed with 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. Staff.

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. Staff.

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. Staff.

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

Classical Studies

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. Cross-listed with HIST 226. Offered alternate years. Three hours. Staff.

227 – Ancient Sexualities – Systems of sexuality and gender in ancient Greece and Rome were very different from our own. The aim of this course is to explore the cultural construction of sexuality and gender in ancient Greece and Rome, approaching them through their depictions in the archaeological and literary record. We will consider questions such as the status of women and the context of misogyny, the multiple manners in which masculinity was constructed, the societal role of same-sex relations, the presentation and visualization of sexuality, desire, and the body. This interdisciplinary approach will allow us to gain an understanding of what Greek and Roman systems of sexuality and gender were, how they changed over time, and how they can be used to offer insights into the shaping of our own cultural and personal attitudes towards sexuality and gender. Not open for credit to students who completed HONR 299 during spring term 2015. Cross-listed with GSWS 227. Counts towards the Social Science AOK, GSWS major or minor, and CLAS major or minor. Three hours. Natoli.

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. Cross-listed with HIST 303. Offered alternate years. Three hours. Staff.

311 – 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. Cross-listed with HIST 311. Offered alternate years. Three hours. Rose.

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. Cross-listed with HIST 312. Offered alternate years. Three hours. Rose.

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. Cross-listed with ARCH 320. Offered alternate years. Three hours. Fisher.

381-382 – Special Topics. Three hours each. Staff.

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 Randolph-Macon. Prerequisite: permission of instructor. Cross-listed with ARCH 450. Offered as needed. Three hours. Fisher.

453-454 – Internship – Application required; see Internship Program. 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.

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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; Professor Connors; Assistant Professors Beerman and Mutua; Instructor Roberts.

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 underpinnings 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 background 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 222, 225, 320, ENGL 300, 306, 307, ENGL/JOUR 374, 376, FILM 261, or 262.

For the third component, a major

- Must complete COMM 301 and 302. Psychology majors/minors may substitute PSYC 201 for COMM 302; political science majors/minors may substitute PSCI 301 for COMM 302; sociology majors/minors may substitute SOCI 300 for COMM 302. COMM 301 is prerequisite for COMM 302. COMM 302 is a prerequisite for COMM 490. Therefore, students should ideally complete this component in their junior year.

For the fourth component, a major

- Must complete one of the following courses: COMM/JOUR 303, COMM 305, COMM/PSCI 308, COMM/GSW 361, COMM 362, 363, 364, or 365. 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, 314, 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 305, 330, 331, 332, 333, 334, or COMM/GSW 361. COMM 300 or 450 may fulfill this requirement with the permission of the chair, and COMM 381-382 may fulfill this requirement if an offering of that course is designated "human";
- Must complete 6 additional hours from the courses listed under the fourth component: AMST/COMM 309, BUSN/COMM 312, COMM 300, COMM/JOUR 303, COMM 305, COMM/PSCI 307, COMM/PSCI 308, COMM 311, 313, 314, 320, 330, 331, 332, 333, 334, COMM/GSW 361, COMM 362, 363, 364, 365, 381-382, or 450.

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- 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 the requirements 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 12 semester hours from the following courses: COMM 201, AMST/COMM 309, BUSN/COMM 312, COMM 300, 301, 302, 311, 313, 314, COMM/JOUR 303, COMM 305, COMM/PSCI 307, 308, COMM 330, 331, 332, 333, 334, COMM/GSWS 361, COMM 362, 363, 364, 365, 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

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. Offered every semester. 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. Offered every semester. Three hours. Staff.

215 – Interpersonal and Small Group Communication – This course analyzes various types and styles of communication in interpersonal and small group contexts, focusing on theories of communication as well as practical application. Areas of emphasis will include: the importance of both verbal and nonverbal communication in forming relationships and dealing with others;

roles and styles of leadership in small groups; and the dynamics of group interaction. Offered every semester. Three hours. Roberts, Mutual.

222 – Speechwriting – Instruction and practice in personal, business, and especially political contexts with special attention to audience, organization, genre, and style. Frequent exercises. Practice writing individually and in teams for the imagined delivery by others. Three hours. Sheckels.

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. Staff.

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. Offered every semester. Three hours. Beerman, Conners, 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. Offered every semester. Three hours. Conners, Mutua.

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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. Cross-listed with JOUR 303. Offered alternate years. Three hours. Conners.

305 – Health Communication – This course examines the theories and scholarship of health communication. An examination of the health-care process, regarding physical, mental, and social health issues, will be explored as it relates to several contexts including interpersonal, family, cultural, mass-mediated, public and organizational perspectives. Using scholarly journals and texts, popular culture, lectures, in-class exercises and discussions, this class will introduce research that explores communication theories regarding health, the dissemination of health information, and practical application. Three hours. Sheckels.

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. Cross-listed with 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. Cross-listed with 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 20th century United States. Cross-listed with 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. Beerman, Sheckels.

311 – Rhetorical Criticism – A detailed discussion of critical approaches ranging from neo-classical and dramatic 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: BUSN 313 or 343 or COMM 215. Cross-listed with BUSN 312. Offered alternate years. Three hours. Mutua, 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. Offered alternate years. Three hours. Sheckels.

314 – Visual Rhetorics – This course examines visual communication and visual rhetorics, outlining how visual images argue and their functions within public life, by focusing on photography, bodies, memorials, and image events. This course deals with challenging subjects, as well as graphic and potentially disturbing images, such as race, sexuality, gender, violence, dead bodies, and people in moments before their death. And, although there are no prerequisites for this course, students are encouraged to have taken at least one of the following courses before enrollment: COMM 201, 210, 320, ARTH 201, or 202. Offered alternate years. Three hours. Beerman.

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. Offered alternate years. Three hours. Beerman.

330 – Relational Communication – 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. Offered alternate years. Three hours. Mutua.

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331 – Conflict Communication – This course examines communication theory and scholarship related to conflict, conflict management, and conflict resolution from both a theoretical and skills-based perspective. This course will examine how communication plays a vital role in the development and management of conflict situations in a variety of contexts including interpersonal, intercultural and organizational perspectives. Offered alternate years. Three hours. Mutua.

332 – Intercultural Communication – This course examines cultures, global cultures and cultures within the United States, requiring students to identify and critically analyze the influences cultures have on communication especially as encountered in personal relationships, education, organizations, politics, health care, and media consumption. Using scholarly journals and texts, popular culture, lectures, in-class exercises and discussions, this class will examine the multiple dimensions of culture. Offered alternate years. Three hours. Mutua.

333 – Family Communication – An investigation of the nature of family communication. Specifically, an examination of the changing and complex definition of the family; a discussion of the various family forms and family diversity; and an examination of family interaction from different theoretical lenses, addressing the role of family identities, structure, conflict, and stress on family communication. This course will develop students' ability to identify and critically analyze the influences on and outcomes of family communication through readings, popular culture, lectures, in-class exercises, and in-class discussion. Offered alternate years. Three hours. Mutua.

334 – Leadership Communication – An examination of the paradigms and strategies of leadership, the course will, first, offer lessons in which concepts, models, and tools are introduced and, second, form students into consulting teams working to solve real problems. Offered annually. 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. Cross-listed with GSWs 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. Offered alternate years. 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). Offered alternate years. 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 21st 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. Offered alternate years. Three hours. Roberts.

365 – New Media – Virtually every aspect of our lives—education, healthcare, sports, business, politics, personal relationships, and social movements—has been changed by the influence of digital media. This course offers an historical introduction to the “cyber” world and the technologies and social influences that made it possible. Designed to provide students with both a critical perspective and new media skills. Offered alternate years. Three hours. Roberts.

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. Prerequisites: junior or senior status, GPA of 2.25, and approval of the chair. Application required; see Internship Program. Three hours. Beerman, Conners, Sheckels.

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

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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. Offered every semester. Three hours. Conners, Sheckels, Beerman.

Computer Science

Associate Professor Necaise, Chair; Assistant Professors Givens and McManus; Instructor Cooper; Visiting Professor Tookes.

The computer science curriculum integrates theory and practice by including foundational 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: (37 semester hours)

- Must complete CSCI 111, 112, 211, 212, 213, and 311 and MATH 220 (25 hours);
- Must complete one course with a programming emphasis from the following: (3 hours) CSCI 330, 332, 335, 340, 350, and 382;
- Must complete three additional elective courses from the following: (9 hours) CSCI 229, 236, 281, 330, 332, 335, 340, 350, 363, 381, 382, 395, and 485. One of CSEC 221, 321, or 322 may be counted as an elective. One of MATH 213, 330, 350, or PHYS 210 may also be counted as an elective.

The requirements for a Minor in Computer Science: (at least 20 semester hours)

- Must complete CSCI 111 and 112;
- Must complete 4 elective courses from the following: CSCI 211, 212, 213, 229, 236, 281, 311, 330, 332, 335, 340, 350, 381, and 382. One of MATH 220 or PHYS 210 may also be counted as an elective.

* CSCI 281 and 381, Special Topics in Computer Science, must be approved by the department and the Committee on the Curriculum to count toward the minor.

Computer Science (CSCI) Courses

106 – Computer Applications in Business – In this course, students develop problem solving skills using computer applications found in the business environment. The emphasis in this course is on spreadsheet applications. The course will also include either an introduction to PowerPoint and its effective use or an introduction to relational databases and Microsoft Access. Other topics that may be included are an introduction to basic computer organization and social issues surrounding the use of computers. Three hours. Staff.

107 – Introductory Web Design and Programming – This course provides a disciplined introduction to client-side web programming and design. The course emphasizes: 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 – This course provides an introduction to the basic ideas of algorithmic problem solving and an introduction to computer programming. Topics discussed include concepts in software engineering, problem solving, programming control structures, class definition and instantiation fundamentals, file input/output, and elementary data processing. A weekly three-hour laboratory will exercise and enhance student understanding of the principles covered in the lectures. Four hours. Staff.

112 – Data Structures – A continuation of CSCI 111 in which problem solving and software development skills are improved and refined. This course places emphasis on the use of abstraction and common data structures for solving more complex problems. Topics covered include: data abstraction, implementation and use of data structures (lists, maps, stacks, queues, hash tables, binary trees), algorithmic efficiency (an introduction to big-Oh notation), algorithmic techniques (recursion and backtracking) 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.

181-182 – Special Topics in Computer Science – Three hours each. Staff.

211 – Computer Organization – This course provides a study of the hardware and low-level software of a computer system. Topics include data representation,

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digital logic circuitry, memory organization, basic interfacing concepts, machine language, and assembly language programming. Prerequisite: CSCI 111 or permission of the instructor. Three hours. Staff.

212 – Systems Programming – This course involves students significantly with the structure of a UNIX-based operating system and the C/C++ programming languages. Through the investigation of UNIX, students will learn first principles of system programs and structures. Programming projects will focus on system features and the application programming interface with the system. Topics will include the UNIX shell, system structures, system calls, program development, signals, process management, interprocess communication and concurrency. Prerequisite: CSCI 112. Four hours. Necaise.

213 – Software Development – An introduction to software development in the object-oriented paradigm with an emphasis on the role of the individual programmer in large software development projects. Topics include object-oriented class design and implementation, debugging techniques, unit testing, design patterns, the use of development and analysis tools, and program documentation. The laboratory sessions will exercise and enhance student understanding of the principles and skills required in software development. Prerequisite: CSCI 112. Four hours. Staff.

229 – Introduction to Robotics – This course introduces the fundamental concepts, principles, challenges, and research in major areas of Robotics. The primary focus is on learning to design, build and program Lego MindStorm EV3 robots. Students will learn the EV3 software package used to program the robots and will build and program robots over the course of the term. Topics include: exploring the features of the EV3 robot controller, designing robotic actions to solve general problems (e.g., moving about), incorporating environmental sensors (e.g., infrared, touch, and color), and building unique robots that have different functions and behaviors based on the problem to be solved. Prerequisite: CSCI 112. Offered alternate years. Three hours. McManus.

236 – Database Systems – This course provides an introduction to the principles and methodologies of database design and database application development. Topics include data modeling, database design theory, data definition and manipulation languages, relational databases, relational algebra, SQL, query design, and database programming interfaces. Prerequisite: CSCI 112. Offered alternate years. Three hours. Necaise.

281-282 – Special Topics in Computer Science – Three hours each. Staff.

311 – Algorithms – This course builds on the content of CSCI 112 to provide a more advanced introduction to algorithms and algorithmic efficiency. 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 techniques (divide-and-conquer, dynamic programming, branch and bound, backtracking, and greediness), and algorithm analysis techniques for examining the space and time complexity of algorithms. Corequisite: MATH 220. Prerequisite: CSCI 112 with a grade of at least C- or permission of the instructor. Three hours. Givens.

330 – Computer Networks and Security – This course introduces students to the concepts and protocols of modern computer networks with emphasis on the Internet. Topics include network architecture and layering, routing and switching, commonly used network protocols (Ethernet, IP, TCP, HTTP, SMTP, POP), and client-server network application development. This course includes a significant programming component. Prerequisite: CSCI 212 or permission of the instructor. Offered alternate years. Three hours. Necaise.

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 algorithms, 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. Prerequisite: CSCI 212 or permission of the instructor. Offered alternate years. Three hours. Staff.

335 – Web Development – In this course, students will learn to design and develop dynamic web applications with emphasis on server-side programming. Topics include an introduction to basic web technologies (HTML, CSS style sheets) for creating web pages, server-side programming using the PHP programming language, client-side programming using Javascript to create interactive web pages, common programming interfaces for accessing relational databases, and proper techniques for user authentication. This course includes a significant programming component. Prerequisite: CSCI 212, 213, or permission of the instructor. Offered alternate years. Three hours. Necaise.

340 – Parallel Computing – This course introduces 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 (architecture models, performance measures, speedup and laws for parallel models), and designing and implementing parallel algorithms in message-passing systems. Prerequisite: CSCI 212 or permission of the instructor. Offered alternate years. Three hours. Necaise.

350 – Operating Systems – This course examines concepts and algorithms of modern operating systems.

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Topics include processes, threads, CPU scheduling, process synchronization, deadlocks and memory management. Programming assignments will complement these topics. Prerequisites: CSCI 211 and 212 or permission of the instructor. Offered alternate years. Three hours. Necaise.

363 – 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. Prerequisite: MATH 220. Three hours. Givens.

381-382 – Special Topics in Computer Science – Three hours each. Staff.

395 – 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. 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 accumulated through the pursuit of the major program to a problem from a specific area of computer science. The problem selected by the student in consultation with a member of the department faculty must be approved by the department. A formal oral presentation along with a written report are required to complete the capstone experience. Prerequisites: senior standing and within the last two terms before graduation. One hour. 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.

The student, his or her company supervisor, and a computer science department faculty member will meet to discuss the program. At the end of the term, before a final grade is assigned, each student must submit a formal report which summarizes the student's work activities during the term. In addition, the company super-

visor 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.

485 – Computer Science Capstone – This course provides a culminating experience that requires extensive work in some area of computer science. A formal proposal for the project must be submitted to and approved by the department faculty. This proposal may be modified during the course of the project with the approval of the department faculty. In addition to the completion of the project, a formal oral presentation and a formal written report are also required. Prerequisites: senior standing and within the last two terms before graduation. Three hours. Staff.

Criminology

*Professor Bissler, Director; Associate Professor London; Visiting Instructor Adair.
(Department of Sociology, Anthropology, and Criminology)*

Criminology explores social structure and social processes in relation to crime, criminality, and punishment. The Criminology major provides students with an understanding of crime from both a structural and individual perspective. Students will develop skills to critically analyze both lived experiences and social factors associated with crime. Students will deconstruct their knowledge of crime from how we define crime to understanding the experiences of various groups within the criminal justice system. Students will study how human behavior is regulated and the societal responses to law violations with a particular eye to power relations. They will study criminological theories and the empirical evidence used to support and critique them.

Students will gain conceptual and research skills and be able to apply them to specific social institutions such as policing, courts, and corrections. The criminology curriculum prepares the student for both academic and applied fields. The major provides a liberal arts background for careers in law enforcement (local and federal), courts, corrections, victim advocacy, case management, juvenile correctional and diversion programs, data analysis, and graduate school.

The requirements for a Major in Criminology:

Must complete 35 semester hours (11 courses) as follows:

- **All courses** in the Foundations core category:
 - SOCI 200, 201, and CRIM 200;
- **All courses** in the Theoretical and Methods category:
 - MATH 111 or 113, SOCI 300, and CRIM 322;

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- One course in the Experiential category:
 - CRIM 450 or 455;
- Three additional courses from the Electives category (*one of which may be an approved class with a course code other than CRIM or SOCI*):
 - CRIM 224, 334, 460, and one may be chosen from the following courses: EVST/PSCI 225, EVST/PSCI 226, PSCI 316, 326, 327, 421, CHEM 125, PSYC 342, or SPAN 242;
- One course in the Capstone category (400-level, application of skills, theory, methods in a research-based course):
 - CRIM 410 or SOCI 420;
- At least 3 of the 11 courses must be at the 300-level or above (not including SOCI 300).

Vertical Integration within the major, moving from establishing the foundations of the discipline to application:

- 200-level courses: no prerequisites (foundational courses; revolve around specific themes/topics) 3 or 4 hours;
- 300-level courses: prerequisites any 200-level sociology or criminology course (courses at the 300-level constitute in-depth explorations of specific topics and subject areas in criminology enhanced with several appropriate research and theoretically based exercises) 3 or 4 hours;
- 400-level courses: prerequisites CRIM 200 and SOCI 300 (advanced courses containing a significant research project with a seminar approach to advanced readings) 3 or 4 hours.

*** Special Topics Courses (SOCI or CRIM 381-384), Honors Course Offerings (HONR XXX), and transfer courses (030 & 040 categories) as designated by the Department Chair based on course content.**

The requirements for a Minor in Criminology:

Must complete a minimum of 18 semester hours (6 courses) in Criminology (one of which may be an approved class with a course code other than CRIM or SOCI), as follows:

- CRIM 200;
- A 300-level course in Criminology;
- Four other courses in Criminology.

Criminology (CRIM) Courses

200 – Introduction to Criminology – This course is an introduction to the study of the crime from the sociological perspective. The course will be an examination of sources of crime, society's reaction to crime, and the criminal justice system. The course is organized around the three main agents that comprise the criminal justice system: policing, courts/law, and corrections and the three-main structural of concern to sociologists: race, class, and gender. The course concludes with an analysis of the basic sources of crime and how well the

objectives of the system are being achieved through current processes and policies. The course goals focus on critical thinking and evaluation of the common practices utilized within the current system. Three hours. Staff.

224 – Deviant Behavior and Social Control – This course studies behavior that violates norms (e.g., crime, delinquency, drug addiction, 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.

322 – Criminological Theory – This course provides an introduction to the field of criminology and the types of research criminologists conduct. Students explore the nature to 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 or criminology. Four hours. Bissler.

334 – A Time to Kill and Kill Again: What Makes a Serial Killer Tick – This course provides an introduction to the study of serial homicide in the United States. We will explore the nature of multiple murders, the social construction of serial killing, types of multiple murder, and the variety of theoretical explanations for multiple homicide. We will sociologically analyze problems of media construction, profiling and correcting the behavior of multiple murderers. Primary objectives are to foster critical thinking in relations to the causes and control of multiple homicide and to explore these problems from a socio logical perspective. In addition, we will analyze patterns of multiple murder in terms of race, gender, class, age, and culture. Prerequisite: any 200-level course in sociology or criminology. Recommendations: SOCI 200 and 322. Offered alternate years. Three hours. Bissler.

410 – Juvenile Delinquency – This course provides an overview of the current theoretical and methodological issues concerning Juvenile Delinquency. This course examines the nature, extend, and causes of juvenile delinquency, the development of the juvenile justice system, theoretical explanations of juvenile 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: CRIM 200, 322,

Criminology, Cybersecurity

and SOCI 300 or permission of instructor. Four hours. Bissler.

450 – Field Studies in Criminology – This course provides an opportunity for interested students to gain practical experience with the application of criminological theories, methodologies, principles, and techniques to actual research situations in the field. Prerequisites: CRIM 200 and SOCI 300 or permission of instructor. Does not count as the capstone. Junior and senior criminology majors /minors. Three hours. Bissler.

455 – Internship in Criminology – Students in this course are placed in a social agency or business and followed an arranged set of reading relevant to their internship experience with their instructor and site supervisor. Prerequisites: CRIM 200 and SOCI 300 or permission of instructor. Application required: see Internship Program. Does not count as the capstone. Three hours. Bissler.

460 – Criminological Practice – This course asks students to build upon previous work in criminology and sociology/anthropology, including central themes, theoretical perspectives, research methods, and substantive research findings by conducting a research project. The course is designed to provide majors/minors with an opportunity to synthesize, integrate, and assess what they have learned in criminology while critically reflecting on the discipline. The overall objective of this course is facilitated student's integration of their academic knowledge of criminology by applying it. In the semester prior to the course, interested students must meet with an instructor to discuss possible topics and then submit a proposal for their anticipated research project. Does not count as capstone. Prerequisites: CRIM 200 and SOCI 300. Three hours. Staff.

496-498 – Senior Project – This two-semester course allows qualified senior majors in criminology to research a topic intensively and independently. A formal paper and an oral examination are required. Majors who intend to attempt a senior project are urged to notify the department of their intention during the spring term of their junior year at the latest. Prerequisites: CRIM 200, SOCI 300, and permission of instructor. Senior criminology majors. Six hours. Staff.

Cybersecurity

(Department of Computer Science)

Cybersecurity is a computing-based discipline that involves the creation, operation, analysis, and testing of secure systems, networks, and applications to protect against a variety of digital threats. The cybersecurity curriculum is based on national standards and builds on a computer science foundation. The curriculum emphasizes four main areas of cybersecurity: information security, software security, network security, and system security. Mindful of the rapid changes in tech-

nology, the curriculum seeks to prepare students for lifelong learning to enable them to meet future challenges. A student expecting to major in cybersecurity should complete CSCI 111-112 in the first year.

The requirements for a Major in Cybersecurity:

- Must complete CSEC 121, 221, 321, and 322, CSCI 111, 112, 212, and 330;
- Must complete one ethics course from the following: PHIL 212, RELS 235, or RELS 237;
- Must complete one cybersecurity elective course from the following: CSEC 381, CSCI 213, 335, or 350;
- Must complete one additional elective course from the following: BUSN 111, PSCI 326, or 327.

The requirements for a Minor in Cybersecurity:

- Must complete CSEC 121, CSCI 111, 112, and 212;
- Must complete two courses from the following: CSCI 330, CSEC 221, 321, and 322.

Capstone experiences offered by the Department of Computer Science include CSCI 401 and 485, both of which are available to majors in cybersecurity.

Cybersecurity (CSEC) Courses

121 – Privacy and Security – This course explores how the concepts of privacy and security have changed with the emergence of personal computers, tablets, and smart phones. Students will learn to leverage the benefits of emerging technologies and applications while understanding the impacts to their personal security and privacy. Students will also develop a working knowledge of the ethical issues related to emerging technologies and social media applications and research issues related to personal privacy, freedom of expression, and respecting and protecting intellectual property. Three hours. McManus.

221 – Software Security – This course introduces the fundamentals of designing and developing secure software that reliably protects the information it stores and the systems on which it is used. Topics include open design, least privilege, static and dynamic testing, integration testing, specification of security requirements, validating input, use of security features, patching, and assurance documentation. Prerequisites: CSEC 121 and CSCI 212. Three hours. Staff.

321 – Cryptography – Cryptography is the study of secure communication and has become essential to protecting sensitive information in a world with constant data transfer. This course covers classical cryptography which focuses on encryption, and modern cryptography which relies on computationally difficult problems to make systems unbreakable in practice. Topics include stream and block ciphers, the Advanced Encryption Standard, public-key cryptosystems, digital signatures,

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and known attacks for the algorithms covered. Prerequisite: CSCI 112. Three hours. Given.

322 – System Security – This course explores techniques and best practices for securing hardware and software systems and detecting and recovering from digital attacks. Topics include authentication and authorization models, access control, monitoring, penetration testing, intrusion detection, attacks and defenses, malware, and system recovery. A weekly three-hour laboratory will exercise and enhance student understanding of the principles and skills covered in the lectures including the use of tools for assessing system vulnerabilities. Prerequisite: CSCI 330. Four hours. Staff.

381 - 382 – Special Topics in Cybersecurity – Three hours. Staff.

Economics

Professor Lang, Chair; Assistant Professors Ezer and Fennell.

(Department of Economics, Business, and Accounting)

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. All courses in the major and minor must be completed with a grade of C- or better.

The requirements for a Major in Economics:

- Must complete ECON 201, 202, 323, and 324;
- Must complete MATH 111 or 113;
- Must complete six elective courses from the following: ECON 312, 340, 350, 361, 370, 380, 382, 383, 391, 392, 440, 442, 445, 450, 451, 481, 482, 491, 492, 496-498, BUSN 336, 370, or MATH 350.

The requirements for a Major in Economics with International Emphasis:

- Must complete ECON 201, 202, 323, 324, and 380;
- Must complete MATH 111 or 113;
- Must complete three courses from the following: BUSN 370, ECON 382 or ECON 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, 392, 440, 442, 445, 450, 451, 481, 482, 491, 492, 496-498, BUSN 336, or MATH 350.

The requirements for a Minor in Economics:

- Must complete ECON 201, 202, 323, and 324;
- Must complete two elective courses from the following: ECON 312, 340, 350, 361, 370, 380, 382, 383, 391, 392, 440, 442, 445, 450, 451, 481, 482, 491, 492, 496-498, or MATH 350.

Capstone experiences offered by the Department of Economics, Business, and Accounting include: ACCT 450, BUSN 425, 450, 451, 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. Specific emphasis will be placed on analyzing data using graphical and numerical techniques, particularly focusing on confidence intervals and hypothesis testing and integrating computer software into these analyses. Regression analysis using ordinary least squares will be introduced as well as using confidence intervals and hypothesis testing of coefficients. More advanced regression analysis techniques will be covered in Econometrics. Note: this course is a pre-requisite for econometrics. Prerequisites: ECON 201-202, MATH 111 or 113 and CSCI 106. Three hours. Fennell.

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. Three hours. Lang, Fennell.

324 – Intermediate Macroeconomic Theory –

This course is designed to provide students with a structured and analytically sound understanding of key issues in macroeconomics, including economic growth, unemployment, inflation, and business-cycle fluctuations. Monetary and fiscal policies are discussed. Along the way, students will also gain exposure to modeling techniques that are at the heart of modern macroeconomic theory. Prerequisites: ECON 201- 202. Three hours. Ezer.

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 inter temporal 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.

361 – Money and Banking – A course that examines the critical role played by central banks, commercial banks and other financial institutions. It encompasses institutional description, model building and monetary theory and policy. Particular emphasis is placed on an analysis of several financial instruments and markets, present value, risk, diversification, bank management and financial system regulation. Prerequisites: ECON 201-202 and 324. Three hours. Ezer.

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. Staff.

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. Staff.

382 – International Economic Development – This course provides students with a broad introduction to the economic analysis of, problems of, and policies to improve, economic development in less developed countries. Students will use economic theories and empirical evidence to compare and contrast different growth experiences, development levels, and economic development challenges across countries. Particular focus will be given to programs introduced in developing countries to instigate development. Prerequisites: ECON 201-202. Three hours. Fennell.

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 reference to such forms as free trade, customs unions, common markets, and economic unions. The theory of optimal currency is explored with special reference to the EU's use of the EURO. The history of the origins and institutions of the EU will be covered. Selected industry tours included. Prerequisite: ECON 201 or instructor permission. Counts on majors in economics/business, economics, and international studies. Offered January term. Cross-listed with BUSN 383. 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. Three hours. Lang.

442 – Econometrics – A continuation of Econ 312 which focuses on the use of regression analysis to derive measurements of empirical relationships in economics. Focus will be on understanding the impact of multicollinearity, omitted variable bias, and heteroskedasticity. Advanced topics include instrumental variables, limited dependent variables, and techniques for panel and time-series data. Use of the computer software STATA will be an integral part of the course. Prerequisites: ECON 201- 202, 312. Three hours. Fennell.

445 – Time Series Analysis and Forecasting – An introduction to a wide variety of modern techniques of forecasting economic and business data that are

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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. Staff.

450-451 – Internship in Economics – 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. Cross-listed with BUSN 450-451. Three hours each. Staff.

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 and 323, or permission of instructor. 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 Courses offered at Wroxton College in England. Please check with department chair on possible course offerings.

Education

Professor Bergmann, Interim Chair; Associate Professors Hauver and Yesbeck; Assistant Professor Peacock; Visiting Professor Love.

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, special education, 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 Preparation Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) which certifies that the professional education program has provided evidence that the program adheres to CAEP's quality principles.

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

The requirements for a Minor in Elementary Education:

- Must complete EDUC 220-221, 225-226, 227, 228, 233, 321-322, 346, 356, 425, and 426;
- Please note: HIST 100 and 102 are required for elementary teaching endorsement by the Virginia Department of Education;
- Must complete COMM 210 or 215.

The requirements for a Minor in Secondary Education:

- Must complete EDUC 220-221, 230, 233, 321-322, 347, 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;
- Must complete COMM 210 or 215.

The requirements for a Minor in Special Education: General Curriculum, K-12:

- Must complete EDUC 220-221, 225-226, 233, 234, 235-236, 321-322, 346, 357, 425, and 426;
- Must complete COMM 210 or 215.

The requirements for a Minor in Music Education:

- Must complete EDUC 220-221, 233, 321-322, 346, 425, and 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);
- Must complete COMM 210 or 215.

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. Special education, 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 Subject Assessment and the Virginia Communication and Literary Assessment (VCLA). Additionally, elementary (preK-6) and special education candidates must pass the Reading for Virginia Educators (RVE). Information on these assessments is available in the education department and at the Virginia Department of Education website. All teaching candidates must also be certified in first aid, CPR, and AED by January of their senior year. Beginning July 2017, all teaching candidates must complete dyslexia awareness training.

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 an overall GPA minimum of 2.50.
- By December of their junior year, students must take Praxis Core Mathematics Assessment and VCLA. This is required for program admission.

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 licensure in Virginia, candidates must achieve passing scores on Praxis Subject Assessment, the VCLA, and the Reading for Virginia Educators (RVE).

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, 347, 355 and 425-426. Ideally, EDUC

220-221 should be taken in the fall of the second year. For licensure in Virginia, candidates must achieve passing scores on Praxis Subject Assessment and the VCLA.

Special Education: General Curriculum, K-12

Students may choose any major for the Special Education program. The following courses are required: EDUC 220-221, 225-226, 233, 234, 235-236, 321-322, 346, 357, 425, and 426. Starting education programs 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 licensure in Virginia, candidates must achieve passing scores on the VCLA, and the Reading for Virginia Educators (RVE).

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.

Student Teaching Methods (Elementary and Secondary)

EDUC 355 (Secondary Methods) and EDUC 356 (Elementary Methods) are taught in January term. EDUC 346, 347, 425, and 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.

The Student Teaching Block

EDUC 346, 347, 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.

Program Requirements and Applications

The minimum overall GPA for admission into the teacher preparation program is 2.80, which must be in place by the end of January term of the junior year.

Education

Passing scores on Praxis Core Mathematics Assessment and the VCLA are required for program admission.

Formal application for admission to the teacher preparation program is made during the spring 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. Preparation program during their junior year if they have at least a 2.80 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 2.80 cumulative GPA and a 2.80 GPA in their major field;
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 100 and 102;
 - Secondary history or political science majors must take HIST 111-112;
 - All other secondary majors may take HIST 100-102.

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 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 October of the student's senior year. All applicants for the program and student teaching are responsible for obtaining applications from the education department.

Education (EDUC) Courses

201 – Issues in Contemporary Education: Formation for Action – This course focuses on contemporary issues in education and how the topics intersect with and are impacted by other fields of study. It is designed for freshmen and sophomores, including non-education minors, who desire to engage in discourse with guest speakers from various disciplines as students explore multiple perspectives on education. Students will be guided as they explore topics relevant to their personal educational experiences. Active participation in class, personal interviews, and discourse with guest speakers are central components. Is not required for the education minor. Fulfills an AOK requirement for Social Sciences. Offered in fall term. Three hours. Staff.

202 – Comparative Education – Comparative Education explores the major differences between public education systems in the United States and in other parts of the world. Students will analyze what can be learned from other school systems using current research and a comparison of graduation rates, funding, teacher quality, commitment to equity, classroom cultures, standardization, and accountability. This course will sometimes be offered as a travel course and is open to all students seeking an overview of the challenges and solutions to America's public education through comparison of high performing school systems. The course will engage students interested in problem solving and examining the complexities of public education. Offered in January term. Three hours. Staff.

220 – Profession of Teaching – 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 preK-12 today. This course, which is a prerequisite to all other education courses, requires a minimum 2.50 overall grade point average to enroll. Partially fulfills AOK requirement for Social Sciences. Offered fall and spring terms. Three hours. Yesbeck.

221 – Field Work in Profession of Teaching – This course, which provides the fieldwork concerning

curriculum and instruction, must be taken concurrently with EDUC 220. Fulfills the CAR for Experiential Field Studies. One hour. Yesbeck.

225 – Reading and Language Arts Methods for Teachers – This course offers an overview of the developmental reading process and the related theories and instructional practices. Students will learn about providing a balanced literacy program for ALL children which includes: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and spelling instruction. Students also will learn how to use diagnostic assessment (formative and summative) to drive instruction. The use of quality multicultural literature to provide reading and content area instruction is emphasized. Required course for elementary minors. Prerequisites: EDUC 220-221 and 321-322, or permission of instructor. Intended for fall term seniors. Three hours. Staff.

226 – Field Work in Reading and Language Arts Methods for Teachers – This course, which provides experiences in reading and language arts in elementary schools, must be taken concurrently with EDUC 225. One hour. Staff.

227 – Math Methods for Elementary Teachers – This course provides an overview of effective mathematics instruction combining the fundamental core understanding and applications to promote teaching and learning through problem-solving and the use of concrete manipulatives. A fieldwork component is included. Prerequisites: EDUC 220-221. Required course for elementary minors. Three hours. Staff.

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. Students will learn to build skills, content knowledge, and desire for inquiry to prepare children for a scientific society. A field work component is included. Prerequisites: EDUC 220-221. Required course for elementary minors. Three hours. Staff.

230 – Reading in the Content Areas K-12 – This course explores how ALL students comprehend and learn with text and how teachers can assist them in these processes. Students will examine and utilize instructional strategies that promote understanding and use of narrative and expository in 21st century classrooms. The opportunity to observe in-service teachers will be included. Required course for secondary minors. Prerequisites: EDUC 220-221, related fieldwork, or permission from the instructor. Intended for spring term juniors. Three hours. Staff.

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 technological resources will be used to assist in examining relevant issues. Prerequisite: EDUC 220-221 or permission of the instructor. Required course for all education minors. Offered fall and spring terms. Three hours. Peacock.

234 – Issues in Special Education – This seminar-style class is for students preparing for a special education teaching license. Legal, ethical, practical, and professional issues for special educators are emphasized. Prerequisites: EDUC 220-221, and 233. Offered fall term only. Three hours. Peacock.

235 – Characteristics of Exceptional Learners – This advanced course builds on EDUC 233. Knowledge gained will assist special education teachers to effectively and collaboratively meet the educational needs of children with a wide variety of special needs, including but not limited to, students with learning disabilities, intellectual disabilities, emotional disturbance, autism, developmental delay, other health impairment, traumatic brain injury, and multiple disabilities. Applying knowledge of characteristics to individualized education program development and implementation is emphasized. Must be concurrently enrolled in EDUC 236. Prerequisites: EDUC 220-221, and 233. Offered spring term. Three hours. Peacock.

236 – Characteristics of Exception Learners Fieldwork – This is the fieldwork class to be completed in conjunction with EDUC 235 Characteristics of Exceptional Learners. Collaboration skills and reflective practice are practiced and emphasized. Students will complete a fieldwork assignment with a special educator. Prerequisites: EDUC 220-221, and 233. Offered spring term. One hour. Peacock.

321 – Educational Psychology – A study of human growth and development (physical, cognitive, emotional, social, and moral) through the adolescent period. Other major topics include theories of learning, intelligence, motivation, higher level cognitive processes, and student diversity. Brain-based learning and 21st century frameworks are modeled through classroom practices. This course enables students to apply psychological principles to the educational process and classroom teaching. Units on assessment, measurement and evaluation; and recognizing, reporting, and responding to child abuse and neglect are included. Fulfills an AOK requirement for Social Sciences; fulfills CAR Computing requirement. EDUC 321 must be taken concurrently with EDUC 322. Prerequisites: EDUC 220-221. Required course for all education minors. Three hours. Staff.

Education

322 – Field Work in Educational Psychology – This course must be taken concurrently with EDUC 321. One hour. Staff.

346 – Senior Seminar – This course is required as part of the student teaching block and is designed and organized in modules around topics essential to the continuing development of the student teacher and the job search. The student teacher learns to create an electronic professional portfolio; use of current technologies in K-12 teaching. In addition, the seminar provides the student teacher with opportunities for analysis, synthesis, reflection and evaluation of his/her student teaching experience. The class meets one evening each week during the spring block. Prerequisites: EDUC 220-221, 225-226, 227, 228, 233, 321-322, and 356 for elementary education minors; and EDUC 220-221, 225-226, 233, 234, 235-236, 321-322, and 357 for special education minors. Corequisites: EDUC 425 and 426. Fulfills CAR Computing requirement. Offered spring term only. Three hours. Yesbeck, Peacock.

347 – Senior Seminar for Secondary Student Teachers – This capstone course, which is required as part of the student teaching block, is designed and organized in modules around topics essential to the continuing development of the student teacher and the job search. The student teacher learns to create an electronic professional portfolio and use of current technologies in K-12 teaching. In addition, the seminar provides the student teacher with opportunities for analysis, synthesis, reflection and evaluation of his/her student teaching experience. The class meets one evening each week during the spring block. This section is specifically for secondary student teachers. Each secondary student teacher will meet with content-specific professors for tutorials in instructional materials and Virginia SOLS related to each students' teaching field. Prerequisites: EDUC 220-221, 230, 233, 321-322, and 355 for secondary education minors. Corequisites: EDUC 425 and 426. Fulfills CAR Computing requirement. Offered spring term only. Four hours. Staff.

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 fields, students continue to study secondary curriculum and instructional procedures. Emphasis is placed on topics and experiences which enable students to develop effective teaching styles for diverse learners in 21st century classrooms. Topics include instructional planning, choosing and implementing a variety of instructional strategies, technology, classroom management, formative and summative assessments as well as working with ELL students. The course work includes the students' planning, preparation, and presentation of micro-lessons, some of which will be video-taped. Students are required to create a

comprehensive instructional unit of study to be used during student teaching. Prerequisites: EDUC 220-221, 230, 233, and 321-322 and admission to student teaching. Offered January term only. Three hours. Hauver.

356 – Principles and Methods of Elementary Education – This course explores topics and experiences which will enable the students to develop effective teaching styles for diverse learners in 21st century classrooms. 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 an integrated thematic unit based on Virginia SOLs (Standards of Learning), classroom management strategies, teaching techniques that address learning styles, multiple intelligences, and current brain-based research. Prerequisites: EDUC 220-221, 225-226, 227, 228, 233, 321-322, and admission to student teaching. Offered January term only. Three hours. Yesbeck.

357 – Principles and Methods of Special Education – As the final special education class taken prior to the student teaching experience, this class provides students an opportunity to assess their past learning in light of the Virginia Special Education-General Curriculum competencies matrix, identify their learning needs, and take initiative to meet those needs through authentic learning activities that facilitate their professional development. A practical focus on planning, instructional strategies, differentiation, and collaboration will prepare students for a successful student teaching experience. Prerequisites: EDUC 220-221, 233, 234, 235, and 236. Offered fall term only. Three hours. Peacock.

425 – Observation (for student teaching) – Observation (150 contact hours) and EDUC 426- Student Teaching (150 contact hours) are the capstone experiences for all Education minors. Students integrate knowledge and experiences from all other education courses and field work. These include: professional, academic, and creative integrations. EDUC 425 includes 2-3 weeks of observation, participation, and specific assignments to prepare the student for ten weeks of full-time student teaching. Elementary and special education student teachers have two separate placements for thirteen weeks of full-time student teaching. This course is taught as part of the student teaching block and must be taken concurrently with EDUC 426. Prerequisites: EDUC 220-221, 321-322, and additional specified courses for elementary, secondary, and special education minors, plus admission to student teaching. Corequisites: EDUC 346 or 347 and 426. Offered spring term only. Three hours.

Education, Engineering Physics

426 – Student Teaching – Student teaching is the culminating experience for the education minor. Student teaching is designed to integrate and refine knowledge, skills and experiences to become a highly qualified teacher. During student teaching, students assume full teaching responsibilities. Reflective practice is required throughout the experience. Student teaching is a full-time thirteen week teaching experience. Student teaching fulfills the CAR for Experiential Learning and Capstone experience. Corequisites: EDUC 346 or 347 and 425. Offered spring term only. Six hours. Yesbeck, Peacock.

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. This course does not fulfill any requirement of the teacher preparation program. Prerequisite: permission of the department chair. Three hours. Staff.

455 – Internship in Education – Designed for juniors or seniors with a minimum of a 2.80 GPA who desire an immersion experience in an educational setting other than those available through education courses. The qualified student should have a specific area of educational interest which might include: specialized careers in education such as special education, guidance, administration, and reading, or in other settings such as, museums, humane societies, or athletic facilities. Education faculty will work with the qualified student to develop placements in the student's area of interest. The student will need to have successfully completed EDUC 220-221 and have permission of the instructor. For elective credit only, this course may not count towards an education minor. Application is required. Interested students need to get approval from department chair. Three hours. Staff.

Engineering Physics

*Professor McLeskey, Director; Professor Woolard.
(Department of Physics)*

Engineering Physics is a multidisciplinary field of study with a curriculum that has the essential core coursework in engineering, coupled with elective courses in physics, biology, chemistry, computer science, environmental studies, or geology that will complement your intended engineering field of interest. You will be able to explore the various fields of engineering through one-on-one interactions with faculty and practicing engineers.

The requirements for a Major in Engineering Physics:

- EPHY 150, 250, 255, 300, 350, 400, and 450;
- PHYS 151, 152, and 210;
- One elective course from PHYS 205, 340, 350, 381, 382, 440, 445, ASTR 231-232, or a substitution approved by the department;

- One two-semester science sequence from BIOL 121 and another 4-credit BIOL lab course, CHEM 220, 230, CHEM 215 and either CHEM 220 or 230, CSCI 111-112, EVST 105-305, or GEOL 101-201;
- Receive a grade of C- or better in these courses.

The requirements for a Minor in Engineering Physics:

- PHYS 151 and 152;
- EPHY 150, 250, 255 and either EPHY 300 or EPHY 350;
- Receive a grade of C- or better in these courses.

Physics majors interested in obtaining an engineering physics minor may substitute PHYS 330 for EPHY 255 with departmental approval.

The physics department strongly encourages students to participate in research opportunities outside of their normal course work. Examples of unique research experiences include Randolph-Macon College's SURF Program, The National Science Foundation Research Experience for Undergraduates (REU) Program, and PHYS 271-274 Guided Research. Additionally, it is highly recommended that engineering physics students participate in the Basset Internship program to gain further perspectives of engineering that cannot be obtained from classroom or research opportunities.

Engineering Physics (EPHY) Courses

140 - Engineering for Developing Areas - This interdisciplinary travel course will utilize a project-based team approach to design and evaluate solutions to a real-world engineering problem in a developing region of the world. The course begins with a series of lectures and laboratory exercises where students gain the necessary scientific and engineering background and skills for the particular project. They will then work in teams (first on campus and then in the developing country) to understand the problem criteria, develop conceptual solutions, analyze those concepts and choose a best initial solution. The solution will be optimized and a final design prepared in the form of a complete written project report and mitigation plan in a construction-ready format. This report will be presented to the local community. The course will include strong cultural component in order for students to learn how local customs, beliefs, availability of technology and culture impacts engineering solutions. This course partially fulfills the Area of Knowledge requirement as a natural science with laboratory. It also fulfills the Cross-Area requirement as an experiential (travel) course. Four hours. McLeskey.

150 – Introduction to Engineering: Stress, Strain, and Fluids – This course will investigate the effects of applied forces on solids and fluids. The student will explore conditions for static equilibrium, elastic and plastic deformations, stress, strain, and laminar fluid flow. Prerequisite: PHYS 151. Three hours. McLeskey.

Engineering Physics, English

250 – Engineering Mechanics: Statics – This course will be a rigorous treatment of rigid-body mechanics associated with objects at rest or moving at constant velocity. A problem-solving approach will be used to provide students a thorough understanding of the theory involving equilibrium, frame and truss analysis, friction, centroid and moments of inertia. Prerequisites: PHYS 152 and MATH 131 or 141. Three hours. McLeskey.

255 – Engineering Mechanics: Dynamics – This course will be a rigorous treatment of rigid-body mechanics associated with accelerating objects in one, two, and three dimensions. A problem-solving approach will be used to provide students a thorough understanding of the theory involving coordinate system transformations, Newton's Laws, work-energy, impulse and momentum, periodic motion, and coupled oscillations (vibrations) that will go beyond PHYS 151-152. Prerequisites: EPHY 250 and MATH 132 or 142. MATH 203 recommended. Four hours. McLeskey.

300 – Mechanics of Solids – Mechanics of Solids is the study of stress, deformation, and failure of solid materials. The fundamentals of stress, strain, and elastic theory will be presented along with a study of material properties and deformations caused by shear, bending, torsion, and axial loads. Prerequisites: EPHY 250 and MATH 203 or permission of the instructor. Three hours. Woolard.

350 – Fluid Mechanics – A fluid is defined as any material that possesses the ability to flow. This course will be an intermediate study of the forces, energy, momentum, and motion of fluids. In particular, the study of pressure, Bernoulli's Equation, laminar and turbulent flow, and drag and lift theory will be explored. Prerequisites: EPHY 300 and MATH 203 or permission of the instructor. Three hours. McLeskey.

400 – Advanced Engineering Lab – Select laboratory experiments from EPHY 150, 250, 255, and 300 will be conducted by students under the supervision of a faculty member to deepen their understanding of solids, elasticity, and fluids. Data collection and analysis, laboratory recording, and technical writing will be emphasized. This experience will be the foundation for PHYS 450. Prerequisite: permission of the instructor. One hour. McLeskey.

450 – Engineering Physics Capstone – The senior capstone project in engineering physics will provide students the opportunity to conduct original research under faculty supervision. 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 and oral presentation. Prerequisite: permission of the instructor. Three hours. McLeskey.

English

Professor Peyser, Chair; Professors Cull, Goodwin, Scott, and Sheekels; Associate Professors Cadwallader and Haynes; Assistant Professors Clabough and Volpicelli.

Through the study and creation of literature, English majors can deepen their understanding of human nature, society, and history, while at the same time honing their powers of expression. The major thus caters to a wide variety of students, from those with a lifelong love of language and reading, to those who write poetry and fiction, to those eager to understand how language may be used to entertain, move, or persuade. English majors inevitably spend much time thinking and writing about the stuff of literature—abiding matters such as love, death, and power—but the insights they will take away about the wellsprings of human action, along with the skill to promote their views forcefully, have repeatedly shown themselves valuable in an array of professions as various as law, advertising, teaching, and politics.

The requirements for a Major in English:

The English major consists of thirty hours in ten courses drawn from ENGL courses numbered 200 or higher and AMST courses partially satisfying the AOK requirement in literature (AMST 309, 350, 351, 356, 357, 358), subject to the following requirements:

- Eight courses must be three-hour ENGL courses numbered 300 or higher;
- At least six courses must be ENGL courses in literature or literary criticism (Group I) or AMST courses partially satisfying the AOK requirement in literature;
- At least two ENGL courses numbered 300 or above must be in English literature written before 1700;
- The capstone requirement will be fulfilled by ENGL 495, taken in the senior year.

English majors minoring in Education who wish to be certified to teach English at the secondary level must take the following courses:

- ENGL 211, 212, and 311;
- Two of the following courses: ENGL 251, 252, or 255;
- One of the following courses: ENGL 300, 307, 373, or 376;
- One of the following courses: ENGL 377 or 378.

The requirements for a Minor in English:

- Three ENGL courses numbered 300 and higher, at least two of which must be in literature or literary criticism (Group I), and at least one of which must be in English literature written before 1700;
- Three additional courses drawn from Group I ENGL courses and/or AMST courses partially satisfying the AOK requirement in literature.

English (ENGL) Courses

185 – Critical Reading and Writing – This course 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.

190 – Midnight Tales – Ambrose Bierce once defined the ghost as “an outward and visible sign of an invisible fear.” He might have said the same of any number of other supernatural creatures: vampires, zombies, werewolves, that thing you thought you saw out of the corner of your eye the other night when you were up late and the house was quiet But are all of these creatures manifestations of the same fear? What is it we are so afraid of, anyway? These are questions we will attempt to answer in this course, through reading, discussing, and writing about a range of horrifying poems, short stories, and novels. We will also practice our close reading skills and become familiar with literary terminology and critical approaches to reading. Partially fulfills the AOK requirement on Arts and Literature (literature). Three hours. Cadwallader.

191 – Boys Don’t Cry – This course examines the diverse (and sometimes conflicting) representations of masculinity in American literary culture. Taking as its material both “classic” and contemporary texts, this course aims to introduce students to the ways in which masculinity has been represented by both male and female authors, exploring not only how authors construct notions of masculinity based on the social and historical circumstances that surrounded them, but also how these notions continue to affect our present-day understanding of what it means to “be a man.” In this course, we work to expose the interpretive possibilities contained in even the most seemingly straightforward depictions of “manliness” (such as in texts like Hemingway’s “Hills like White Elephants”) while also searching for more subtle explorations of alternative masculinities. Along the way, we’ll ask key questions about what have long been considered to be the developmental “touchstones” of a masculine identity: how is boyhood and masculine adolescence represented in literary culture? How are men depicted against backdrops of violence and war? How are men represented as they navigate relationships (familial, friendly, and romantic)? Students in this course will have the unique opportunity to be introduced to the work of textual interpretation through a cultural and theoretical lens, all the while investigating—and challenging—their own notions of masculinity. Partially fulfills the AOK requirement in Arts and Literature (literature). Three hours. Cull.

192 – Feast and Famine: Eating as Metaphor and Magic – This course explores the significance of food in literature and culture. Texts will include poetry, prose fiction, prose non-fiction, and film. As a basic human necessity, food often functions as a metaphor for other things—life, sex, love, and healing, among others. The act of eating—or refraining from doing so—also has social and religious significance across culture. While sampling from a diverse menu of texts in which food takes a prominent role, students will learn the skills of critical reading, writing and analysis. Partially fulfills the AOK requirement in Arts and Literature (literature). Three hours. Scott.

193 – Reading Disability – This course takes disability’s pervasiveness in literature—Oedipus’s blindness, Richard III’s humpback, Ahab’s peg leg—as an opportunity to examine the meaning of disability itself. While it is easy to assume that “disability” refers only to a scientific category or medical diagnosis, reading literary texts that concentrate on disabled experience reveals how disability inevitably connects to cultural and historical concepts that have equal bearing on our perceptions of it. In fact, the cultural connotations surrounding disability often condition how it is treated within the medical community. In surveying a wide variety of literary texts, this course will ask students to analyze the historical variations in disability’s meaning with the ultimate aim of contesting simplistic divisions between able-bodied (or “normal”) and disabled (“abnormal”) individuals. Partially fulfills the AOK requirement in Arts and Literature (literature). Three hours. Volpicelli.

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. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. 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 Rossetts. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Staff.

231 – Introduction to Poetry – An introductory study of various modes of poetry in England and in America. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Cadwallader, Peyser.

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.

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Also includes plays from nonwestern and other minority traditions. Partially fulfills the AOK requirement in Arts and Literature (literature). Offered alternate years. Group I. 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. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Staff.

234 – Introduction to the Novel – An introduction to narrative that draws on works by Austen, Emily Brontë, Dickens, Woolf, Joseph Conrad, and Gustave Flaubert. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. 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. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Cull, 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. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. 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. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Haynes, Peyser, Volpicelli.

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. Partially fulfills the AOK requirement in Arts and Literature (literature). Offered alternate years. Group I. 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. Partially fulfills the AOK requirement in Arts and Literature (literature). Cross-listed with GSWS 271. Group I. Three hours. Haynes.

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. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. 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. Prerequisite: ENGL 185. Group II. Three hours. Cull.

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 disciplines, and the tutoring of students with varied backgrounds (including ESL). Permission of the instructor required. One hour. Staff.

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. Not open to first-year students, except with permission of instructor. Group III. 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. Not open to first-year students, except with permission of the instructor. Group III. Three hours. Staff.

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. Not open to first-year students, except with permission of the instructor. Group III. 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. Not open to first-year students, except with permission of the instructor. Group III. 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. Not open to first-year students, except with permission of instructor. Offered alternate years. Pre-1700. Group I. Three hours. Goodwin.

309 – 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 characters and stories in English literature and provides a serious meditation on the subjective nature of the creation and interpretation of literature. Not open to first-year students, except with permission of instructor. Pre-1700. Group I. Three hours. Goodwin.

310 – 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. Not open to first-year students, except with permission of instructor. Offered alternate years. Pre-1700. Group I. 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. Not open to first-year students, except with permission of instructor. Pre-1700. Group I. Three hours. Cull, Scott.

312 – “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. Pre-1700. Group I. Three hours. Scott.

313 – 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. Group I. Three hours. Scott.

314 – Shakespeare’s Real Stage: Theater at the Blackfriars – This course, offered only in January term, offers students the opportunity to read a select group of Renaissance-era plays and see them performed at the American Shakespeare Center’s Blackfriars Theater, a replica of the indoor theater where Shakespeare’s playing company staged some of their most famous works. Students will spend a portion of the course on the Randolph-Macon campus, reading, analyzing, and writing about plays (with a particular focus on their performance conditions and opportunities), and a portion on site at the ASC, where they will attend rehearsals, workshops, lectures, discussions (with actors and directors), and performances. Recommendation: Students should consider taking ENGL 311 before taking this course. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Cull.

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. Not open to first-year students, except with permission of instructor. Offered every third year. Pre-1700. Group I. 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). Not open to first-year students, except with permission of instructor. Offered alternate years. Pre-1700. Group I. 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. Not open to first-year students,

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except with permission of instructor. Offered alternate years. Pre-1700. Group I. Three hours. Cull, Scott.

319 – Milton – A close study of the works of John Milton, with attention to his life and times. Not open to first-year students, except with permission of instructor. Pre-1700. Group I. Three hours. Scott.

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. Not open to first-year students, except with permission of instructor. Offered alternate years. Group I. Three hours. Staff.

325 – Uses of the Bible in Literature – The Bible—that is, the Judeo-Christian scriptures—has been, for good and ill, perhaps the most influential compilation of texts in the development of Western culture. Western (and some non-Western) literature is saturated with biblical allusions that deepen meaning and transcend mere plot. For readers, whether we are religious or not, understanding the origins and contexts of these allusions both enriches the experience of reading and enlarges one's cultural vocabulary. This course will unpack some of the more frequent of these allusions as drawn from the biblical text (s), and consider examples of their use in literary—and some non-literary—contexts. Students will explore the problems presented by translation, changing cultural circumstances and the distortion of scripture to advance particular agendas. Not open to first-year students, except with permission of instructor. Group I. Three hours. Scott.

331 – 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. Not open to first-year students, except with permission of instructor. Offered alternate years. Group I. Three hours. Peyser.

332 – The American Novel between the Wars – A study of novels written by major American novelists of the Roaring 20s and Depression 30s, focusing on such authors as Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis, William Faulkner, Gertrude Stein, John Steinbeck, and Richard Wright. Not open to first-year students, except with permission of instructor. Not open to first-year students, except with permission of instructor. Group I. Three hours. Volpicelli.

334 – Modern Poetry – An analysis of modern poetry from the turn of the 20th century up through the

post-WWII period. Drawing on a range of poets from a diverse set of backgrounds, this course focuses on modern poetry as a driving force of literary innovation in terms of both poetic form and self-expression. Poets studied include, but are not limited to: W.H. Auden, Elizabeth Bishop, H.D., T.S. Eliot, Langston Hughes, Claude McKay, Marianne Moore, Wallace Stevens, William Carlos Williams, and W.B. Yeats. Group I. Three hours. Volpicelli.

336 – Post-World War II American Fiction – A study of the major thematic and stylistic trends in American fiction since 1945. Not open to first-year students, except with permission of instructor. Offered every third year. Group I. 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. Not open to first-year students, except with permission of instructor. Group I. Three hours. Cadwallader.

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. Not open to first-year students, except with permission of instructor. Offered alternate years. Group I. 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.” Not open to first-year students, except with permission of instructor. Offered every second year. Group I. 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). Not open to first-year students, except with permission of instructor. Group I. Three hours. Cadwallader.

355 – Literary London/Travel Course – London has been represented as a royal seat, a financial hub, a cultural Mecca and (in some instances) a squalid cesspit. It has been home to great literary figures and the setting of great literary works. This course invites the student

to travel the streets of London, past and present, and explore the rich literary heritage contained therein. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Scott.

356 – Dublin, Literary Capital – Dublin is the backdrop of much Irish literature and a center of cultural life in Europe. In 2010, UNESCO--the educational branch of the United Nations--even named Dublin an official “city of literature.” This course gives students the opportunity to closely examine this important literary capital. In addition to analyzing literary works that feature Dublin’s literary scene, students will have the chance to engage in first-hand exploration of the city through a study-abroad trip that focuses on Ireland’s literary heritage. Site visits will include such places as James Joyce’s Tower, the W.B. Yeats exhibit at the National Library of Ireland, and Paleolithic ruins at Newgrange. Visiting these sites will provide students with added insight into the literature we read for class while also enabling them to reflect critically upon how Dublin has built an international reputation and major tourist economy around its literary resources. Partially fulfills the AOK requirement in Arts and Literature (literature). Group I. Three hours. Volpicelli.

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: Not open to first-year students, except with permission of instructor. Offered every third year. Group I. 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, and graphic design. Not open to first-year students, except with permission of instructor. Offered every third year. Group I. 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 20th 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. Not open to first-year students, except with permission of instructor. Offered every third year. Group I. Three hours. Peyser.

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. Not open to first-year students, except with permission of instructor. Group I. 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. Not open to first-year students, except with permission of instructor. Group I. Three hours. Sheckels.

372 – 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. Not open to first-year students, except with permission of instructor. Offered every third year. Group I. Three hours. Sheckels.

373 – 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. Cross-listed with JOUR 373. Group II. Three hours. Staff.

374 – News Writing I – 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. Cross-listed with JOUR 374. Group II. Three hours. Staff.

375 – News Writing II – A continuation of ENGL 374 in which each student concentrates upon one or two types of newspaper writing. Prerequisite: ENGL 374. Cross-listed with JOUR 375. Group II. Three hours. Staff.

376 – 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. Cross-listed with JOUR 376. Group II. Three hours. Staff.

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

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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. Group IV. Three hours. Goodwin.

378 – 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. Group IV. Three hours. Peyser.

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

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

400-401 – Internship in English – An intensive experience in a professional setting which will give students the opportunity to put into practice skills learned in their English coursework. Possible internships include supervised work in employee communications, public relations, and technical writing. Prerequisite: open to English majors and minors with at least junior status and six hours of English coursework numbered 300 and above. Application required; see Internship Program. Group II. Three hours each. Staff.

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. Group I. Three hours. Staff.

492 – Senior Independent Study – A continuation of ENGL 491. Group I. Three hours. Staff.

495 – Capstone Seminar – An intensive study of an author or topic that culminates in a major research paper. As the English major capstone, the seminar provides a culminating experience in which students will widely integrate, extend, critique, and apply knowledge and skills from the student's major program. Prerequisite: junior standing. Group I. 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. Group I. Six hours. Staff.

Environmental Studies

Professor Fenster, Director; Professor Gowan.

It is the mission of the environmental studies program to equip students with the knowledge and skills needed to sustain the earth and its resources. 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 solve complex environmental problems. After completing the environmental studies major, students will be able to work in interdisciplinary teams to analyze environmental problems and offer realistic solutions in full knowledge of the constraints imposed by natural, 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 non-profit organizations. With proper selection of courses in an area of expertise (see below), students will also be prepared to enter graduate study in various discipline-specific or interdisciplinary fields.

Randolph-Macon students have opportunities to study abroad at numerous universities with strong environmental studies curricula in the UK and Australia, as well as Costa Rica, Fiji, Ghana, Sweden, and other countries. Additionally, EVST majors can study abroad to acquire area of expertise course work. Students interested both in environmental studies as a major and in study abroad are strongly encouraged to investigate their options with their advisor, the director of the environmental studies program and the study abroad advisor.

The EVST major consists of the Core which is focused on foundational content, interdisciplinary problem-solving and teamwork, and the Area of Expertise which is designed to provide technical expertise in a discipline chosen by the student.

The requirements for a Major in Environmental Studies:

The Core

- Environmental problem-solving courses: EVST 105, 305, and 405 (the Capstone);
- Foundational and skill-development courses: EVST 106, 200, 213, 226 (or 219 or 225), and COMM 334. It is recommended that all these courses be completed before taking EVST 305. EVST 106 must be taken during the freshman or

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sophomore year to help students identify their Area of Expertise;

- Internship: EVST 451 (or EVST 450 for GPA < 2.25) and, if desired, EVST 452.

The Area of Expertise

- At least 15 credit hours;
- All credits must be in one specific discipline (for example, BIOL or SOCI or COMM or GEOL, etc.);
- All credits must be in upper-level courses, that is, beyond the introductory course(s) for the discipline (consult the director of the environmental studies program for information about what courses in a discipline can count towards the area of expertise);
- Students are encouraged to pursue a minor or second major in their area of expertise.

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, 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 environmental studies 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, Fenster.

200 – Geographic Information Systems with Environmental Applications – This course covers the fundamentals of geographic information systems (GIS) to display and analyze spatial data with emphasis on environmental applications and the use of Global Positioning System (GPS) to collect spatial data in the field. Students will use ESRI's ArcMap software to learn basic mapping theory (e.g., coordinate systems), edit geographic and tabular data, analyze spatial data, create databases, and produce maps that display and analyze spatial data. Students will also learn how to collect spatial field data using state-of-the-art, survey-grade GPS units and software and import those data into GIS. The course is taught in an integrated lecture-field (laboratory) approach. Prerequisite: EVST 105. Three hours. Gowan.

213 – Environmental Ethics – Cross-listed with PHIL 213.

219 – Politics of the Environment – Students will gain an overview of the political ramifications of the interaction of environmentalism, environmental science, and politics. We will examine this relationship in terms of environmental and democratic theory, as well as through a political science understanding of the American system of law and regulation. The seminar-based course tracks how environmental issues have historically developed into legitimate political issues and how those issues translate into the current United States political climate. To this end, students will examine germane, contemporary issues, such as the climate change debate where political disagreement over the legitimacy of the issue with respect to public opinion and the state of science in the field. No prior knowledge of political science or environmental science is required. This course satisfies an AOK in the Social Sciences. Three hours. Staff.

225 – 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. Cross-listed with PSCI 225. Three hours. Staff.

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226 – 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. Cross-listed with PSCI 226. Three hours. Staff.

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. Cross-listed with INST 245. Four hours. Fenster.

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, Fenster.

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. 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 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 environmental studies 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. 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. Recommended for those with senior standing in the EVST major. Prerequisites: EVST 105 and 305. Four hours. Gowan, Fenster.

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 director. 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 director. Junior standing required. Offered any term throughout the year. Three hours each. 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: 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 Fenster, Huff, and Scott.

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. Twelve 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 mission of the college: to develop "the mind and character of each student." 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 requirements for a Minor in Ethics:

Required Courses:

PHIL 212 AND RELS 235 or RELS 237.

Approved Electives: (must complete three)

ACCT 367; ARCH 320; BIOL 127, 315; COMM/JOUR 303; ECON 370; ENGL 235, 271, 363; FLET 202; GSWS 101, 282, 326, 347; HIST 332; PHIL 213, 214, 220, 251, 260, 308, 343, 363, 404, 405, 408; PSYC 120, 175; RELS 227, 251, 262, 271, 275, 341, 343, 352, 375; SOCI 241, 340, or 420.

Film Studies

Associate Professor Eren, Director; Professors Doering, Inge, Munson, Sheckels, 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; CHIN 234; FILM/JAPAN 292; FILM 215, 228, 243, 244, 253, 261, 262, 340, 345, 346; FLET/GERM 227; FLET 272/FREN 472; GSWS 347; HONR 192; and MUSC 215;

Group II: Courses with substantial film content

AMST 350, 351, 357; FLET 225; FLET 248/FREN 448; and 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, mise-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. Staff.

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

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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.

254 – New Turkish Cinema – Since the mid-1990s Turkish cinema has witnessed a revival via commercial and art house films by world-caliber artists such as Ceylan, Ustaoglu, and or Akın. These cinema auteurs have won prestigious awards not only at home but also at international film festivals receiving acclaim from critics around the world. This course is designed to offer a coherent overview of the new cinema of Turkey with a selection of films representing a multitude of voices and perspectives. Students will look at the work of key film directors and develop a critical understanding of contemporary issues that Turkey faces today – Ataturk’s legacy and the rise of political Islam, Turkey’s possible membership in the European Union, issues of identity (national, ethnic, class-based, gender, sexuality), and Turkey’s role in the Middle East. Four hours. Eren.

260 – Algerian Cinema – This course will focus on Algerian films produced in the 1970s and 1980s, but mostly between 1994 and the present. Students will also be introduced to the history of Algiers and the struggles that Algerian citizens and filmmakers have faced over time since the access to Independence and throughout the Black Decade. Through film analysis, students

will develop their own interpretation and critique of a body of works and genres. In addition to weekly film screenings, students will read about Algerian cinema, research filmmakers and historical events, give class presentations, write critical analysis of films and a final paper. Students will develop an understanding of issues related to gender, identity, nationalism, violence, terror, terrorism, and power among others. An additional hour for French majors who elect this class as one of their capstone courses for their French studies will be dedicated to additional films, readings and discussions in the target language. Prerequisites for French credit: FREN 232, 240, and one additional 200-level FREN course. Cross-listed with FREN 360. Three hours for FILM 260 and four hours for FREN 360. Teixidor

261 – Writing for Film – An introduction to the principles and practices on screenwriting, this course analyzes 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. Cross-listed with JAPN 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 litera-

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ture 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.

340 – The Cinema of Alfred Hitchcock – Director Alfred Hitchcock's career spanned five decades--1925-1976-- with his popular and critical reputations rising continually during that time, peaking with the release of *Psycho* in 1960. Where are they today? According to leading film historians his '58 masterpiece *Vertigo*, was recently voted the "greatest film of all time" by *Sight and Sound* magazine, displacing Orson Welles' *Citizen Kane*. Hitchcock's popularity and critical esteem rose with a growing acceptance of the "auteur theory" (i.e. director as author"), his TV moniker as the "Master of Suspense", but also the realization that through cinema's first century, few have rivaled his artistry of style and story-telling. This course is a critical examination of the director's works via screenings, readings, lectures and class discussions. Four hours. Staff.

345 – Major Film Makers – A critical survey of nine directors/filmmakers, both living and dead, their backgrounds, their works and what critics and reviewers say about their films. Although the list may vary from semester to semester, students will be introduced to directors such as Howard Hawks (US), Stanley Kubrick (US/UK), Ingmar Bergman (Sweden), Federico Fellini (Ital), Woody Allen (US), Claire Denis (Fr), Alejandro Inarritu (Mexico), Jim Jarmusch (US), and Kelly Reichardt (US). Students will learn to identify, contrast, and compare the styles and themes of each director's films, and also production techniques in relation to respective domestic and foreign film industries. Students will be able to place the directors and their films in the context of the history of cinema. Offered alternate years. Four hours. Staff.

346 – Film Genres – A detailed examination of the emergence and evolution of the studio-produced formulaic genre film. Produced as a marketing tool and for popular consumption as entertainment, these forms contain dominant cultural mythologies, a classical-world perspective, and can be analyzed by origination, definition, and function. Students will examine several film genres, such as the musical, the suspense film, the political film, and the French "New Wave" among others and develop their reading, speaking, and writing skills through close film analysis. Offered alternate years. Four hours. Staff.

Foreign Literature in English Translation

Professor Teixidor, Coordinator.

The department of Asian Studies, Classics, and Modern Languages have listed under the FLET rubric all of their courses in Latin, Ancient Greek, Japanese, Chinese, French, German, and Spanish literature which are taught in English translation. These courses do not require knowledge of the original languages and cannot be used to fulfill the Area of Knowledge requirement in Foreign Languages. All FLET courses can be counted toward the fulfillment of the Area of Knowledge requirement in Arts and Literature (literature). While there is no major or minor in FLET, many of these courses can be counted on other programs, especially in Asian Studies, Classical Studies, and German.

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. Cross-listed with 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. Cross-listed with 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. Cross-listed with CLAS 203. Offered alternate years. Three hours. Staff.

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. Cross-listed with CLAS 205. Offered alternate years. Three hours. Staff.

206 – Travel and Tourism in the Ancient World – In the ancient world, people traveled for a variety of reasons: war and exploration, business and trade, visiting friends and family, or engaging in tourism to famous

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and revered sites. But how did people get from place to place and what of the accommodations along the way? What sorts of sites were important and worthy of dedicating weeks and months of travel to visit? In this course, students will answer these questions and many others through an exploration of travel in the ancient world, from technical feats of engineering, to fantastical accounts of strange peoples, to itineraries outlining the most popular tourist destinations. We will examine textual evidence in translation, such as military descriptions of Alexander the Great's army, diary entries of a Roman traveler in Greece, and accounts of early Christian pilgrimage to Jerusalem. We will survey artistic and archaeological evidence for travel: the physical remains of Roman roads, ancient Greek shipwrecks, and other monuments that allow us to reconstruct ancient travel networks. We will discuss not just the methods of ancient travel, but also motivations for it, with a focus on the goods and peoples who traveled around the ancient Mediterranean. Cross-listed with CLAS 206. Three hours. Natoli.

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. Cross-listed with GERM 221. Offered alternate years. Three hours. Staff.

222 – 20th Century German Narrative Fiction in English Translation – A close 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). Cross-listed with 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 20th century. Recommended: GERM 111. Three hours. Staff.

226 – The Weimar Republic – During the Weimar Republic (1919-1933), a time in which Germany faced innumerable obstacles from without and within the arts flourished to a surprising degree. This course will introduce students to the literature, film, and art of this brief, fruitful era. Students will examine works such as F.W. Murnau's *Nasferatu* and Carl Zuckmayer's

The Captain of Köpenick which reveal both the scars of World War I and the socio-political circumstances which prefigure the Nazi regime. Three hours. Staff.

227 – German Cinema – This course is designed for both German majors and general FLET students. We will study content and form/techniques of ca. 13 films of the period between 1927 until the present, with a focus on the New German cinema movement; the major directors, who are known for their exploration of and experimentation with the film medium, include Rainer Werner Fassbinder, Volker Schlöndorff, Wim Wenders, Werner Herzog, Fatih Akin, Michael Haneke, and other contemporary film directors. The study and discussions 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 since the Cold War era. Cross-listed with GERM 227. Offered every three years. Four hours. Staff.

228 – The Artificial Body in German Literature and Film – This course offers a comprehensive analysis of historical and visual representations of the artificial body in German literature and film. This interdisciplinary study of western culture aims to foster a discussion of the fear and fascination inspired by technological and scientific advancements and focuses on the homunculus, android, cyborg, and other (non-)humans as they relate to concepts of technology, sexuality, and identity from the Enlightenment to the modern era. Themes and concepts to be analyzed include: definitions of the body, gender roles and creating humanoids, and contemporary discourses of technology and identity. From the literature of E.T.A. Hoffmann, Johann Wolfgang von Goethe, and Friedrich Dürrenmatt, to Fritz Lang's film *Metropolis* (1927), this course will explore the role of technology and what it means to be human. Additionally, students will develop critical skills in reading, analyzing, and writing about literature and film. The brief lectures and course discussion will be supplemented by visual material (movie clips, slides) drawn from art history and documentary sources. Partially fulfills the AOK requirement in Arts and Literature (literature). Taught in English. Cross-listed with GERM 328. Prerequisites for German credit: GERM 245 and 251, or permission of chair. Three hours for FLET 228 and four hours for GERM 328. Nossett.

229 – The Berlin Republic – Germany has faced many challenges in the quarter century since the Berlin Wall fell. After the initial euphoria, Germans began to deal with the political distrust and logistical nightmare that Reunification was. This course will examine the literature, art and history of the Berlin Republic. Students will focus on the major shifts in "German" identity, this new Germany's place in Europe, and the ways Germany has confronted its recent and distant past. Three hours. Staff.

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230 – Gender and Nation in German Literature and Film – This course offers a comprehensive analysis of historical and contemporary representations of gender and nation in German literature and film. This interdisciplinary study of German culture aims to foster a discussion of how popular culture narrates history and focuses on the representation of gender as it relates to concepts of national identity from the Napoleonic invasions in 1813 to German reunification in 1989 and contemporary discourses. Themes and concepts to be analyzed include: representations of gender in battle, German bourgeois family identity, and motherhood and gender roles in Nazi Germany and East Germany, and current transnational identities. From the literature of Heinrich von Kleist and Emine Sevgi Özdamar to the films *Metropolis* (1927) and *Triumph of the Will* (1935) this course will explore the role of gender in society and nation building. Additionally, students will develop critical skills in reading, analyzing, and writing about literature and film. Partially fulfills the AOK requirement in Arts and Literature (literature). Approved as a gender, sexuality, and women's studies course. Taught in English. Cross-listed with GERM 330. Prerequisites for German credit: GERM 245 and 251, or permission of chair. Three hours for FLET 230 and four hours for GERM 330. Nossett.

231 – Chinese Literature – This course critically explores the themes, aesthetics, and histories of Chinese literature from ancient classics to modern works. We will read major literary works produced within and beyond the current Chinese border, by writers from China, Hong Kong, Taiwan, Southeast Asia, and Euro-American regions. Through a close reading of the text, we will come to understand significant waves and perspectives in Chinese literature and how these aspects shape cultural identities in the age of globalization. All lectures, discussions, and assignments will be in English. Cross-listed with CHIN 231. Offered alternate years. Three hours. Wen.

239 – Traditional Japanese Literature – This course explores the literature and cultural production of pre-modern Japan, covering from approximately the 8th century to mid-19th century. In particular, this course will examine the relationship between literary writings and the religious, spiritual, and political life of pre-modern Japan. Cross-listed with JAPN 239. Three hours. Oxenford.

244 – The Representation of Paris in French Literature – The focus of the course is on Parisian monuments, sites, and spaces that are significant in the texts we'll read. These allude to changes to the city that occurred during the 19th century (the time covered by our novels). They include the Paris of Napoleon, 1800-1815 (monuments that honor him), but also works of urbanization (demolition of old buildings, openings of new streets, new bridges, construction of plazas and fountains, arches, catacombs, and so on). They include

the return of royal symbols during the Restoration, 1815-1830 (statues, churches). But it's under the Second Empire (1851-1870) that Paris, moving toward modernity, began to take on the look with which we are familiar today. Sewers, sidewalks, markets, high schools, hospitals, elegant residences that were meant for bourgeois class, expressly excluded the lower classes. Finally, we will look at the 19th century technical feats that contributed to Paris' reputation as the capital of the world—the famous train stations and the Eiffel Tower among others. An additional hour for French majors who elect this class as one of their advanced seminar for their French studies will be dedicated to additional films, texts and discussion in the target language only. Prerequisites for French credit: FREN 240. Cross-listed with FREN 344. Three hours for FLET 244 and four hours for FREN 344. Hilliard.

245 – The Stranger – This FLET course will explore the ways in which novelists and film directors have imagined and represented the idea of the "other." Typically, an outsider is someone who is different (other) from the group that "we" belong to. Of course, there are various degrees of "foreignness" or "otherness," from the individual whose ethnicity, race, religion, or sexuality differs from "ours," to the foreigner whose language and customs are literally incomprehensible to us. Through the close reading of texts, we'll study the literary and filmic techniques creative artists have devised to represent the ways in which historical, cultural, and psychological circumstances have molded people's understanding of themselves in relation to others, people's paradoxical tendency to express a deep psychological need for the "other" even as they reject the "other," as well as the various ways groups have devised to recognize and respect different identities. Texts and films include such works as Aimé Césaire's *A Tempest* (1969, French, Martinique), François Boulay's *"C.R.A.Z.Y."* (2003, Film, French, Quebec), Victor Frankel's *Man Search for Meaning* (1959, German), Haruki Murakami's *Sputnik Sweetheart* (2001, Japanese), Mourad Barghouti's *I Saw Ramallah* (2003, Arabic), John Sayles' *Lone Star* (1996, English), and the biblical parable of the Good Samaritan. Three hours. Hilliard.

246 – Martinique: The Identity of a Caribbean Island – In this course, taught in English, we will study the development of a Caribbean identity as it is represented in literary works from Martinique. After becoming aware of the cultural and psychological damages inflicted upon native populations by colonization, several writers (such as Aimé Césaire and Frantz Fanon) rejected the assimilation demanded by the French and, instead, undertook a revalorization of Black culture in a movement called *Négritude*. Later generations (Edouard Glissant, Patrick Chamoiseau) who at first adhered to the principles of *Négritude*, eventually pointed out its limitations (a risk of sclerosis), and abandoned it in favor of the concept of *Carabbeanness* (*Antillanité*). The concept is based on the notion of an identity that is

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open to the world and experienced in relations to other cultures. The result, *Créolization*, brings together diverse cultures into a new sense of self that is enriched, rather than “diluted”, by diversity. Counts as both CAR (travel) and AOK in literature. Three hours. Hilliard.

247 – French in America: Race, Gender, and Identity in Francophone Canada, Louisiana, and the Caribbean – North America has a French past, the vestiges of which can be seen far and wide. The French and Francophones have marked America in place names near and far – from Montréal, QC to Port-au-Prince, Haiti, from DeJarnette Park to Boise, ID. In addition, French heritage pervades Cajun cuisine, jazz music, American political structures, etc. But the question remains: how did the American experience impact France? Moreover, whatever happened to the French speaking populations of America? Where are they today? What can we learn from them? These questions, along with those related to gender, race, identity, colonization, post-colonization, and linguistic politics will be the focus of this course. The core of the curriculum will be works of literature from, and about, “French” America from the 18th century until today. We will also explore visual and material productions from New World French speakers. Three hours. Staff.

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. Cross-listed with FREN 448. Prerequisites for French credit: any two 300-level FREN courses. Offered every three years. Three hours; four hours for French major and minor. Teixidor.

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 non-western CAR and experiential CAR. Three hours. Teixidor.

251 – Latin America’s New Historical Novel – This course will study how Latin American authors of the last 35 years have used the historical novel not only

to demystify the “great deeds of great men” that have been central to Latin American history but also to give voice to late 20th century beliefs about history, historiography, and the pursuit of historical truth. We will take a new historicist approach to the study of the novels, considering them artifacts produced at a specific historical moment in a specific cultural context; thus, we will read the novels as representations and critiques of moments in the past and as well as commentaries on the time and place of their own production. Authors may include Posse, del Paso, Ponce de León, García Márquez, and Carpentier. Three hours. Staff.

252 – Masters of Spanish Literature – In this course we will analyze some of the best regarded Spanish books, works of literature whose influence in European letters has been crucial for their development. We will focus on the cultural context of Spain from the 16th to the 21st century. We will also pay attention to the most relevant topics and features of these works, such as the concept of “honra” (“honor”), power, family, race, gender role, representations of the body and desire; we will learn why these works are fresh, object of fascinating interpretation and, above all, fun! We will read poetry, novels, short stories, plays, and essays by essential writers from the Renaissance, Baroque, Enlightenment, Romanticism, Realism, Modernism, and Contemporary periods. We will learn different theories and approaches to literature, tools that will help for the analysis of literary texts in any language. Three hours. Staff.

271 – Women in French Literature – 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, and Marguerite Duras, as well as works whose central characters are women, including Laclos’ *Liaisons Dangereuses*, Flaubert’s *Madame Bovary*, and Mauriac’s *Therese Desqueuxroux*. An additional hour for French majors who elect this class as one of their advanced seminar for their French studies will be dedicated to additional films, texts and discussion in the target language only. Prerequisites for French credit: FREN 240. Offered alternate years. Cross-listed with FREN 471. Three hours for FLET 271 and four hours for FREN 471. Hilliard, Teixidor.

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 gender, sexuality, and

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women's studies, minor or major, the film minor, and French major. Prerequisite for French credit: FREN 351 and 356. Cross-listed with FREN 472. Additional class meetings in French for French majors or minors who will earn four credit hours. Offered alternate years. Three hours. Teixidor.

279 – The French “Pirates of the Caribbean”: Conquest, Colonization and Slavery in the French Islands – This course will investigate the representation of French colonization of Martinique and the Caribbean islands from the 17th to the 19th century. Through the study of memoirs dealing with buccaneers, philosophical essays on colonization, as well as a novel which tackles issues of slavery and abolitionism, students will come to understand the violence of colonization, the myths created to justify it, and the resistance and opposition to slavery and colonization that existed as early as the 18th century. During the first stage of the course, students will gain an understanding of early French colonization, where the economic, political and religious ambitions that underlie the colonizing process are supported by the depiction of exotic islands as paradises and the notion of a European civilizing imperative. In the second stage of the course, students will learn about the dynamics of power at work in island colonies, and grasp the role played by colonial ideas of gender, race and social class in the construction of modern-day Martinique by supplementing the course readings with excursions on the island of Martinique. Counts as both CAR (travel) and AOK in literature. Three hours. Balguerie.

381-382 – Special Topics – Three hours. Staff.

French

Professors Hilliard and Teixidor; Assistant Professor Balguerie.
(Department of Modern Languages)

In its full range of courses, the French section of the Modern Languages Department offers a program that balances language, civilization, and literature. In language, we seek to develop student proficiency in the four areas of listening, speaking, reading, and writing. Courses at all levels are designed to provide continued opportunities to use the language in a variety of modes and settings, on campus and abroad. In addition, the French faculty believes that a multifaceted study of another culture sensitizes students to realities other than their own, encourages them to become more understanding of cultural differences at the same time as 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 and overseas territories like Martinique during the January term to teach such courses as French Culture and Society, Paris Old and New, French Cinema, Culture and Society of Marti-

nique, and Paris in Literature among others. 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 30 semester hours and 10 courses of at least 3 semester hours numbered 216 or above, planned in consultation with an adviser in the department. FREN 240 must be completed as soon as possible since this course is a prerequisite for upper-level literature courses. To major in French, students must have departmental permission. Students must complete at least one upper-level (above 240) class focusing on literature. 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. Substitutions can be made with the approval of the department chair. Students need to consult the chair during the sophomore year to find other arrangements.

The requirements for a Major in French consist of a minimum of 30 semester hours in French, including:

- FREN 232 and 240;
- Two three-credit courses at the 200 level among the following courses. At least one course must be a literature course:
 - FREN 216, 221, 261, 270, 273, 275, or 284;
- Three three-credit courses at the 300 level among the following courses. At least one course must be a literature course:
 - FREN 316, 332, 340, 344, 351, 352, 354, 356, 360, 366, 368, 372, 378, or 381;
- One advanced 400-level course of at least three credit hours that will count as the Capstone. Please note that FREN 450 does not count as the capstone;
- Two additional three-credit electives above FREN 215. A maximum of two from FLET/ FREN, LANG 345, and LANG 349 may be applied to the major;
- FREN 400 (French Cultural Portfolio) for 0 credits.

The requirements for a Minor in French:

- FREN 232 and 240;
- Two three-credit courses at the 200 level among the following courses: FREN 216, 221, 261, 270, 273, or 275;
- Two three-credit courses at the 300 level among the following courses:
 - FREN 332, 340, 344, 351, 352, 354, 356, 360, 366, 368, 372, or 378.

Modifications of these groupings may occur if students elect to complete a portion of their study in courses taken abroad. The department will accept a maximum of one half the major and one half of the minor courses in transfer from other institutions.

French

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. In addition, several grants are dedicated to French majors and minors to help them offset their travel costs when studying abroad.

French (FREN) Courses

111 – Elementary French – Essentials of French, stressing the four skills: listening, speaking, reading, writing. Required additional scheduled sessions of language practice. Given in French. Designed for students with no experience in French. Three hours. Staff.

112 – Elementary French – Second half of elementary French. Prerequisite: FREN 111. Required additional scheduled sessions 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 sessions 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, as well as an introduction to aspects of Francophone culture. Required additional scheduled sessions of language practice. Prerequisite: FREN 112/115 or admittance through placement testing. Given in French. Three hours. Balguerie, Teixidor.

212 – Intermediate French – Second half of Intermediate French. Increased time spent on reading and writing of compositions and contemporary French culture. Required additional scheduled sessions of language practice and contemporary French culture. Prerequisite: FREN 211. Given in French. Three hours. Balguerie, Teixidor.

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 sessions of language practice. Given in French. Four hours. Teixidor.

216 – French Culture and Society – The 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. Corequisite: FREN 212 or Prerequisite: FREN 212 or 215. 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, or 215. 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 or 215 or departmental permission. Given in French. Three hours. Teixidor.

240 – Grammar and Introduction to Literature in French – Through grammar review and exercises incorporated with close reading of a variety of texts and genres (short novels, theater plays, poetry and newspaper articles), students will be asked to apply their knowledge of the language in order to further increase their reading and reading comprehension skills, along with their knowledge of French and Francophone culture. As students will study in depth more advanced grammatical rules not covered to such extent at the Intermediate level (French syntax, subjunctive, relative clauses, etc.) and grow their vocabulary, they will strengthen their reading strategies which will help them to succeed in more advanced French classes. All assignments and class discussions will be completed in French. Prerequisite: FREN 212 or 215. Given in French. Four hours. Teixidor, 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, 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, including art, architecture, food, and clothing, 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.

Prerequisites: FREN 232 and 240 or departmental permission. Given in French. Three hours. Balguerie.

270 – France and Politics – The purpose of this course is to help students grasp fundamental notions of French society today by studying the roots and the development of the main institutions and concepts of French political life. It also extends this analysis to France's international policies, decisions and debates, past and present, including its view of its role in the world, focusing on several key themes. For more than two centuries, since the Revolution of 1789, France has constructed its political identity on the basis of a continuous, ongoing modification of its institutions and on the results of a broad variety of forms of political experimentation. A variety of regimes (14 altogether) and constitutions have come to frame the political history of France. This grand-scale political laboratory has forged unique forms of political behavior and doctrines, many of whose influence has extended well beyond the borders of France. In this course, we will investigate the world of Politics in France starting in 1789 until the construction of the European Union. Students will be asked to research the main political figures of the Nation starting with Louis XVI, Marat, Robespierre and ending with Sarkozy and Hollande. In the process we will explore the significance of governments like Blum's, like Petain's during WWII, the impacts of Mitterrand's presidency, and the outcomes of the student and worker struggles in Paris during the month of May 1968. In order to offer a full perspective, the course will require students to examine certain cinematic contributions (which contributed to intellectual debates in France in complex and important ways) and read a selection of texts and extracts of texts (including poetry, short stories and novels) by writers including Montesquieu, Diderot, Hugo, Zola, and Sartre. Films will include the works by Goupil, Godard, Kassovitz, Lilienfeld, Maiwenn, Melville, Ophüls, Tavemier, and Truffaut. Taught in French. Prerequisites: FREN 232 and 240. Three hours. Teixidor.

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 240 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, 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 analyzing the social, historical, and political contexts embedded in the films studied. Prerequisites: FREN 232 and 240 or departmental permission. Three hours. Teixidor.

284 – Culture and Society of Martinique – In this course, students will learn about the history of Martinique and examine the events that linked the island to the *metropole* since the 17th century. They will study the current status of this island from a political and social perspective. Additionally, they will discover major authors from Martinique and read texts to examine the literary genre, leitmotifs and production that exist on the island. In the process they will develop a better appreciation for the cultural identity and diversity of this French department that used to be a colony. This course will be reading/speaking intensive. Offered in French. 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 232, 240, and one additional 200-level FREN course. Given in French. Three hours. Teixidor, Staff.

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, 240, and one additional 200-level FREN course. Given in French. Three hours. Hilliard, Teixidor, Staff.

340 – French Theater – In this survey of French theater we focus on the seminal French works from the 17th to the 20th century. This course will combine primary and critical readings in order to situate plays in their socio-cultural and political context. Taught in French. Prerequisites: FREN 232, 240, and one additional 200-level FREN course. Three hours. Teixidor.

344 – The Representation of Paris in French Literature – The focus of the course is on Parisian monuments, sites, and spaces that are significant in the texts we'll read. These allude to changes to the city that occurred during the 19th century (the time covered by our novels). They include the Paris of Napoleon, 1800-1815 (monuments that honor him), but also works of urbanization (demolition of old buildings, openings of new streets, new bridges, construction of plazas and fountains, arches, catacombs, and so on). They include the return of royal symbols during the Restoration, 1815-1830 (statues, churches). But it's under the Sec-

French

ond Empire (1851-1870) that Paris, moving toward modernity, began to take on the look with which we are familiar today. Sewers, sidewalks, markets, high schools, hospitals, elegant residences that were meant for bourgeois class, expressly excluded the lower classes. Finally, we will look at the 19th century technical feats that contributed to Paris' reputation as the capital of the world—the famous train stations and the Eiffel Tower among others. An additional hour for French majors who elect this class as one of their advanced seminar for their French studies will be dedicated to additional films, texts and discussion in the target language only. Prerequisites for French credit: FREN 240. Cross-listed with FLET 244. Three hours for FLET 244 and four hours for FREN 344. Hilliard.

351, 356 – Survey of French Literature I and II – These courses provide 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 232, 240, and one additional 200-level FREN course. Given in French. Partially satisfies the AOK requirements for Arts and Literature (literature). Three hours each. Hilliard, Teixidor, Balgueríe.

352 – The Invention of Sociability: Salons, Literature and Politics in Early Modern France – This course will explore the different modes of sociability French people invented during the Early Modern period and how they resonate with the modern-day interactions through Facebook, Twitter, and blogs. Through a cultural and literary survey from the 16th century to the French Revolution, students will discover major authors from the Early Modern period, learn about literary salons, courtly behaviors, and the notion of citizenship under the French Revolution and understand the specificities of « French » sociability. In the process, they will also gain a better appreciation of the gender, race, and class politics that govern sociability, as well as the legacy of French cultural constructs in our global world. Prerequisites: FREN 240 and 232, or departmental permission. Given in French. Three hours. Balgueríe.

354 – Fairy-Tale Beginnings – This course traces the genre of fairytales as a transcultural phenomenon, from oral tradition to film adaptation. Through the study of a large variety of French fairy tales by both female and male writers, as well as rewritings and adaptations, students will explore what makes fairytales as relevant today as they were when they were first put to paper in Early Modern France. In the process, they will also gain a greater understanding of the politics of production, gender and class at work in the making of fairy tales and analyze how these constructs are blindly accepted or questioned in modern adaptations. Given In French. Prerequisites: FREN 232 and 240, or departmental permission. Three hours. Balgueríe.

360 – Algerian Cinema – This course will focus on Algerian films produced in the 1970s and 1980s, but mostly between 1994 and the present. Students will also be introduced to the history of Algiers and the struggles that Algerian citizens and filmmakers have faced over time since the access to Independence and throughout the Black Decade. Through film analysis, students will develop their own interpretation and critique of a body of works and genres. In addition to weekly film screenings, students will read about Algerian cinema, research filmmakers and historical events, give class presentations, write critical analysis of films and a final paper. Students will develop an understanding of issues related to gender, identity, nationalism, violence, terror, terrorism, and power among others. An additional hour for French majors who elect this class as one of their capstone courses for their French studies will be dedicated to additional films, readings and discussions in the target language. Prerequisites for French credit: FREN 232, 240, and one additional 200-level FREN course. Cross-listed with FILM 260. Three hours for FILM 260 and four hours for FREN 360. 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 232, 240, and one additional 200-level FREN course. Given in French. Three hours. Teixidor.

368 – French Regionalism – While most people reduce France to Paris and what the city represents and French literature to iconic French authors, they tend to forget as we tend to fail reminding them that there exist other French literatures and cultures produced in the periphery of the nation. Authors and artists from Brittany, Alsace and Provence celebrate different traditions and result from specific regional histories that are essential to fully understand France and its relations with its regions. This course will investigate regional writers such as Pierre Jakez Hélias, Xavier Grall in Brittany and Claude Vigée, René Ehni or André Weckmann in Alsace and Jean Giono or Marcel Pagnol in Provence. It will examine how they articulate in their texts a political language, a cultural vision, and a community of identity as they fight to push for social change and promote the (cultural and economic) status of the region within the larger French national community. Their literatures often express similar themes like a constant quest for identity, a defense of bilingualism, oral traditions and a revolt against the Parisian centralization.

We will study their specificities and highlight the resemblances that exist across the regions. We will examine the author's visions on regionalism and establish what it is to be a regional author writing in French or in a minority language such as Breton or Alsatian in the 20th and 21st century. Given in French. Prerequisites: FREN 232, 240, and one additional 200-level FREN course. Three hours. Teixidor.

372 – Literature and Culture of Quebec – In this course, students will learn about the major historical and cultural events that shaped Québec. They will discover the links that exist between France and Québec and the special perspectives of this francophone area within an English speaking country- Canada. They will examine some political issues and the Québec's special relation to religion, industrialization, folklore and modernity. Students will also read canonical texts (prose and theater) written by French Canadian authors like Francine, Régine Robin, Dany Laferrière, Samuel Champlain, Réjean Ducharme and Beauchamps Hélène. Throughout the semester, students will acquire a strong vision of and opinion about the French Canadian literature (*Littérature québécoise*). Given in French. Prerequisites: FREN 232, 240, and one additional 200-level FREN course. Three hours. Teixidor.

378 – Francophone Cinema from Africa – When examining Francophone Cinema and African cinema, one of the challenges becomes to differentiate what can be considered African cinema, North African cinema, Arab cinema and the cinema from the Middle East. While these regions may seem at first sight to share a similar history and culture, upon further examination they differ drastically in traditions and histories and reveal diverse identities. This course will investigate the filmic production of North Africa (Morocco, Algeria, and Tunisia) and West Africa (specifically Senegal and Cameroon) in order to compare their characteristics from an artistic and narrative perspective. Students will examine and learn about the historical background of Algeria, Tunisia, and West African in order to understand the struggles that citizens and filmmakers have faced over time to create Art. They will also learn to analyze films and be asked to develop their own interpretation and critique of the body of works examined in class. Close attention will be paid to portrayals of gender, violence, terror and terrorism, and issues of nationalism, identity, censorship, and power among others. Students will be asked to recognize and understand the genre chosen by filmmakers (realism, comedy, propaganda, satire, etc.). The course will be taught in French at the 300 level. Prerequisites: FREN 232, 240 and one additional 200-level course beyond 212/215. 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.

400 – Cultural Portfolio – Students majoring in French must complete 10 cultural activities, approved as such by faculty, during their program of studies. Throughout their academic career, students must keep track of cultural activities in a portfolio. The portfolio will be reviewed in a student's exit interview, mandatory for all French majors. This course provides a way to verify student's successful completion of the culture component of the major. Offered every spring. 0 hours. 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: any two 300-level FREN courses. Given in French. Offered every four years. Three hours. Staff.

437 – 18th Century French Literature – A study of selected works by the major writers of the French enlightenment, illustrating the evolution from Classicism to Pre-Romanticism. The course will examine the literature of the leading "Philosophes": Montesquieu, Voltaire, Diderot, and Rousseau. Special attention will be given to social criticism and the link between literature and the French Revolution. Prerequisites: any two 300-level FREN courses. 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: any two 300-level FREN courses. Given in French. Offered every four years. Three hours. Hilliard, Teixidor.

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: any two 300-level FREN courses. Given in French. Offered every four years. Three hours. 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 its literature. We will read a variety

French

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: any two 300-level FREN courses. 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: any two 300-level FREN courses. Cross-listed with 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. An internship cannot count as a 400 capstone course. Three hours. Teixidor.

471 – Women in French Literature – 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 La Fayette, Madame de Staël, George Sand, Colette, Simone de Beauvoir, and Marguerite Duras, as well as works whose central characters are women, including Laclos' *Liasons Dangereuses*, Flaubert's *Madame Bovary*, and Mauriac's *Therese Desqueyroux*. An additional hour for French majors who elect this class as one of their advanced seminar for their French studies will be dedicated to additional films, texts and discussion in the target language only. Prerequisites for French credit: FREN 240. Offered alternate years. Cross-listed with FLET 271. Three hours for FLET 271 and four hours for FREN 471. Hilliard, Teixidor.

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 gender, sexuality, and women's studies major or minor, the film minor, and the French major. Prerequisites for French credit: any two 300-level FREN courses. Cross-listed with FLET 272. Additional class meetings in French for French majors or minors who will earn four credit hours. Offered alternate years. Three hours. Teixidor.

476 – Love in French Literature and Arts – In this course conducted in French, we'll consider multiple ways in which important imaginative writers and artists (painters, sculptors, film-makers) from different historical periods have represented the topic of love. We will explore questions such as the following: What do the various texts reveal about people's attitudes toward love? What difference does it make to our understanding or experience of love if we believe, or do not believe, in human immortality, in an afterlife? What is, or should be, the relationship between love and sex? Do we have a choice with regard to whom or what we love? What, or whom, should we love? Given in French. Prerequisites: FREN 232, 240, and one additional 200-level FREN course. Three hours. Hilliard.

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.

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.

Study Abroad Courses in France

Thanks to 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 Le Mans, Angers, Besancon, Nice, Montpellier, Aix-en-Provence, and St. Etienne.

Below is a sample of language and culture courses that are available at all French universities.

The minimum prerequisites for all courses taught in France are FREN 232 and 240 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:

French, Gender, Sexuality, and Women's Studies

site: 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.

Gender, Sexuality, and Women's Studies

Professor Scott, Director; Professor Terrono; Associate Professors Rodman and Throckmorton; Assistant Professors Cribbs, Natoli, and D. Zhang.

Gender, Sexuality, and Women's Studies examine the ways in which gender influences lived experience and views of knowledge and reality. It is an interdisciplinary field that comprises many different perspectives from the humanities, social sciences, and sciences. It prepares majors and minors for a world in which gender operates as a significant factor in both professional and private life.

The major prepares students for a wide range of academic and applied opportunities. Majors pursue graduate training in gender and interdisciplinary studies, as well as traditional disciplines.

The requirements for a Major in Gender, Sexuality, and Women's Studies:

A major in Gender, Sexuality, and Women's Studies consists of 10 courses:

- **Two Foundations Courses:** GSWS 101; and either GSWS/SOCI 202, SOCI 247, or other approved courses;
- **One Theory Course:** GSWS 227, GSWS 308, PHIL 308, SOCI 340, or other approved course;
- **Six Application Courses** (at least 2 are 300 level or above): ARTH/CLAS 219, ARTH 240, CRIM 284, ENGL 366, FLET 205, 271, GSWS/ENGL 271, GSWS/INST 282, GSWS/HIST 249, GSWS 326, 347, GSWS/HIST 356, GSWS/COMM 361, PSCI 311, PHIL 225, 240, RELS 271, 273, 274, 375, SOCI 212, 342, or other approved course;
- **One Experiential Capstone:** GSWS 400/401 or GSWS 450/455.

Double majors may elect to substitute a capstone outside of GSWS for the GSWS capstone. **Education minors** may elect to substitute three hours of student teaching for the GSWS capstone. In both cases, students must complete any additional hours towards the 30-31 hours for the major with GSWS courses above the 200 level.

The requirements for a Minor in Gender, Sexuality, and Women's Studies:

A minor Gender, Sexuality, and Women's Studies consists of 5 courses:

- **One Foundations Course:** GSWS 101;
- **One Theory Course:** GSWS 227, 308, PHIL 308, SOCI 340, or other approved course;
- **Three Application Courses:** ARTH/CLAS 219, ARTH 240, CRIM 284, ENGL 366, FLET 205, 271, GSWS/ENGL 271, GSWS/INST 282, GSWS/HIST 249, GSWS 326, 347, GSWS/HIST 356, GSWS/COMM 361, PSCI 311, PHIL 225, 240, RELS 271, 273, 274, 375, SOCI 212, 342, or other approved course.

Gender, Sexuality, and Women's Studies (GSWS) Courses

101 – Introduction to Gender, Sexuality, and 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 gender, sexuality, and women's studies. This course is a requirement for both the major and minor in gender, sexuality, and women's studies. Three hours. Staff.

Gender, Sexuality, and Women's Studies

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. Cross-listed with SOCI 202. Three hours. Rodman.

227 – Ancient Sexualities – Systems of sexuality and gender in ancient Greece and Rome were very different from our own. The aim of this course is to explore the cultural construction of sexuality and gender in ancient Greece and Rome, approaching them through their depictions in the archaeological and literary record. We will consider questions such as the status of women and the context of misogyny, the multiple manners in which masculinity was constructed, the societal role of same-sex relations, the presentation and visualization of sexuality, desire, and the body. This interdisciplinary approach will allow us to gain an understanding of what Greek and Roman systems of sexuality and gender were, how they changed over time, and how they can be used to offer insights into the shaping of our own cultural and personal attitudes towards sexuality and gender. Counts towards the Social Science AOK, GSWS major or minor, and CLAS major or minor. Not open for credit to students who completed HONR 299 during spring term 2015. Cross-listed with CLAS 227. Three hours. Natoli.

249 – Lives of Wives – Marriage is one of the central institutions of society in Western Europe and the United States. While the practice has endured for centuries, societies have continually negotiated and renegotiated the definition and purpose of marriage as well as debated the appropriate behaviors of spouses. This course will examine how the lives of married women in Europe and the American colonies evolved from the early modern era to the contemporary period in the context of these continuous debates about marriage and women's roles in it. Topics include how marriages were made (courtship, dowries) and ended (divorce and widowhood), pregnancy and childbirth, wives and work, the ideal wife, wives in power and politics, and female spirituality and religion. Other issues, such as sexuality, education, and child rearing will be woven into these main themes. This course can count towards the European OR American requirement on the history major and minor as well as a historical emphasis course on the gender, sexuality, and women's studies major and minor. Cross-listed with HIST 249. Prerequisites: HIST 101 or HIST 111 and HIST 112 or permission of the instructor. Three hours. Throckmorton.

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. Partially fulfills the AOK requirement in Arts and Literature (literature). Cross-listed with ENGL 271. Three hours. Staff.

282 – Gender 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 gender 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 GSWS and counts on the majors/minors in international studies and gender, sexuality, and women's studies. Cross-listed with INST 282. Offered at least alternate years. Three hours. Rodman.

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 gender, sexuality, and women's studies and the diversity of thought within feminist inquiry. Prerequisite: GSWS 101 or consent of instructor. Counts on the major/minor in gender, sexuality, and women's studies. Offered alternate years. Three hours. Staff.

326 – Gender and 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 gender, sexuality, and women's studies. Cross-listed with INST 326. Three hours. Rodman.

347 – Gender 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

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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.

356 – History of Witchcraft – Cross-listed with HIST 356.

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. Cross-listed with COMM 361. Offered alternate years. Three hours. Conners.

400 – Topics in Gender, Sexuality, and Women's Studies Research – The main goal of this course is for students to prepare a research proposal for their capstone project. 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 gender, sexuality, and women's studies. One hour. Staff.

401 – Gender, Sexuality, and Women's Studies Research Project – Students who have prepared a research proposal for GSWS 400 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 gender, sexuality, and women's studies program by the end of the term in which the research is conducted. Three hours. Staff.

450 – Field Studies in Gender, Sexuality, and Women's Studies - This course provides an opportunity for interested students to gain practical experience with the application of gender, sexuality, and women's studies principles and methodologies through field placement with an appropriate community agency or non-governmental organization. Prerequisites: three hours of upper level gender, sexuality, and women's studies, GSWS

400, and permission of the instructor. One term only. Senior gender, sexuality, and women's studies majors. Three hours. Staff.

455 – Internship in Gender, Sexuality, and 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 GSWS courses and permission of the instructor. Application required; see Internship Program. Three hours. Staff.

General Education (GNED) Courses

100 – Success Strategies – This course is designed to enhance the essential academic skills needed to succeed in college level work when paired with a pre-designated 3 or 4 credit course. Students will review and actively practice these skills during the course. Skills will include: time management, critical thinking, goal-setting, and study strategies. Offered during summer school session only. One hour. Staff.

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.

102 – A Geologic History of Earth – This course traces the physical evolution of the earth and the evolution of life on the earth. Topics covered include the concept of time in geology, the development and chronology of the geologic time table through analyses of the rock and fossil record, the origin of the oceans and continents, paleoclimate, and mineral resources. Laboratory work provides hands on opportunities to analyze the formation of the major physiographic provinces of North America, identify and classify fossils, date geologic events using relative and absolute methods, analyze geologic and subsurface maps, and reconstruct paleoenvironments through facies analysis. Three hours of

Geology

class and one three-hour laboratory session per week. Four hours. Staff.

115 – Beaches, Coasts, and Oceans – This course will focus on processes at work in our global oceans and coastal environments and the products produced by those processes. The course starts at a broad scale by examining sea-level changes and landscapes produced by sea-level changes over millions of years (including the Atlantic Coastal Plain). At smaller time and space scales, students will classify the various beaches and island types, examine the geologic and ecologic features associated with each, and investigate the processes that form and modify these landscapes (including the role of humans). Students will be required to attend day-long and overnight field trips to beaches and barrier islands in Virginia and Coastal Plain outcrops (ancient ocean environments). Four hours. Staff.

151 – Geology of Hawaii – This travel course examines the geology of Hawaii in the context of the processes that both build up (or create features on) and wear down the Earth's surface. As such, this course focuses on the geologic/landscape features produced when convection processes within Earth's mantle drag thin oceanic lithosphere over a hot magma plume, and how atmospheric and hydrologic processes modify those features over time. Specific course topics include volcanism, earthquakes (seismicity), the Theory of Plate Tectonics, mineralogy and petrology, structural geology, hydrologic processes, glaciation, weathering, soil development, tsunamis, coastal processes, weather, climate, ecosystems and human interactions with the environment. The course will begin with a lecture/lab-based format to acquire the theoretical background, geologic knowledge, and field skills required to conduct the travel and field-based portion of this course. The field portion of this course will involve 10 days of travel beginning with an introduction to the Hawaiian culture and its relevance to geology and environmental issues, followed by multiple stops on the main island of Hawaii and Kauai. Students may not receive credit for both GEOL 151 and GEOL 251. Four hours. Fenster.

152 – Geology of Iceland – Iceland owes its dramatic landscape features to its distinctive geologic setting on top of a tectonic "spreading center" at the Arctic Circle. In Iceland, magma rises from the Earth's mantle to "rest" precariously close to the surface where it regularly emerges through fissure cracks and volcanoes. This travel course to Iceland will enable students to examine, analyze, and map individual volcanic and glacial features and processes, as well as the landscape features produced by the interaction of fire, ice, and the ocean. Students will also investigate how the combination of fire and ice (glaciers) has produced a country socially, economically, and culturally tied to its geology and how humans have survived in this harsh geologic environment during the past 1,300 years. In particular, students will evaluate the impact of humans on the environment by analyzing first hand-contemporary geo-

logic environmental issues such as climate change, soil erosion, and renewable energy (over 80% of Iceland's energy comes from geothermal and hydrologic sources). Prior to departure, students will conduct a variety of class and laboratory exercises that will provide geologic background on plate tectonic dynamics, rocks and minerals, Earth processes (e.g., volcanic, glacial, hydrologic, coastal), climate change and energy. Students may not receive credit for both GEOL 152 and GEOL 252. 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.

251 – Advanced Geology of Hawaii – This upper-level geology travel course to Hawaii satisfies the geology of expertise requirement for the EVST major. As such, this course replicates GEOL 151 (see GEOL 151 course description) and adds advanced geologic material to the GEOL 151 course content. Additional topics may include petrological and geochemical aspects of magma and lava, geophysics (e.g., seismicity), Earth surface processes (e.g., mass wasting, weathering), fluvial processes, and coastal processes. Students who have successfully completed GEOL 151 may not take GEOL 251 for credit and vice versa. This course satisfies an experiential-travel CAR requirement, when offered as study/travel course and a Natural and Mathematical Science AOK requirement. Prerequisite: GEOL 101. Four hours. Fenster.

252 – Advanced Geology of Iceland – This upper-level geology travel course to Iceland satisfies the geology of expertise requirement for the EVST major. As such, this course replicates GEOL 152 (see GEOL 152 course description) and adds advanced geologic material to the GEOL 152 course content. Additional topics may include petrological and geochemical aspects of magma and lava, geophysics (e.g., seismicity), Earth surface processes (e.g., mass wasting, weathering, soil formation), fluvial processes, geothermal energy, glaciology, and coastal processes. Students who have successfully completed GEOL 152 may not take GEOL 252 for credit and vice versa. This course satisfies an experiential-travel CAR requirement, when offered as

Geology, German

study/travel course and a Natural and Mathematical Science AOK requirement. Prerequisite: GEOL 101. Four hours. Fenster.

305 – Chemistry in Earth Systems – This course investigates environmental chemistry topics from an Earth systems science perspective, with an emphasis on the atmosphere and the hydrosphere. The first half of the course focuses on Earth system science: introducing box modelling, reservoirs, and element cycling (C, N, and S in particular). The second half of the course will survey topics that build on the first half, such as climate change, stratospheric ozone depletion, and types of pollution. While there is no laboratory component, the course will be activity-based, including environmental data analysis and modeling. This course serves as an upper-level elective for chemistry majors and an area of expertise course for EVST majors with either a chemistry or geology focus. Chemistry majors and EVST majors with a chemistry area of expertise should register for CHEM 305. EVST majors with a geology area of expertise should register for GEOL 305. Prerequisites: CHEM 220 or 230 and CHEM 261. Cross-listed with CHEM 305. Three hours. Michelsen.

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 profiling, 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 Nossett.
(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 in a 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.

We also encourage students of junior and senior status to participate in field studies and projects that will enable them to enter the fields of business, industry, government, health, or social services. Internships provide several weeks of practical application of knowledge related to German culture and language. Prerequisite: GERM 245 or similar. See also Internship Program.

The requirements for a Major in German:

Students must complete 31 hours of coursework in German courses numbered above 212 or 215, including GERM 495 (the capstone), distributed as follows:

- Must complete: GERM 245;
- Must complete three 200-level courses (at least two in German);
- Must complete three 300-level courses (at least two in German);
- Must complete three electives (at least two in German);
- Must complete GERM 495, Capstone;
- Students seeking teacher certification must complete LANG 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. All these courses must be taken in German;
- Students must have a study abroad experience in a country where German is a native language and participate in a semester or year-long program at a German institution. The department encourages spending a full academic year or a semester at the Phillips University in Marburg, Germany or participate in the International Students Exchange program (ISEP). However, students may be given alternatives in consultation with the department chair;
- Up to 9 hours of approved FLET or LANG courses can be used towards fulfilling the requirements.

Possible German electives are: ARTH 223, 224, FILM 228, FLET 221, 222, 226, 227, 228, 229,

German

230, HIST 343, 386, INST 270, PHIL 370, PSCI 331, RELS 251, or SOCI 218.

The requirements for a Minor in German:

Students must complete 18 hours in German above GERM 212 or 215, distributed as follows:

- Must complete GERM 245;
- Must complete three 200-level courses (at least two in German);
- Must complete two 300-level courses (at least one in German);
- Up to 6 hours of approved FLET courses can be used towards fulfilling the requirement of 18 semester hours;
- Students seeking teacher certification must complete LANG 349 and courses offered as part of the German major;
- 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.

215 – Intensive Intermediate German – German 215 is a four-hour intensive version of our Intermediate 211-212 combined. Students who have had a strong experience and practice of the language in high school are given the opportunity to review German grammar and vocabulary, improve their linguistic skills (reading, writing, speaking and listening) and expand their knowledge of German culture in a one-semester course. By the end of 215, students should reach the same level of language skills and mastery as taught in GERM

211 and 212. Prerequisites: GERM 211 or equivalent or placement by examination. Four hours. Staff.

221 – Modern Drama in English Translation – Cross-listed with FLET 221.

222 – 20th Century Narrative Fiction – Cross-listed with FLET 222.

227 – German Cinema – This course is designed for both German majors and general FLET students. We will study content and form/techniques of ca. 13 films of the period between 1927 until the present, with a focus on the New German cinema movement; the major directors, who are known for their exploration of and experimentation with the film medium, include Rainer Werner Fassbinder, Volker Schlöndorff, Wim Wenders, Werner Herzog, Fatih Akin, Michael Haneke, and other contemporary film directors. The study and discussions 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 since the Cold War era. Cross-listed with FLET 227. Offered every three years. Four hours. Staff.

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, 215, 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, 215, or equivalent. Given in German. Partially fulfills the Area of Knowledge requirement in Arts and Literature (literature). Offered alternate years. Three hours. Staff.

261 – Culture and Civilization – This course explores the cultural and historical developments in Germany from the 1800s to the present day. Students will gain an overview of the main forces that have shaped Germany's culture and history by studying in depth major events, literary and political movements, and individuals of particular interest. A wide range of audio-visual aids, as well as lectures, will be used to illustrate the interrelationship of geography, tradition, education, politics, art, literature, philosophy, economy, and everyday life. Given in German. Offered alternate years. Prerequisite: GERM 212 or 215 or equivalent. Three hours. Staff.

262 – Concepts of Identity in German Poetry (1650-Present) – This course examines the quest for identity in German-language poetry starting with the period of the Baroque, Weimar Classicism and continuing with Romanticism, Realism, Modernism, poetry after the Holocaust and WW II, and contemporary poetry. Students will learn how German poetry has shaped the quest for gender, social, religious, ethnic and sexual identity in German-language poetry throughout changing historical contexts. This study of German poetic writing will be supplemented by critical texts with a strong emphasis on poetic theory. Course will focus on close textual analysis, interpretive problems, and historical perspective. Prerequisite: GERM 212, 215, or equivalent. Three hours. Staff.

273 – Intro to German Business Culture – Companies of the German-speaking world enjoy worldwide a brilliant reputation for innovation, quality, and pioneering technology. In today's global economy, German companies attract business partners from around the world. This course presents an introduction to the German business world and the language used in business settings. It provides students with a jump-start on how to use German in specific business-related contexts and develop a better understanding of the German corporate culture. Throughout the semester students will practice reading, writing, listening, and speaking subject matters relevant to the German-language business context. Prerequisite: GERM 245 or equivalent. Three hours. Eren.

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. Prerequisite: GERM 245 or equivalent. 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 textual 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 19th and 20th 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 No-

vellen, 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.

317 – Enchanted: German Fairytales – In this course you will investigate the function of fantasy, the fantastic, science fiction, and the supernatural in 19th century German society. Specifically, we will discuss fairy tales and how these narratives function as a site of cultural critique within the socio-political context of German Romanticism. We encounter instances of the grotesque and the macabre, of the mysterious and the uncanny, all the way to the outright monstrous and the sublime. Questions that guide us through the course are: In what ways do the works discussed mirror modern life experience? How do monsters and other (evil) creatures of the imagination interrelate to German culture and society? As fairy tales thrive because of their universal nature, our investigation will be interdisciplinary, with approaches such as literary, historical, sociological, feminist, and psychoanalytic. Prerequisites: GERM 245 and one 200- or 300- level German course. Offered every three years. Three hours. Eren.

328 – The Artificial Body in German Literature and Film – This course offers a comprehensive analysis of historical and visual representations of the artificial body in German literature and film. This interdisciplinary study of western culture aims to foster a discussion of the fear and fascination inspired by technological and scientific advancements and focuses on the homunculus, android, cyborg, and other (non-)humans as they relate to concepts of technology, sexuality, and identity from the Enlightenment to the modern era. Themes and concepts to be analyzed include: definitions of the body, gender roles and creating humanoids, and contemporary discourses of technology and identity. From the literature of E.T.A. Hoffmann, Johann Wolfgang von Goethe, and Friedrich Dürrenmatt, to Fritz Lang's film *Metropolis* (1927), this course will explore the role of technology and what it means to be human. Additionally, students will develop critical skills in reading, analyzing, and writing about literature and film. The brief lectures and course discussion will be supplemented by visual material (movie clips, slides) drawn from art history and documentary sources. Partially fulfills the AOK requirement in Arts and Literature (literature). Given in English. Cross-listed with FLET 228. Prerequisites for German credit: GERM 245 and 251, or permission of chair. Three hours for FLET 228 and four hours for GERM 328. Nossett.

German, Greek

330 – Gender and Nation in German Literature and Film – This course offers a comprehensive analysis of historical and contemporary representations of gender and nation in German literature and film. This interdisciplinary study of German culture aims to foster a discussion of how popular culture narrates history and focuses on the representation of gender as it relates to concepts of national identity from the Napoleonic invasions in 1813 to German reunification in 1989 and contemporary discourses. Themes and concepts to be analyzed include: representations of gender in battle, German bourgeois family identity, and motherhood and gender roles in Nazi Germany and East Germany, and current transnational identities. From the literature of Heinrich von Kleist and Emine Sevgi Özdamar to the films *Metropolis* (1927) and *Triumph of the Will* (1935) this course will explore the role of gender plays in society and nation building. Additionally, students will develop critical skills in reading, analyzing, and writing about literature and film. Partially fulfills the AOK requirement in Arts and Literature (literature). Approved as a gender, sexuality, and women's studies course. Given in English. Cross-listed with FLET 230. Prerequisites for German credit: GERM 245 and 251, or permission of chair. Three hours for FLET 230 and four hours for GERM 330. Nossett.

373 – Advanced Business German – This advanced business course will help students to communicate in German professionally. It provides students with an overview of how to use German in specific business-related contexts and function in various business settings. With a focus on the larger context within which it is situated (political/economical system), students will discuss economic and political issues (a subscription to a free German news service is mandatory) and practice “hands-on” experience with everyday situations. Students will work on topics such as current economic and political events related to the EU, environmental issues, recent historical events, cultural issues that inform business practices, job search and job interviews, office organization and equipment, social meetings with business partners and small talk. Given in German with English used on discussions related to intercultural communication and differences between German and American business culture. Prerequisite: GERM 273 or permission by instructor. Three hours. Eren.

381-382 – Special Topics – Three hours each. 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 and Fisher; Assistant Professors Natoli and Rose.
(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 or 215 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, 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.

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. Three hours. Fisher.

Greek, History

212 – Intermediate Greek – Selections from Greek New Testament or classical Greek authors. Prerequisite: GREK 211. Three hours. Fisher.

215 – Intensive Intermediate Ancient Greek – An accelerated course which completes the collegiate requirement in foreign languages in ancient Greek, and prepares students to take advanced courses in Classical and Koine Greek. Brief review of grammar, syntax, and morphology, along with concentrated reading skill development and intensive vocabulary study through readings in Classical and New Testament Greek. Prerequisite: GREK 112 or a placement by department. Offered every fall. Four hours. Fisher.

341 – The Greek Epic – Selections from the Iliad and the Odyssey of Homer. Prerequisite: GREK 212 or 215. Offered every other year. Three hours. Staff.

344 – Greek Historiography – Selections from Herodotus, Thucydides, Xenophon, or Polybius. Prerequisite: GREK 212 or 215. Offered every other year. Three hours. Rose.

345 – Greek Philosophical Prose – Selections from Plato, Aristotle, and their successors. Prerequisite: GREK 212 or 215. Offered every other year. Three hours. Staff.

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 or 215. Offered every other year. Three hours. Staff.

381-382 – 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.

496-498 – Senior Project – Individual research project for Greek majors. Six hours. Staff.

History

Professor Bergmann, Chair; Professors Fischbach, Jefferson, and Malvasi; Associate Professor Throckmorton; Assistant Professor D. Zhang; Visiting Instructor Armbruster.

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. In analyzing the transformations of societies of other times, history 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 major and minor aim at more than guiding students toward learning about the past. They also train 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 major can also include a study-abroad and/or an internship experience. The particular point of view of this department is that history can best be learned when 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 33 credit hours in eleven courses numbered 200 and higher. HIST 101 is a prerequisite for all major and minor courses [HIST 102 & HIST 112 also meet the prerequisite]; students must complete a historical method course before enrolling in a 400-level course.

1. Must complete two courses from each distribution area:

American history, must complete six hours (2 courses) from the following - HIST 211, 212, 249†, 321, 322, 323, 324, 325, 326, 327, 328, 332†, 333, 337, 338, 339, 342, AMST 351;

European history, must complete six hours (2 courses) from the following - HIST 226, 241, 243, 245, 249†, 303, 311, 312, 343, 354, 355, 356;

Non-western history, must complete six hours (2 courses), in any combination, from the following fields: Asia - HIST 396, 397; Slavery - HIST 332†; Latin America - HIST 251, 252; Middle East - HIST 281, 282, 361, 367; or, Native American - HIST 320;

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2. **Electives:** must complete twelve hours (4 courses) of history electives selected from all history courses not previously taken for credit.
3. Must complete a **capstone course:** any 400-level history course, except HIST 496, completed during a student's senior year or the preceding summer. EDUC 426 may substitute for the capstone (must be a social science placement if secondary). A semester-long (or longer) study abroad experience may also count via HIST 481 credit.

Courses taken abroad, special topics courses, and 400-level courses can also satisfy the distribution requirements; please consult with the department chair.

†HIST 249 may be counted under the American or European designation on the major or minor, but not both.

‡HIST 332 may be counted under the American or the non-western designation on the major or minor, 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 list above;
- Must complete three hours (1 course) in European history from the list above;
- Must complete three hours (1 course), in a non-western subject from the list above;
- Must complete six hours (2 courses) elected from the entire list of history courses not previously taken for credit, and above the 100 level.

Courses taken abroad, special topics courses, and 400-level courses can also satisfy these distribution requirements; please consult with the department chair.

The requirements for Teacher Certification:

The program requirements of a student planning to minor in education for the purpose of certification (both elementary and secondary) vary slightly from those of other history majors.

All education minors:

- HIST 111 and 112 are required for all history majors seeking an education minor and meets the AOK requirement. Do not enroll in HIST 100, 101, or 102;
- A minimum grade of C- and a minimum GPA of 2.80 are required for all courses counting toward certification.

Elementary education minors:

- Four courses (12 hours) in American history (two of these courses must be HIST 211-212; HIST 318 is recommended);
- Two courses (6 hours) in European history;
- Two courses (6 hours) in non-western history;
- Two courses (6 hours) history electives; and,

- Capstone: successful completion of the student teaching portion of the EDUC minor will substitute for the capstone in the major.

Secondary education minors (social studies certification):

- All the requirements for elementary education minors, plus the following:
- ECON 201, or its equivalent;
- PSCI 201 or 202, or their equivalents;
- HIST 319 or another geography course.

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 and equivalent to HIST 111. Education minors seeking elementary or secondary social science certification should not enroll in this course but should take HIST 111–112 instead. Offered annually. Three hours. Staff.

101 – Introduction to History II – 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 and equivalent to HIST 112. Prerequisite: HIST 100 or 111. Education minors seeking elementary or secondary social science certification should not enroll in this course but should take HIST 111–112 instead. Offered annually. Three hours. Staff.

102 – Virginia & U.S. History for K-12 Educators – A study of Virginia & U.S. history from early English visions for “Virginia” to the eve of the 21st century. Equivalent to HIST 101. Three hours. Bergmann.

111 – World History I – A study of world history to c. 1500 that introduces the skills and methods of historical study. 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. This course is required for education students seeking certification in social studies and

is equivalent to HIST 100. Offered annually. Three hours. Staff.

112 – World History II – A study of world history since c. 1500 that builds on the skills and understanding developed in HIST 100/111 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 inter-related and cumulative. This course is required for education students seeking certification in social studies and is equivalent to HIST 101. Prerequisite: HIST 100 or 111. Offered annually. Three hours. Staff.

***NOTE: HIST 101, 102, or 112 is a prerequisite 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, and its maturation in the Federalist, Jeffersonian, and Jacksonian eras, and the social, economic, cultural, and political tensions that culminated in the American Civil War. Offered alternate fall semesters. Three hours. Bergmann, Malvasi.

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-19th century social, economic, and political changes wrought by industrialization, immigration, and expansion and that forged the powerful nation of the 20th century—a century of conflict at home and abroad that challenged and redefined American ideals. Offered alternate fall semesters. Three hours. Bergmann, Malvasi.

226 – Warfare in Antiquity – Cross-listed with CLAS 226.

241 – England to 1690 – 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 Revolutions. Offered alternate years. Three hours. Throckmorton.

243 – Holy Roman Empire, 1500-1789 – Centered on the Thirty Years’ War, this course focuses on the history of the Habsburg Lands from the Reformation (1510s) to enlightened despotism under Frederick the Great & Maria Theresa (1740–1780s). It addresses the impact of the Reformation on society, politics, and diplomacy in the Holy Roman Empire, the negotiations and con-

licts over religious and secular power, the transition to the modern-state systems after the Thirty Years’ War in 1648, the rise of absolutism, and the effects from the Scientific Revolution and the Enlightenment. Offered occasionally. Three hours. Bergmann.

245 – 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.

249 – The Lives of Wives – Marriage is one of the central institutions of society in Western Europe and the United States. While the practice has endured for centuries, societies have continually negotiated and renegotiated the definition and purpose of marriage as well as debated the appropriate behaviors of spouses. This course will examine how the lives of married women in Europe and the American colonies evolved from the early modern era to the contemporary period in the context of these continuous debates about marriage and women’s roles in it. Topics include how marriages were made (courtship, dowries) and ended (divorce, and widowhood), pregnancy and childbirth, wives and work, the ideal wife, wives in power and politics, and female spirituality and religion. Other issues, such as sexuality, education, and child rearing, will be woven into these main themes. This course can count towards the European OR American major requirement. It may also count as an elective on the gender, sexuality, and women’s studies major or minor. Cross-listed with GSWS 249. Three hours. Throckmorton.

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.

252 – Modern Latin American History – This is a continuation of HIST 251, but may be taken out of order. Beginning with the independence movements during the early 1800s, this survey course addresses the major developments in Latin America through the 20th century. It emphasizes the socio-economic legacies of independence, the mid-19th century political ideologies and struggles, the position of Latin America in relation to the U.S., the major social and economic concerns of the 20th century, and the rise and demise of authoritarian regimes. Offered alternate years. Three hours. Bergmann.

History

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.

303 – Roman Britain – Cross-listed with CLAS 303.

311 – Greek History – Cross-listed with CLAS 311.

312 – Roman History – Cross-listed with CLAS 312.

318 – Virginia History – A study of Virginia history from early English visions for "Virginia" to the eve of the 21st century. Three hours. Bergmann

319 – Geographical History – This thematic course illustrates how geographic methods and approaches can further our understanding of past societies and civilizations. Course topics will vary among instructors, but each offering will analyze and compare the relationships of peoples to the places they inhabited and came to inhabit in the early modern and modern eras, as well as the intra-regional, interregional, and transoceanic networks that connected societies. Offered alternate years. Three hours. Staff.

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 20th 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. Prerequisite: HIST 211 or HIST 212 or permission of the instructor. Offered alternate years. Three hours. Bergmann.

321 – The Contest for Eastern North America, 1550–1763 – This course analyzes the Native Ameri-

can and European struggles to control North America from initial contacts through the Great War for Empire that concluded in 1763. It focuses primarily on the Native, European, and settler interactions in what became the United States, and east of the Mississippi River, but also addresses the French and Spanish-claimed territories and the broader Atlantic World context. Topics include the development of colonial societies, cultures, economies, and governments; the Native experiences, responses, and resiliency in the "shatter zones" that resulted from European colonization; forced and voluntary migrations and demographic changes over time; and the development of racial and ethnic identities. Offered alternate years. Three hours. Bergmann.

322 – The American Revolution, 1763–1789 – 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 campaigns in 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 away 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. Offered alternate years. Three hours. Malvasi.

327 – The Gilded Age, 1877-1919 – 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. Offered alternate years. 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 occasionally. 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 Walter Mosley. Offered alternate years. 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 20th 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. 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 consequences 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. Offered alternate years. Three hours. Malvasi.

343 – The Great War in Fiction and Film – Historians have long regarded the First World War (1914-1918), which contemporaries called “The Great War,” as a defining event in the history of the 20th century. The war changed everything. In this course, we shall investigate the moral, intellectual, and cultural impact and legacy of the war as it has been expressed in fiction and film. Offered alternate years. Three hours. Malvasi.

354 – The Renaissance – During the 14th 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, con-

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spicuous 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 16th 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.

356 – The History of Witchcraft – Beliefs about witchcraft are ubiquitous. Every society—even the most “enlightened” ones—have had episodes where the idea that certain people can harm others through supernatural means was manifested in deadly or embarrassing ways. This course will investigate the history of witchcraft from the ancient world up to the present day. Along the way, students will ponder the various theories of witchcraft as well as study how circumstances and theory sometimes intersected in horrific witch-hunts. Students will be challenged to put themselves into the shoes of people in the past and to recognize—without being judgmental—that witch beliefs had logic, even if that logic does not always make contemporary sense. As a result of this exploration, students should begin to recognize that the strands of witch beliefs that ran through the ancient and early modern worlds are still with us in the present day. Cross-listed with GSWS 356. 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.

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

396 – Modern China, 1800 to 1949 – 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. D. Zhang.

397 – Modern China, since 1949 – 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. D. Zhang.

***NOTE: An approved historical methods course must be completed before enrolling in a 400-level course.**

400 – Independent Research – This capstone course allows students to work individually with a professor to develop, research, and write on a topic they and the professor-mentor agree upon. The final product will be a twenty-five page essay. Prerequisites: rising senior or senior status, and permission of instructor. Offered annually. Three hours. Staff.

401 – Capstone Experience – This course is for history majors who entered the college prior to September 2019 and is used in conjunction with a regularly scheduled history course to convert it into a capstone experience. Prerequisites: rising senior or senior status and permission of instructor. Offered annually. One hour. Staff.

450-451 – Internship in History – Qualified students may combine their classroom knowledge with practical experience in internship placements in government, business, law, museum, research institutes, or other fields. Students will complete a project mutually agreed on by the student, the internship site supervisor, or 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.

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 cur-

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riculum 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 course 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.

Honors (HONR) Courses

Professor Marchetti, Director; Assistant Professor Cribbs, Associate Director

103 – Heroes or Villains: A Forensic Journey in the world of the famous Odysseus – Using Odysseus as case study, this course will introduce students to an attentive analysis of a varied array of ancient and modern sources (Homer, Plato, Cicero, Ovid, Seneca, Statius, Dante, Tennyson, Joyce, Shay – to mention a few) to engage them in a quest aimed at uncovering the real identity of this hero, and at prompting reflection on a concept that is often turned into a meaningless and empty label. Students will discover and redefine who heroes were in the past, and who they are presently. Undertaking a forensic journey in the world of Odysseus, students will learn to deconstruct the personality of Odysseus which – as they will find out – embodies issues and struggles that are typical to human nature, are timeless, and thus relevant to our present days. The course will thus take the shape of a discovery-journey among deep concerns about the human condition, via portraits of this hero. Partially fulfills the Area of Knowledge requirement in Arts and Literature (literature) and counts on the major or minor in Classics. Three hours. Lauriola.

110 – Japanese Religion – This course will provide an in-depth exploration of religion in Japan. Though the course will focus primarily on the dominant religious traditions of Japan, Shintoism and Buddhism, it will also consider the impact of other traditions on the Japanese religious imagination, such as folk religions, Confucianism, Daoism, Christianity, and the new religious movements of the 19th and 20th centuries. The class will consider both the religious beliefs and practices of these traditions as well as their historical development and social/cultural impact. Area Two: World's Religious Traditions. Three hours. Brown.

124 – The Economics of Planet Earth – Economies depend on the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economic solutions to environmental problems. Some topics will be investigated through case studies of problems and policies in the United States and abroad. Three hours. Staff.

141 – Cleopatra of Egypt – Cleopatra was a witness to and a shaper of history. Her death is used to mark the end of the Hellenistic Age because she was the last Macedonian monarch, the last Hellenistic ruler to fall to Rome, and the last Pharaoh of Egypt – the incarnation of Isis herself. A woman in a man's world, she helped destroy the Roman Republic and watched the Augustan Principate devour the remains. To Roman men she was a fascination and an archenemy; to Roman women she was a role model and a symbol of the decadent east; to posterity she is an enigma, but her image in film, literature, art, and popular culture is ever present. Three hours. Daugherty.

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 for each student to reflect on his or her own reading experiences, Spanish society of the early 17th 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, 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. Three hours. Malin.

252 – It's About Time – What, then is time? – "I know well enough what it is, provided that no one asks me; but if I am asked and try to explain, I am baffled." St. Augustine. Is time merely what clocks measure, or does it have meaning and substance of its own? Is my "now" the same as yours? Is yesterday real? Can we predict tomorrow? The mystery of time engages every area of human inquiry. In this exploration, we will concentrate on scientific understandings of time, but will also examine the philosophical, theological perspec-

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tives. Through readings, experiments, and discussion students will construct their own understanding of time and its meaning. Scientifically, we will pursue various ways of thinking about and measuring time, and the notions of spacetime emerging from contemporary physics. We will also consider various ways of conceiving time in the history of religions, and the different perceptions of time expressed in the Bible. The course will culminate in a consideration of the nature of the future: does the flow of time carry us into a future that is already determined, or do our actions in the present shape an open future? Partially fulfills the Area of Knowledge requirement in the Natural Sciences with laboratory. Four hours. Spagna.

283 – Six Wives of Henry VIII – Henry VIII looms large in history—literally and figuratively. Much of the reason for his stature stems from the many women he married, two of whom he discarded quite violently. Who were these supporting players in the life of this charismatic and Janus-faced king? During this course we will explore the lives of Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard, and Katherine Parr who shared the same husband but who were remarkable individuals in their own right. While analyzing these women, we will also investigate how they each in their own way breached the traditional boundaries that limited women's lives during the early modern period. In addition to reading scholarly biographies of these women and their irascible and dangerous husband, we will explore fictional treatments of this remarkably dysfunctional family in literature and film. Partially fulfills the Area of Knowledge requirement in Civilizations (HIST 100). Three hours. Throckmorton.

295 – Making Math – In this course we will use fiber arts such as knitting, crochet, beadwork, and sewing to explore and display mathematical concepts. No previous knowledge of these fiber arts is needed and all materials will be provided. Beginners as well as those with extensive fiber arts skills are welcome. Mathematical topics we will explore will include geometry, topology, and group theory. Partially fulfills the Area of Knowledge requirement in Natural and Mathematical Sciences – Mathematics. Three hours. E. Torrence.

300 – Project-Based Learning – HONR 300 is an interdisciplinary, problem-based, and interactive course that engages student teams in solving real-world problems. The course will employ project-based learning (PBL), a method by which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students will collaborate in groups throughout the semester to produce a number of products, both written and oral, that help to address a real-world problem or situation. Three hours. Staff.

International Studies

Professor Badey, Director; Professors Fischbach, Hilliard, Lang, Lowry, Munson, and Turner; Associate Professors London 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.

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.
- 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.
* Note: MATH 111 or 113 is a prerequisite for INST 422.

Additional requirements:

- Must complete a study abroad experience approved by the International Studies Council;*
- * 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

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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. If a student is unable to meet either of these requirements, an immersion in a “distinct” culture may be substituted. 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 gender, sexuality, and women’s studies; and three related courses (not necessarily limited to the selected geographic area).

Culture & 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 272, FILM 260, or FLET 248/FREN 448;
- Must complete two from the following: HIST 332, 333, 337, 338, PSCI 334, SOCI 260, or 330.

Asia

- Must complete two from the following: ARTH 228, 235, ASTU 270, 290, 390, CHIN/ FLET 231, FILM/JAPN 292, FLET/JAPN 232, 239, JAPN 220, 221, PHIL 220, 343, PSCI 335, RELS 221, 223, 225, 227, 228, or 248;
- Must complete two from the following: HIST 281, 396, 397, JAPN 294, 295, PSCI 330, or 335.

Europe

- Must complete two from the following: ARTH 202, 221, 222, 223, 224, ECON 383, ENGL 322, 351, 352, 356, 361, FILM 228, FLET 225, 279, FLET/GERM 221, 222, 227, FLET 271/FREN 471, FLET 229, FLET 272/FREN 472, FREN 256, 261, 275, 351, 356, 366, 435, 437, 443, 445, 472, GERM 251, 261, 314, 315, PHIL 252, 370, 371, RELS 240, 243, 251, 336, SPAN 351, 371, 372, THEA 220, or 342;
- Must complete two from the following: HIST 241, 242, 245, 246, 354, 355, 372, 387, 356, INST 270, POLS 3450, PSCI 331, 332, or SPAN 373.

Middle East

- Must complete two from the following: ARTH/ CLAS 211, ARTH 235, EVST/INST 245, FILM 254, 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: FLET 246, 251, INST/SOCI 331*, RELS 275, SPAN 356, 357, 376;
- Must complete two from the following: HIST 251, 252, 319, INST/SOCI 331*, INST/GSWS 282, 326, PSCI 333, 336, or 337.
(*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, and two courses in international economics and/or business.

- Must complete three from the following Foreign and Comparative Government courses: POLS 3450, PSCI 330, 331, 332, 333, 334, 335, 336, 337, 338, or 339;
- Must complete two from the following International Relations courses: PSCI 320, 322, 326, 327, 423, or 441;
- Must complete two from the following International Economics and/or Business courses: ECON 380, 382, BUSN/ECON 383, BUSN 310, or 370.

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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, and 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, or 370;
- Must complete at least one (but may complete two) from the following foreign and comparative government courses: PSCI 330, 331, 332, 333, 334, 335, 336, 337, 338, or 339;
- May complete one course from the following international relations courses: PSCI 320, 322, 326, 327, 423, or 441.

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 – Cross-listed with 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, 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 – Gender and Development – Cross-listed with GSWS 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. Cross-listed with PSCI 321. This course will partially satisfy the Social Science Areas of Knowledge requirement. Offered every year. Three hours. Badey.

326 – Gender and Change in the Maya Diaspora – Cross-listed with GSWS 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

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and just society. Counts on the major in international studies/Latin America emphasis. Cross-listed with SOCI 331. Prerequisite: any 200-level course in sociology or permission of instructor. 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. Prerequisites: senior status and MATH 111 or 113. Offered every year. Three hours. Badey, 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.

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.

Japanese Studies

Professor Munson; Assistant Professor Oxenford; Instructor Himata.
(Department of Asian Studies)

The minor in Japanese Studies presents students with a comprehensive approach to the study of Japan and the Japanese language. It prepares students to live, study, and pursue employment in Japan, by providing them with advanced opportunities to speak, read, and write the language in professional and daily settings; by requiring them to engage with a variety of topics in Japanese Studies, including society, history, culture, cinema, and literature; and by providing opportunities for a study abroad experience through January travel courses, or at one of the college's approved partners, such as Kansai Gaidai University.

The requirements for a Minor in Japanese Studies:

- Two 300-level Japanese language courses drawn from the following: JAPN 320, 330, 340, or other courses approved through transfer or study abroad;
- Three content courses drawn from the following: JAPN 220, 221 (J-term travel), 260, 270, 294, 295, FILM/JAPN 292, FLET/JAPN 239, MATH 270 (J-term travel), MUSC 243, PSCI 330 (if Japan), RELS 248 (J-term travel), or other courses approved through transfer or study abroad;
- Study abroad in Japan, while not required, is strongly encouraged.

Japanese Studies (JAPN) Courses

111 – Elementary Japanese I – Introduction to modern spoken Japanese with an emphasis on speaking, listening, reading, and writing. Upon successful completion of JAPN 111, students should be able to comprehend and produce Japanese in a range of real-world activities, and to write and recognize both the hiragana and katakana syllabaries. Three hours. Himata.

112 – Elementary Japanese II – A continuation of JAPN 111, with an increased focus on kanji characters. Prerequisite: JAPN 111 or permission of instructor. Three hours. Himata.

211 – Intermediate Japanese I – This course is an intermediate course of study in Japanese language with an increased emphasis on speaking, listening, reading, and writing in Japanese, and a continued focus on kanji characters. This course will introduce students to the basics of informal and formal speech and how to express more nuanced opinions and thoughts. Students will be expected to have mastery over 101 kanji by the end of the course. Prerequisite: JAPN 112 or permission of instructor. Three hours. Oxenford.

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212 – Intermediate Japanese II – This course is a second semester, intermediate course of study in Japanese language with a focus on increasing fluency in speaking, listening, reading, and writing in Japanese, and a continued focus on kanji characters. By the end of the course, students will have mastery of approximately 145 kanji characters, be able express themselves in both informal and formal styles of speech and writing, and gain experience writing and presenting formal academic thoughts in Japanese. Prerequisite: JAPN 211 or permission of instructor. Three hours. Oxenford.

220 – Culture of Japan – This course is a broad survey introduction to the popular and mass culture of modern Japan through works of literature, film, animation, art, and media. Students will consider questions of what makes something part of popular or mass culture; how historical, economic, political, and/or societal concerns shape popular tastes, what is represented, and what is considered permissible to represent; and how Japanese culture circulates beyond Japan and East Asia, and how this relates to questions of political power and influence. No Japanese language skills required. Three hours. Oxenford.

221 – Japan Past and Present – A January travel course designed to explore the history and culture of Japan. Destinations in Japan may vary but will include Tokyo and/or Kyoto. Two weeks of instruction in Ashland and two weeks in Japan. No Japanese language skills are required. Prerequisite: permission of instructor. Three hours. Munson.

239 – Traditional Japanese Literature – This course explores the literature and cultural production of premodern Japan, covering from approximately the 8th century to mid-19th century. In particular, this course will examine the relationship between literary writings and the religious, spiritual, and political life of premodern Japan. Cross-listed with FLET 239. Three hours. Oxenford.

260 – Contemporary Japanese Society – This course is an in-depth exploration of modern Japanese culture and society; no previous knowledge of Japan or Japanese is necessary. Topics covered include education, crime, sexuality, international relations, popular culture, the environment, the 2020 Olympics, and Japan's imperial family, among others. By the conclusion of the course students should have a comprehensive understanding of contemporary Japanese society. Evaluation will be determined on the basis of discussion, in-class writing assignments, and a final project. Three hours. Munson.

270 – Weird Japan – Monsters, magic, and horror have long haunted Japanese popular culture and can tell us much about Japanese society. Starting with Shinto creation myths and traditional ghost tales, this course is an overview of Japanese conceptions of the strange and

supernatural, particularly with reference to key points in Japan's history. Through fiction, film, and art, this class will explore the 'weird side' of the Japanese experience. Three hours. Munson.

292 – Japanese Film as History: The Works of Kurosawa Akira – 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. Cross-listed with FILM 292. Offered infrequently. Four hours. Munson.

294 – Early to Premodern Japan – This course is a survey of Japanese culture and society, from the earliest beginnings to the 19th century. We will focus on topics such as the influence of Chinese civilization, the origins of Shinto and Japanese Buddhism, the development of art and literature, and the rise of the samurai class. No Japanese language skills required. Offered alternate years. Three hours. Munson.

295 – Modern Japan – This course is a survey of Japanese culture and society from the 19th century to the present. At the completion of the course students should be versant in the basic themes of modern Japan, including international relations, societal trends, arts and literature, and the globalization of Japanese popular culture. No Japanese language skills required. Offered alternate years. Three hours. Munson.

320 – Writing in Japanese – This course is a comprehensive introduction to written Japanese. Beginning with the history and origin of kanji and the hiragana and katakana syllabaries, students will understand the social, historical, and cultural context of written script. Students will also improve their writing skills in two different areas: first, in the artistic production of Japanese calligraphy; and second, in the composition of handwritten prose. Finally, students will learn how to type in Japanese and construct Japanese documents using Microsoft Word. Prerequisite: JAPN 212 or permission of instructor. Three hours. Oxenford.

330 – Japanese Folk Tales – This course is designed to improve students' reading comprehension in Japanese, through close reading and translation of folk tales such as 'Peach Boy' and 'The Luminous Princess.' Prerequisite: JAPN 212 or permission of instructor. Three hours. Munson.

340 – Conversational Japanese – This course is designed to improve student's oral fluency in the Japanese

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language. Emphasis will be placed on performing informal daily activities in Japanese, as well as interactions in more formal settings. Prerequisite: JAPN 212 or permission of instructor. Three hours. Himata.

Journalism

Professors Sheckels and Conners.
(Department of Communication Studies)

The minor in journalism is a rigorous preparation for a career in print media that culminates in work- shop 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 requirements for a Minor in Journalism:

The minor consists of the JOUR 374-375 sequence along with three more classes from the following: COMM 222, 225, 381; COMM/JOUR 303; ENGL 300; JOUR 201, 202, 373, 376, 450; or PSCI/COMM 308.

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. Offered annually. 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. Offered annually. 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. Cross-listed with COMM 303. Offered alternate years. Three hours. Conners.

373 – 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 or permission of the instructor. Cross-listed with ENGL 373. Offered occasionally. Three hours. Staff.

374 – News Writing I – 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. Cross-listed with ENGL 374. Offered annually. Three hours. Staff.

375 – News Writing II – A continuation of JOUR 374 in which each student concentrates upon one or two types of newspaper writing. Prerequisite: JOUR 374. Cross-listed with ENGL 375. Offered annually. Three hours. Staff.

376 – 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. Cross-listed with ENGL 376. Three hours. Staff.

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 374 and 375. Application required; see Internship Program. Three hours. Staff.

Languages (LANG) Courses

345 - The Community Interpreter – This course offers a certificate in Community Interpreting through THE COMMUNITY INTERPRETER® program, the only national training program for community interpreters as well as an add-on Module called Medical Terminology for Interpreters. Upon completion, this program will award students a nationally recognized 40-hour certificate for community interpreting and an additional 8-hour endorsement that provides the prerequisite for national medical interpreting certification. This course will provide the groundwork for what students need to know to work as professional interpreters. The focus is on medical, education, and government or non-profit service settings. The course will be taught in English although interpretation practice and role-plays will be completed in both English and the participant's second language. Prerequisites: junior or senior status with advanced language skills in a language other than English or be a native or nearnative speaker of a language other than English, including sign language proficiency. Students may only take one course offered in English to count towards the French, German, or Spanish major

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or minor. Prerequisites: for French students: French 232, 240, and one additional 200-level FREN course; for German: seven German courses beyond the 212-215 level; for Spanish: a 230-level Spanish course and a 240-level Spanish course. Additionally, all students in the three languages looking to become Education minors need to have admission to the Randolph-Macon College Teacher Preparation program. This course can count towards the Spanish major. 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. Staff.

349 – Teaching Methodology for Foreign Languages – This course fills a state requirement for students seeking certification in the teaching of foreign languages. Students will explore language acquisition theories, current research in second language acquisition, and various methods of language instruction. Students will create lesson plans and conduct assessments that correspond to current understanding of how K-12 students best emphasize the national standards (ACTFL) and proficiency-based objectives for foreign language instruction. Prerequisites: for French students: FREN 232, 240, and one additional 200-level FREN course; for German: seven GERM courses beyond the 212-215 level; for Spanish: a 230-level Spanish course and a 240-level Spanish course. Additionally, all students in the three languages looking to become education minors need to have admission to the Randolph-Macon College Teacher Preparation program. This course can count towards the Spanish major. 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. Staff.

450 – Internship in Interpreting – In this course, students will have the opportunity to apply the basic modules of community interpreting in an interpreting setting: ethics, strategic mediation, professionalism, and interpreting strategies- among others. This experience is designed to apply the skills cultivated in LANG 345: The Community Interpreter through practice, experiential learning, and reflective discussion. This course requires a minimum of 130 hours (160 hours are preferred) in community interpreting at a location approved by the instructor that demonstrates need, demand, and supervision for interpreting services. Application required with appropriate class status and GPA requirement; see Internship Program. Given in Spanish. Offered as needed. Three hours. Reagan.

Latin

*Professors Camp and Fisher; Assistant Professors Natoli and Rose.
(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 language

es 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 215 or higher may be substituted for six of these hours; LATN 211-212 or 215 may be counted toward the major if not used to fulfill the collegiate requirement in foreign language);
- Three semester hours taken from among ARTH/CLAS 214, 215, 216, or 219;
- Three semester hours of CLAS/HIST 226, 303, or 312;
- Six semester hours of departmental electives, selected from among any CLAS course, FLET 201-206, ARTH 210-219, PHIL 251.
- 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/HIST 312 (226 or 303 may be substituted);
- Three courses from among LATN 343, 344, 345, or 348;
- Three other Latin courses above LATN 215;
- Two courses from among ARTH/CLAS 210, 214, 215, 216, 219, CLAS 223, or 225.

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

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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 languages 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. Natoli.

342 – Roman Satire – Selections from Horace's Satires, Juvenal, and Petronius. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Natoli.

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. Natoli.

344 – Roman Historiography – Selections from Livy, Tacitus, Sallust, Caesar, or Suetonius. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Rose.

345 – Roman Lyric Poetry – Selections from Catullus and Horace. Prerequisite: LATN 212, 215, or permission of instructor. Offered every four years. Three hours. Staff.

346 – Roman Epistles – Selections from Cicero's and Pliny's letters. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Natoli.

347 – Roman Elegy – Selections from Tibullus, Propertius, and Ovid. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Natoli.

348 – Roman Oratory – Selections from Cicero's orations. Other possible authors include Seneca the El-

der and Tacitus. Prerequisite: LATN 212, 215, or placement. Offered every four years. Three hours. Natoli.

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. EDUC 220 and 3 LATN courses above 215 recommended. Permission of instructor required. Offered as needed. Three hours. Natoli.

381-382 – 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.

496-498 – Senior Project – Individual research project for Latin majors. Six hours. Staff.

Mathematics

Professor Rice, Chair; Professors Clark, Robeva, Sutton, B. Torrence, and E. Torrence; Associate Professor Bhattacharya; Visiting Instructors Grocholski and 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 science, 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, 215, 220, 321, 415, and 421;
- Must complete CSCI 111;
- Must complete 5 approved elective courses. These include any 3-hour MATH course numbered above 200 (other than those in the first

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bullet). One of PHYS 250 or CSCI 363 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 363 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, 215, 220, 321, 372, 415, 421, and 435;
- Must complete CSCI 111;
- 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 363 may also be counted as an elective.

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.

106 – Introduction to Optimization – Optimization is the search for efficient solutions to real world problems. For example, a designer might seek a lowest-cost construction, or a manufacturer might seek a maximum-profit production schedule. This course introduces the mathematics of optimization. Topics include linear programming and unconstrained nonlinear optimization. Numerical and symbolic methods are applied where appropriate. Three hours. Sutton.

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.

125 – The Art of Mathematics – From the geometry of perspective to the elaborate structure of some modern sculptures, mathematical knowledge is frequently used by artists to design their work. Some artists use mathematics as their primary inspiration, creating works that explore mathematical concepts. Mathematicians often use diagrams to illustrate theorems, and frequently talk about the intrinsic beauty of their work. There is a growing interest in using the arts to make mathematical ideas more accessible and compelling. In this course we will create two- and three-dimensional works that both use and illustrate mathematical principles. Mastery of the underlying mathematical concepts will be central to the course. Three hours. E. Torrence.

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.

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. Staff.

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 or 142. Three hours. Staff.

215 – Mathematics Resources, Opportunities, and Careers Seminar – This weekly seminar helps students become familiar with the scope of the mathematical sciences. The course is designed to help students plan their academic experience so they can successfully pursue the career of their choice after majoring or minor in mathematics. Research and internship opportunities will be discussed, as will careers that demand mathematical skills. Standard modes of communicating

mathematics, and other strategies for success in higher mathematics courses, will be included. Prerequisite: MATH 131 or 141. One hour. 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 – Traditional Japanese Mathematics – This travel course will focus on the geometry that arose during Japan's 18th century cultural blossoming, despite its self-imposed isolation from the scientific revolution in Europe. The course begins on campus with a study of the techniques, important scholars, and historical context of traditional Japanese mathematics. During the travel portion of the course, students will visit key historical sites in Japan, view mathematical artifacts, and absorb the cultural aesthetics that still seem intimately connected with this country's traditional geometry. Prerequisites: MATH 132 or 142 and permission of instructor. Offered alternate years. Three hours. Clark.

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 I – 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.

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322 – Modern Algebra II – A continuation of MATH 321. Topics include rings, integral domains, factorization of polynomials, vector spaces, and fields. Prerequisite: MATH 321. Offered as needed. Three hours. Bhattacharya.

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 or 142. Offered alternate years. Three hours. Staff.

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.

360 – Mathematical Logic – A course intended to introduce students to the concepts of truth, proof, and computability. Major topics of this course include the completeness theorem for first order logic, which shows that the concept of provability (from axioms) can be established; the Godel incompleteness theorem, which shows there is an inherent gap between what is true (about the whole numbers, for example) and what can be proved about an axiomatic system; and the unsolvability of the halting problem, which shows that computers can't do everything. Prerequisite: MATH 220 or permission of the instructor. Offered on demand. 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. Staff.

381-382 – Special Topics in Mathematics – Three hours each. Staff.

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 integration and sequences and series of functions. Prerequisite: MATH 421. 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 213. 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,

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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. Three hours. Rice.

Music

*Professor Doering; Assistant Professors Coffill and Tam.
(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.

The requirements for a Major in Music:

- Must complete MUSC 150, 221, 222, 321, 231, 232, 322, and one course chosen from MUSC 341, 342, or 361;
- Must complete four one-hour units of MUSC 301-307 or 309, with the stipulation that all four must bear the same course number;
- Must complete four one-hour units of MUSC 310, or 315, with the stipulation that all four must bear the same course number;
- Must complete six hours chosen from MUSC 101, 215, 230, 240, 242, 243, 245, 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, 222, 321, or 322;
- Must complete MUSC 231 or 232;
- Must complete MUSC 341, 342, or 361;
- Must complete one elective three-hour course in MUSC;
- Must complete three hours of Applied Music or Ensemble chosen from MUSC 301, 302, 303, 304, 305, 306, 307, 309, 310, 315, or 316 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. Particular emphasis is laid on the fact that education minors who seek certification to teach must have achieved at least a C- in ENGL 185 and have taken either COMM 210 or COMM 215.

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, 321, and 322;
- Music History: Must complete MUSC 150, 231, and 232;
- Music Literature and Analysis: Must complete one: MUSC 341, 342, or 361;
- Ensemble: Must complete MUSC 310, 315, or 316 four times for four hours. All credit must be earned in the same course;
- Applied Music: Must complete MUSC 301 four times for four hours;
- Capstone: Must complete MUSC 422;
- Music Pedagogy: Must complete MUSC 308 two times for two hours, and four hours of keyboard (MUSC 202/302) or guitar (MUSC 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, 321, and 322;
- Music History: Must complete MUSC 150, 231, and 232;

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- Music Literature and Analysis: Must complete one: MUSC 341, 342, or 361;
- Ensemble: Must complete either MUSC 310 or 315 four times for four 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 four times for four hours. All credit must be earned in the same course;
- Capstone: Must complete MUSC 422;
- Music Pedagogy: Must complete MUSC 308 two times for two 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 examines how music works. Students will learn the central concepts of Western music theory (rhythm, meter, pitch, notation, harmony, and harmonic function), and how those concepts apply to writing music. Emphasis will be placed on developing basic musical literacy and a vocabulary for understanding musical language. No previous musical experience is required. Three hours. Staff.

150 – Defining and Defending Music – In this course students examine the ways in which musical creativity has been promoted, protected, and controlled in the United States. Topics of study include censorship, copyright battles, music and marketing, musical communities, and music and politics. Open to all students, no previous musical experience is necessary. Three hours. Doering.

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.

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 Hermann 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.

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.

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 18th 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 21st 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. Prerequisite: 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.

242 – The Music of Brazil – The aim of this course is to familiarize students with the basic characteristics of a variety of popular music styles in Brazil, and to begin to understand how the ongoing evolutions of these styles express the identities of those who practice them. The music will be studied with attention to the historical, social, and cultural forces which have influenced its making, and to how music may in turn exert its own influences on those forces. We will learn about the objectives and methods of inquiry used in ethnomusicology and will seek to answer some fundamental questions about the meaning of music, and the nearly universal need for individuals and groups to create and practice it. The class will be of particular value to musicians and music students, but is open to anyone with an interest in music and world culture. Three hours. Staff.

243 – Film Music in Japan – This travel course focuses on Japan's rich history of innovative film music. The course begins on campus with a study of Japanese music and its use in film, then travels to Japan for two weeks, where students tour important historical and cultural sites, attend musical and theatrical performances, and visit a film studio. Along the way, students gain an understanding of Japan's musical breadth and aesthetics, its noteworthy film composers, and its dynamic

cultural and political history. No musical experience required. Recommendation: one course in ASTU, FILM, or MUSC. Three hours. Doering.

245 – Choral Music on Location – This course provides an opportunity for students to perform choral music in selected locations abroad. Students will study the choral literature of a particular country or geographical area and perform the music in several concerts while traveling in the region. Repertoire will be representative of the locations visited during the semester. This course is performance intensive, and provides an opportunity to polish music beyond what is possible in a single semester and single concert. Students will work on a deeper understanding for musical language (rhythms, phrases, and harmony), the ways the text relates to music, and the strategies necessary for understanding how those concepts relate to their individual parts and the musical whole, to include the importance of vocal production and diction. Additional aspects of performance are added to include performance spaces that vary in their historical and acoustical significance. Further, students will have the opportunity to experience the performance of this music literature within other cultures. Prerequisite: students must be enrolled in MUSC 310 Concert Choir during the fall semester preceding the travel course. 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 Protocols 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

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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 Composition

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. Permission of instructor. One hour. Staff.

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. 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.

315 – Chamber Orchestra – A large, mixed instrumental ensemble. Membership is open to all students by audition. The Chamber Orchestra performs a broad spectrum of music in a variety of styles, ranging from traditional wind and orchestral music to modern compositions. On- and off-campus performances are scheduled throughout the college term. Only six hours of MUSC 315 may be counted toward graduation. Permission of instructor. One hour. Cofill.

316 – Jazz Improvisation Lab – A mixed instrumental ensemble that studies and performs a diverse range of jazz styles and traditions. Emphasis on performance and improvisation. No improvisational experience necessary. Permission of instructor. One hour. Cofill.

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 nontonal 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.

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. Staff.

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 19th 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 18th through the 21st 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 18th century, and more specifically the symphony's relevance in today's musical climate. Prerequisite: MUSC 221 or permission of the 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, or-

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ganization 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, 321-322, MUSC 221, 222, and 321. Three hours. Staff.

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, 321-322, MUSC 221, 222, and 321. Three hours. Staff.

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: permission of instructor. Three hours each. Doering.

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. Prerequisite: senior status or junior status with consent of the music program. One hour. Doering.

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 each. 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.

Nursing

*Professor Rubenstein, Chair and Director of Nursing;
Instructor Vasel, Assistant Director of Nursing.*

The Department of Nursing offers a pre-licensure bachelor of science in nursing (BSN) major. The program is approved by the Virginia Board of Nursing. Upon successful completion of the BSN degree requirements, a graduate is eligible to apply to a state board of nursing to take the NCLEX-RN examination.

Mission and Core Values

Mission: To provide a transformative education grounded in the liberal arts to develop resilient nurse leaders prepared to practice innovatively within a dynamic healthcare environment.

Core Values: The educational and clinical practice experiences within the Nursing Department are centered on the core values to achieve the mission.

- o Integrity – fostering open communication and honesty while conducting one's self according to the highest ethical standards;
- o Inclusivity – Embracing the unique attributes and contributions of each person regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives, or other ideologies;
- o Caring – fostering health, healing, and hope in response to the human condition;
- o Civility – treating every person with dignity, honor, and respect;

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- o Excellence – demonstrating exemplar quality in education, scholarship, evidence-based clinical practice, and service.

BSN Student Learning Outcomes

Graduates of the BSN program at Randolph-Macon will:

- Integrate concepts from their liberal arts education, including critical thinking, effective communication, strength of character, and cultural humility, into their practice as a nurse;
- Demonstrate nursing leadership to enhance health care outcomes, influence health policy, analyze regulatory and financial systems, consider social and political influences, and advance the nursing profession;
- Integrate evidence-based research, quality improvement, and risk management data to inform practice, make clinical judgments, and positively impact patient outcomes and population health;
- Apply principles of health informatics and information technology when navigating complex healthcare systems to coordinate patient care;
- Use clinical reasoning and judgment to provide safe, patient-centered, ethical nursing care across the continuum for individuals, families, communities, and populations to promote health and reduce disparities;
- Demonstrate professional behaviors and values to model the core attributes of the nursing profession and pursue practice excellence.

Nursing Program Admission

Students are admitted to the BSN program as entering freshman and freshman internal transfers (cohort space permitting). All nursing applications must be submitted by the posted deadlines on the Randolph-Macon website for nursing admission review. Prospective senior high school students must first apply to Randolph-Macon College. Upon admission to the college and declaration of nursing as the preferred major, accepted freshman applicants who meet minimum nursing program admission criteria receive access to the nursing program application.

Internal Randolph-Macon transfer students meeting minimum admission criteria may apply for available cohort space(s) during the freshman spring semester. Internal transfer students are defined as current full-time Randolph-Macon students who have successfully completed a minimum of 15 semester credit hours at the college (fall and January term) and meet minimum admission criteria as outlined below. Admission decisions are competitive. There is no guarantee that this option will be available if the cohort meets or exceeds student capacity. Freshman applicants placed on the waiting list for the BSN program are not guaranteed a position in the class as freshman internal transfers.

Nursing Program Minimum Admission Criteria

To be considered for the BSN program, applicants must meet the following criteria:

Freshman applicants¹:

- Admission to Randolph-Macon College;
- 22 ACT composite score or 1100 SAT Reading/Math composite score;
- Minimum 3.25 weighted cumulative high school GPA;
- Ability to meet the BSN Core Performance Standards.

Freshman Internal Transfers¹:

- Completion of NUIP 115: Nursing Profession and Health Systems with a C or higher²;
- Completion of a minimum of one Randolph-Macon natural science prerequisite course with a C or higher;
- Current Randolph-Macon cumulative 3.0 GPA or higher;
- Overall minimum ATI Test of Essential Academic Skills (TEAS) score of 74% and minimum sub-scores of 65% on each the four categories: Reading, Math, Science, and English). Candidates may retake the exam only once;
- Ability to meet the BSN Core Performance Standards.

¹The TOEFL is required of all applicants for whom English is not their native language. Submit TOEFL scores taken within 12 months. A minimum official TOEFL score of 100 TOEFL iBT (internet based) TOEFL or 213 TOEFL CBT (computer based) is required as well as a minimum score of 20 in each of the subtests in listening, speaking, reading, and writing.

²All Randolph-Macon students planning to apply to the BSN program as a freshman internal transfer are required to take NUIP 115: Nursing Profession and Health Systems in January term prior to applying to the nursing program.

BSN Core Performance Standards for Admission and Progression

Randolph-Macon's nursing program has a responsibility to educate competent nurses to care for their patients (persons, families, and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The Randolph-Macon BSN program has academic as well as core performance standards that must be met in order to successfully progress in and graduate from the program.

Students admitted to the nursing program must be able to meet the BSN core performance standards for admission and progression. These core performance standards reflect a sample of the performance abilities and characteristics that are necessary for safe, quality care of patients. These examples in the subsequent table

are not all-inclusive. These performance standards include skills and abilities in the following nursing practice competencies: communication; professional attitudes and behaviors; psychomotor; data gathering and interpretation; and clinical judgment. Students must be able to meet all minimum core performance standards with or without reasonable accommodations to be considered safe in clinical placements and for successful progression and completion of the BSN degree requirements at the college.

Reasonable Accommodations for Students with Disabilities

Randolph-Macon College is committed to equal opportunity for all academically-qualified students and does not discriminate on the basis of disability. Accommodations are available to support students with disabilities in taking full advantage of the college's educational, residential, social, and cultural opportunities. The Office of Disability Services (DS) is responsible for the coordination of these accommodations. The Director of DS determines eligibility for services and reasonable academic accommodations.

The purpose of disability accommodations at the collegiate level is to provide equal access. Reasonable accommodations do not negate requirements for successful completion of a program, course, service, and/or activity; adherence to generally acceptable standards of behavior; the college's general and academic student rights and responsibilities; or adherence to faculty/staff directions and instructions.

Complete information regarding services and resources for students with disabilities is available online at <https://www.rmc.edu/academics/academic-support/disability-services>; staff may be reached via email to DSS@RMC.edu or by phone at 804-752-7343.

BSN Progression Requirements

Students admitted to the BSN program must achieve the following to continue to progress in the nursing major:

- Maintain a cumulative GPA of 2.8;
- Successfully complete all prerequisite courses (BIOL 121, 123, 160, 251, 252, 311), BSN degree requirement courses (NUIP 115, NUIP 315, NUIP 325; BUSN 220; PSCI 221; MATH 111 or 113; PHIL/RELS Ethics), and nursing major courses with a C or higher;
- Demonstrate satisfactory clinical performance in all courses with a clinical learning component
- Demonstrate achievement of minimum medication competency examination scores each semester of clinical courses;
- Adhere to all program policies as outlined in the BSN Student Handbook;
- Complete the BSN program within 7 consecutive fall and spring semesters upon beginning nursing major courses with a clinical learning component.

BSN degree requirement courses. If a nursing student is not successful in obtaining the required grades in a BSN degree requirement course, s/he may repeat the course once if space is available. If a nursing major fails to earn a minimum grade of C on any two BSN degree requirement courses, or the same course twice, the student is dismissed from the nursing program.

Nursing major courses. If a nursing student is not successful in achieving a C or higher in a nursing major course, s/he may repeat the course once if space is available. If a nursing major fails to earn a minimum grade of C on any two nursing major courses, or the same nursing major course twice, the student is dismissed from the nursing program.

Dismissal from the BSN Program

A student may be dismissed from the BSN program at any time for any of the following reasons:

- Failure to achieve a C or higher in two BSN degree requirement courses;
- Failure to achieve a C or higher in two nursing major courses;
- Unsafe clinical performance;
- Inability to place student in clinical agency due to positive drug screen and/or results of background check;
- Inability to meet BSN Core Performance Standards with or without reasonable accommodations; or
- Failure to adhere to BSN program policies as published in the BSN Student Handbook.

Other BSN Program Requirements

Nursing students are required to adhere to all BSN program policies as outlined in the BSN Student Handbook.

Students are responsible for their own transportation to clinical sites. All students are required to maintain personal health insurance coverage. All students must complete and maintain clinical requirements as outlined in the BSN Student Handbook.

All nursing students are charged a non-refundable nursing program fee each academic year. This fee covers general nursing program associated student expenses. Fees cover skills kits, one complete nursing uniform, iPad, supplies, lab fees, standardized testing, course testing software, nursing pin, NCLEX-RN review course, NSNA/VNSA membership, and clinical credentialing. Students are responsible for purchasing their own stethoscope and required textbook and electronic course resources.

Degree Requirements for the Bachelor of Science in Nursing

Within the context of the liberal arts, students completing the BSN degree learn to become critical thinkers and healthcare leaders in a diverse society. Professional and liberal learning is enriched by completion of nursing-specific and liberal arts courses.

Nursing

BSN Core Performance Standards		
STANDARD	CORE PERFORMANCE	EXAMPLES
Communication	Communicates effectively and with sensitivity in interactions with patients, families, communities, and members of the healthcare team. Expressive and receptive communication includes verbal, written, and nonverbal modes	<p>Accurately elicits and interprets information from clinical data sources to adequately and effectively evaluate a patient's conditions</p> <p>Accurately conveys information and interpretation of information in English using one or more means of communication (verbal, written, assisted [TTY] and/or electronic) to patients and the healthcare team</p> <p>Effectively communicates within the interprofessional team</p>
Professional Attitudes and Behaviors	<p>Expresses empathy, integrity, ethical conduct and comportment, accountability, engagement, and motivation</p> <p>Demonstrates interpersonal skills necessary for professional and effective interactions with diverse populations of individuals, families and communities</p> <p>Demonstrates interpersonal skills for professional and civil interactions with members of the healthcare team, including peer students, faculty, staff, and all healthcare team professionals</p>	<p>Demonstrates the R-MC nursing program's core values in all interactions</p> <p>Makes appropriate judgments regarding safe, confidential, respectful, and culturally sensitive care and interactions with patients and the interprofessional team</p> <p>Functions effectively and exercises good judgment under stressful, crisis, and non-crisis situations, adapting to changing environments inherent in clinical practice and maintaining emotional stability at all times</p> <p>Integrates constructive feedback and guidance from instructors and clinical agency personnel into nursing practice and clinical performance</p> <p>Determines appropriately when a nursing intervention requires additional assistance from clinical faculty or clinical agency staff</p>
Psychomotor	Able to move in and around care settings, handle equipment safely and safely participate in the physical care of patients in clinical placement settings	<p>Possesses sufficient proprioception (position, pressure, movement, stereognosis, and vibration), physical strength and mobility to carry out physical assessment of patients and perform nursing procedures</p> <p>Demonstrates sufficient manual dexterity and fine and gross muscular coordination to provide safe general care and specific nursing interventions during the course of patient care</p> <p>Demonstrates an appropriate and timely response to emergency situations, including any circumstance requiring immediate and rapid resolution</p> <p>Navigates patients' rooms, work spaces, and treatment areas with appropriate precision and speed during the delivery of general nursing care or in emergency situations</p> <p>Demonstrates the endurance to complete all required tasks during a clinical practice day of a customary or contracted length</p>
Data Gathering and Interpretation	<p>Assesses, monitors, and evaluates patients' health needs and responses to nursing care and interventions</p> <p>Demonstrates computational thinking and cognitive load management</p>	<p>Accurately obtains and interprets information from comprehensive patient assessment, including nursing skills to assess patient status and responses (e.g. respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.) and environmental assessment</p> <p>Translates data into abstract concepts and develops interventions based on data-driven reasoning</p> <p>Synthesizes objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses and a patient plan of care</p>
Clinical Judgment	<p>Thinks critically, solves problems and makes decisions needed to care for persons, families and/or communities across the health continuum in various settings</p> <p>Applies intellectual and conceptual abilities to accomplish the learning outcomes of each course in the nursing program as well as the student outcomes of the program by program completion</p>	<p>Synthesizes and critically interpret data on ongoing basis to deliver safe, quality nursing care (i.e. assessment, diagnosis, goals, plan of care, and evaluation)</p> <p>Provides safe, quality care, based on evidence and standards of care, that promote the health of patients within the context of family and community</p> <p>Implements priority setting using the nursing process model of care within in a dynamic clinical environment</p> <p>Accurately follows course syllabi, assignment directions, program policies, patient care protocols and corrective learning plans developed by faculty or health care agency staff</p> <p>Accurately calculates and follows processes for safe medication administration and error reduction</p>

Students earning the BSN degree will develop a strong foundation in the biological sciences. The sequence for the nursing major begins in the January term of the first year and includes classroom content that is coordinated with enriched patient care experiences in urban and rural settings. The nursing sequence includes classroom, laboratory, and clinical courses. These experiences will develop clinical reasoning, critical thinking, and cultural competencies, which are proficiencies essential to the practice of nursing. Upon completion of the degree requirements graduates are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

To meet the BSN degree requirement for the bachelor of science in nursing, students must successfully complete the following requirements in addition to the collegiate requirements. If a collegiate requirement is met, it is noted with a ^{CR}:

BIOL 121	Foundations in Experimental Biology w/lab (AOK: lab science) ^{CR}	4
BIOL 123	Principles of Molecular Biology	3
BIOL 160	Evidence-Based Nutrition (AOK: Natural & Math Science – other) ^{CR}	3
BIOL 251	Human Anatomy and Physiology I w/lab	4
BIOL 252	Human Anatomy and Physiology II w/lab	4
BIOL 311	Microbiology (AOK: lab science) ^{CR}	4
BUSN 220	Quality and Safety: Health Care Organizations	3
MATH 111 or 113	Statistics (AOK: Natural & Math Science – other) ^{CR}	3
NUIP 115	Nursing Profession & Health Systems (AOK: SS) ^{CR}	3
NUIP 315	Pathophysiology-Pharmacology I	3
NUIP 325	Pathophysiology-Pharmacology II	3
PHIL/RELS	Ethics (AOK: Philosophy/Religious Studies)	3
PSCI 221	Policy and Politics in Health Care	3
Social Science	(AOK: SS)	3

A student must successfully complete a major in nursing. Courses required for the nursing major are listed here¹:

NURS 300	*Health Assessment	2
NURS 310	Professionalism and Practice I	1
NURS 320	Professionalism and Practice II	1
NURS 330	* Fundamentals of Nursing	4
NURS 340	*Psychiatric and Mental Health Nursing	3
NURS 350	*Adult Medical-Surgical Nursing I	5

NURS 360	*Adult Medical-Surgical Nursing II	5
NURS 370	*Women's Health and Childbearing Families	3
NURS 410	Professionalism and Practice III	1
NURS 420	*Epidemiology and Population Health Nursing	3
NURS 430	*Nursing Care of Children and Families	3
NURS 450	*Adult Medical-Surgical Nursing III	5
NURS 460	Transition to Practice	2
NURS 470	*Nursing Capstone (CAR: Experiential & Capstone)	4

¹Classes noted with * contains lab and clinical experiences, such that 1 credit hour = 1 hour of in-class lecture and 4 hours in clinical learning experiences.

Nursing Interprofessional (NUIP) Courses

115 – Nursing Profession & Health Systems – This course introduces nursing as a profession and explores the history of the profession and development of nursing knowledge. The student will explore the current U.S. health care system, trends in health care delivery, the health of the nation, and financial and regulatory models. Core values and characteristics of professional nursing practice are examined through ethical, legal, racial, cultural, social, and political perspectives. Nursing education, practice, professional careers, and the influence of current health care environmental factors on health and evidenced-based nursing practice are discussed. Specific elements related to scope of practice, delegation, and collaboration will be discussed as they relate to the profession of nursing. Three hours. Rubenstein, Vassel.

315 – Pathophysiology-Pharmacology I – This course builds on concepts from anatomy and physiology, microbiology, nutrition, and biology to introduce human pathophysiological and pharmacological concepts related to common disease conditions and treatments across the lifespan. Human pathogenesis is studied from cellular, histologic, and systemic perspectives. The students will evaluate the influence of etiologic agents, compensatory mechanisms, environment, and human behavior on the development and progression of disease. Etiology, clinical manifestations, diagnostic testing, and key pharmacological interventions specific to selected health problems that align with Adult Medical-Surgical Nursing I will be explored. The student will begin to apply basic principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and ethnopharmacology of medications. Prerequisites: BIOL 251, 252. Corequisites: BIOL 160, 311. Three hours. Staff.

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325 – Pathophysiology-Pharmacology II – This course builds on concepts introduced in Pathophysiology-Pharmacology I to consider human pathophysiological and pharmacological concepts related to common disease conditions and treatments across the lifespan. Human pathogenesis is studied from cellular, histologic, and systemic perspectives. The student will evaluate the influence of etiologic agents, compensatory mechanisms, environment, and human behavior on the development and progression of disease. Etiology, assessment findings, diagnostic testing, and key pharmacological interventions specific to selected health problems that align with Adult Medical-Nursing II will be explored. The student will continue to apply basic principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and ethnopharmacology of medications. Prerequisites: BIOL 160, 311, NUIP 315. Three hours. Staff.

Nursing (NURS) Courses

300 – Health Assessment – This course introduces the concepts of health assessment, health promotion, and growth and development across the lifespan. The interactions of underlying mechanisms such as environment, culture, ethnicity, family, genetics, sex, and gender that are foundational to health assessment will be explored. The student will develop competencies in clinical techniques and clinical judgment while conducting comprehensive and systematic health histories and physical examinations. Prerequisites: BIOL 121, 123, 160, 251, NUIP 115. Corequisites: BIOL 252, NURS 330. Two hours. Staff

310 – Professionalism and Practice I – This course is the first course in a professional role formation series designed to introduce nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course will focus on interprofessional and intraprofessional communication in both written and spoken formats along the health care continuum. Health care informatics and information technology will be explored. Concepts highlighted include conflict resolution, case management, and legal requirements of documentation. Prerequisites: NURS 300, 330. Corequisites: NUIP 315, NURS 340, 350. One hour. Staff.

320 – Professionalism and Practice II – This course is the second course in a professional role formation series designed to introduce nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course will focus on personal and professional development as an ethical, moral being. The student will explore ethical issues ranging from bioethical concerns rooted in the development of new technology, microaggressions, ethical

dilemmas, integration of the Code of Ethics for Nurses into the delivery of care, and concepts related to moral distress and resilience. Engaging in critical self-reflection, the student will apply new value-based self-awareness to culturally congruent, ethical nursing care. Ethical reasoning processes will be explored using formal frameworks and clinical and population-based case studies. Prerequisite: NURS 310. Corequisites: NUIP 325, NURS 360, 370. One hour. Staff.

330 – Fundamentals of Nursing – This course provides the foundation to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. The student will learn central concepts and theories that inform the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. An introduction is provided to the concepts of client needs, safety, communication, teaching/learning, clinical judgment and reasoning, ethical and professional comportment, legal requirements, evidence-based practice, and cultural humility. This course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs while focusing on person-centered care. Skills necessary for maintaining environmental, physical, and psychological safety are introduced in laboratory, simulation, and clinical practice environments. Key nursing attributes such as professionalism, caring, collaboration, competence, and clinical reasoning and judgment will be introduced in structured clinical experiences. Prerequisites: BIOL 121, 123, 160, 251, NUIP 115. Corequisites: BIOL 252, NURS 300. Four hours (2 lecture, 2 clinical/lab). Staff.

340 – Psychiatric and Mental Health Nursing – This course focuses on evidence-based nursing interventions appropriate for managing clients with psychiatric and mental health disorders. This course integrates principles of professional relationships, therapeutic nurse-patient relationships, psychopharmacology, and milieu management. The student will apply theories and concepts from a variety of disciplines in providing care for clients with psychiatric/mental health issues, including psychosocial concepts, sociocultural, ethical, and legal influences, impacting the current psychiatric/mental health delivery system. Competencies in assessment, communication, and clinical judgment are emphasized within the context of culture and restoration of health. Prerequisites: BIOL 252, NURS 330, NURS 300. Corequisites: NUIP 315, NURS 310, 350. Three hours (2 lecture, 1 clinical/lab). Staff.

350 – Adult Medical-Surgical Nursing I – This course begins the development of the knowledge, skills, and attitudes foundational to the care of adults and their families experiencing specific acute and chronic health problems. This course integrates the clinical sciences, social sciences, humanities, and the arts with nursing-specific concepts to facilitate the student delivering holistic, person-centered care. Competencies include

an evidence-based nursing process approach to diseases and health promotion needs based on a physiologic systems approach to accurate health assessment, nursing diagnosis, plan of care, nursing interventions, and evaluation of client and family outcomes. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, collaboration, competence, and clinical reasoning and judgment will be developed in structured clinical experiences. Prerequisites: NURS 300, 330. Corequisites: NUIP 315, NURS 310, 340. Five hours (3 lecture, 2 clinical/lab). Staff.

360 – Adult Medical-Surgical Nursing II – This course continues the development of the knowledge, skills, and attitudes foundational to the care of adults and their families experiencing specific acute and chronic health problems. This course draws on competencies from students' liberal arts education and knowledge gained in Adult Medical-Surgical Nursing I to support the development of competent nurses who deliver holistic, person-centered care. Competencies include an evidence-based nursing process approach to diseases and health promotion needs based on a physiologic systems approach to accurate health assessment, nursing diagnosis, plan of care, nursing interventions, and evaluation of client and family outcomes. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, collaboration, competence, and clinical reasoning will continue to be developed in structured clinical experiences. Prerequisites: NUIP 315, NURS 340, 350. Corequisites: NUIP 325, NURS 320, 370. Five hours (3 lecture, 2 clinical/lab). Staff.

370 – Women's Health and Childbearing Families – This course focuses on evidence-based management of the health care needs of women across the lifespan, and the demands on the childbearing families. The student will apply theoretical knowledge to nursing interventions utilized in health promotion, risk reduction, and health concerns. The concepts of family, culture, phenotypic, sexual orientation, and gender identity are explored for the childbearing family population. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the physical, psychosocial, cultural, and spiritual needs of women and childbearing families within a framework of interprofessional collaboration.

Topics will include women's health issues, sexually transmitted infections, reproductive health care for men and women, childbearing families, perinatal care of mothers and infants, maternal levels of care, breastfeeding, and infant sleep. Prerequisites: NUIP 315, NURS 310, 340, 350. Corequisites: NUIP 325, NURS 320, 360. Three hours (2 lecture, 1 clinical/lab). Staff.

410 – Professionalism and Practice III – This course is the third course in a professional role formation series designed to introduce nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. The student in this course will critically examine the use of scientific evidence in nursing practice with emphasis on the use of systematic scholarly inquiry and analytical skills. The process for discovering new scientific evidence across research paradigms and their associated methodologies are examined. Prerequisite: NURS 320. Corequisites: NURS 420, 430, 450. One hour. Staff.

420 – Epidemiology and Population Health Nursing – This course introduces the conceptual and scientific frameworks of population health. The course integrates health promotion, risk reduction, and disease prevention across the lifespan in a range of local and global interdisciplinary settings. Community assessment and epidemiological methods are introduced. Health disparities, vulnerability, social determinants of health, social justice, and moral agency are examined through an ecological lens together with traditional and emerging public health issues. Students will learn about bridging population health and clinical care to meet the prevention health needs of individuals, families, and populations. Competencies in community assessment and evidence-based interventions aimed at health promotion, risk reduction, and disease prevention are emphasized. The student will learn of emerging health concerns due to infectious disease, as well as natural and man-made disasters that affect individuals, families, and communities. Prerequisites: NUIP 325, NURS 320, 360, 370. Corequisites: NURS 410, 430, 450. Three hours (2 lecture, 1 clinical/lab). Staff.

430 – Nursing Care of Children and Families – This course focuses on evidence-based nursing care of children. A holistic, family-centered approach is used to address the health teaching, promotion, health restoration and maintenance needs of children and their families. Integrated throughout the course are family, social, genetic, cultural, and religious influences on child health and health promotion. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the physical, psychosocial, cultural, and spiritual needs of children and families within a framework of interprofessional collaboration. Prerequisites: NUIP 325, NURS 320, 360, 370. Corequisites: NURS 410, 420, 450. Three hours (2 lecture, 1 clinical/lab). Staff.

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450 – Adult Medical-Surgical Nursing III – This course builds on the knowledge, critical thinking, clinical reasoning, and clinical judgment developed in Adult Medical-Surgical Nursing I/II to care for adults and their families experiencing complex, multisystem acute and chronic health problems. Care of the older adult and principles of gerontology will be specifically considered in this course. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, collaboration, competence, and clinical reasoning and judgment will continue to be developed in structured clinical experiences. Prerequisites: NUIP 325, NURS 360. Corequisites: NURS 420, 430. Five hours (3 lecture, 2 clinical/lab). Staff.

460 – Transition to Practice – The student will explore the short-term challenges and opportunities associated with transition to practice, such as attaining licensure and professional nursing career opportunities. The role of the professional nurse in establishing and maintaining safety and health care quality within organizations is analyzed. Competencies include nursing leadership within the health care industry and professional nursing standards. Students engage in NCLEX-RN preparation with emphasis on clinical reasoning and judgment. Prerequisites: NURS 410, 420, 430, 450. Corequisites: BUSN 220, NURS 470, PSCI 221. Two hours. Staff.

470 – Nursing Capstone – This course provides the nursing student with an opportunity to synthesize, expand, and refine nursing concepts, leadership, and clinical judgment competencies. Through an intensive clinical experience completed in institutional and/or community settings, the student will focus on the health care needs of specific client populations, evaluate the interventions used to restore and/or optimize health, and utilize evidence-based research in practice. Emphasis will be placed on current quality and safety guidelines and standards of care for the specialty area in which the student is practicing. Prerequisites: NURS 410, 420, 430, 450. Corequisites: BUSN 220, NURS 460, PSCI 221. Four hours (4 clinical/lab). Staff.

Philosophy

Associate Professor Turney, Chair; Professor Huff.

Socrates claimed that the unexamined life is not worth living. Why not? One reply is that since our unexamined 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 ex-

amination 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 consist 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);
- Three 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 consist of a minimum of 15 semester hours in philosophy, including:

- Ancient and Modern Philosophy (PHIL 251 and PHIL 252);
- One course 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 cul-

tural 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. Cross-listed with EVST 213. Three hours. Huff.

214 – Health Care Ethics – This course addresses fundamental issues of health care ethics at the intersection of health and ethical value in contemporary life. We examine the quality and meaning of life, duties and responsibilities, and the values of autonomy and independence as they emerge in real life experiences such as euthanasia, abortion, mental illness, organ scarcity, and reproductive control. Recommended: PHIL 212. Offered every two to three years. This course is not open to students who have taken PHIL 328. Three hours. Turney.

220 – Philosophy East and West – The purpose of this course is to introduce students to the classic philosophical 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 with skills 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, 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

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politics of sexuality, black feminism, feminist theories of knowledge and reality, marginality, and Post-Colonial theory. Primarily philosophy with interdisciplinary readings, seminar format. Prerequisites: two courses in philosophy or consent of instructor. 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. Prerequisites: two courses in philosophy or consent of instructor. Recommended: 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. Prerequisites: two courses in philosophy or consent of instructor. Recommended: 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. Prerequisites: two courses in philosophy or consent of instructor. Recommended: 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. Prerequisites: two courses in philosophy or consent of instructor. Recommended: PHIL 252 or 370. 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 each. 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, 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: two previous courses in philosophy. Recommended: PHIL 212 or 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: two previous courses in philosophy. Recommended: PHIL 211 or 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: two previous courses in philosophy. 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 eth-

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ics. 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: two previous courses in philosophy. Recommended: PHIL 212 or 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.

455 – 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 field 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 the specific 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

Associate Professor LaHaye, Director.

101 – Lifetime Activities – Such as Aikido, tai chi, yoga, yin yoga, guided meditation, yoga fusion, and recreational sports.

103 – Aquatics – Such as scuba diving.

104 – Conditioning and Wellness – Such as zumba, walking, weight training, boot camp, indoor cycling, Pilates, and pickleball.

105 – First Aid/CPR/AED

111 – Varsity Sport Participation

205 – EMT Basic Level Cert I – Emergency Medical Technician is a pre-hospital medical certification recognized by the Commonwealth of Virginia and the National Registry of EMT's (NREMT). Students will take this lecture/practical intensive course which is designed as part one of a three-course series, including a 20-hour externship (EMT Basic II) and make academic progress by completing all course work to the satisfaction of the instructors. Students will be eligible to take the practical and written portions of the NREMT and Virginia EMT exams to become certified as a practicing BLS (Basic Life Support) Emergency Medical Technician, following successful completion of all course work (EMT I, II, and III) and approval of the instructors. Prerequisite: PHED 105 (CPR/AED) or equivalent. Three hours. Azdell.

206 – EMT Basic Level Cert II – Emergency Medical Technician is a pre-hospital medical certification recognized by the Commonwealth of Virginia and the National Registry of EMT's (NREMT). Students will take this course which is designed as part two of a three-course series. The J-Term course will cover some additional core hours for the EMT and will prepare students with the necessary skills for Pre-Hospital Clinical Rotations. Students will be eligible to take the practical and written portions of the NREMT and Virginia EMT exams to become certified as a practicing BLS (Basic Life Support) Emergency Medical Technician, following successful completion of all course work (EMT I, II, and III) and approval of the instructors. Prerequisite: PHED 205. One hour. Azdell.

207 – EMT Basic Level Cert III – Emergency Medical Technician is a pre-hospital medical certification recognized by the Commonwealth of Virginia and the National Registry of EMT's (NREMT). Students will take this lecture/practical intensive course which is designed as part three of a three-course series, including a 20-hour externship (EMT Basic II) and make academic progress by completing all course work to the satisfaction of the instructors. Students will be eligible to take the practical and written portions of the NREMT and Virginia EMT exams to become certified as a practicing BLS (Basic Life Support) Emergency Medical Technician, following successful completion of all course work (EMT I, II, and III) and approval of the instructors. Prerequisite: PHED 206. Three hours. Azdell.

Physics

Professor Woolard, Chair; Professor McLeskey; Associate Professors Dominguez and Spagna.

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 in-

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Intellectual life of the department's faculty and students. Through classroom and laboratory exercises and supervised research projects, 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 engineering 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 the University of Virginia. This program leads 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;
- Complete either CHEM 381, or CHEM 215 and CHEM 261;
- Complete ASTR 101, or ASTR 231-233, or GEOL 101, or GEOL 102, or CHEM 130, or CHEM 381;
- Receive a C- or better in these courses as well as in PHYS 151 and PHYS 152.

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: Astrophysics—Professor Spagna; Engineering Physics—Professor McLeskey; Physics teaching certification—Professor Dominguez; Co-op Engineering—Professor Spagna.

The requirements for a Major in Physics:

- PHYS 205, 210, 250, 321, 322, 330, 340, 400, and 499;
- Complete a minimum of six hours from PHYS 335, 350, 381, 382, 430, 435, 440, 445, 450, 481, 482, ASTR 231, 232, or 321;
- 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 400/499;
 - PHYS 215 for PHYS 210;
 - Introductory or advanced courses in other sciences up to six hours.

The requirements for a Minor in Physics:

- PHYS 151 and 152;
- At least 12 hours selected from physics courses numbered 200 or above;
- Receive a grade of C- or better in these courses.

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 400 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 de-

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velop 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.

110 – Physics of Light – This course is a one-semester introduction to the physics of light, from a conceptual and historical perspective. The focus of the course is the development of various models of light, including the ray model, the wave model, and the quantum mechanical model. Specific topics include light and shadow, pigments and colors, mirrors and lenses, optical devices such as telescopes and cameras, and wave particle duality. This course is highly experiential, and centers on laboratory investigations of light as well as travel to historical locations connected to the development of the theory of light. This course partially fulfills the Area of Knowledge requirement as a Natural Science with laboratory. It also fulfills the Cross-Area requirement as an experiential (travel) course. 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. Climate and weather 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. This course partially fulfills the Area of Knowledge requirement as a Natural Science without laboratory. Offered alternate years. Three hours. Staff.

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, de Broglie waves, wave particle duality, and introductory

quantum physics. Students should be enrolled concurrently or previously in MATH 132 or 142. Prerequisite: PHYS 152. Three hours. Spagna.

210 – Digital Electronics – An introduction to the study and applications of digital electronics and micro-processor 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. Staff.

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. Prerequisite: MATH 132 or 142. 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 400 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.

321 – Intermediate Physics Lab – An introduction to the use of experimental apparatus and modern laboratory techniques. Experiments may involve the use of lasers, optical and magnetic spectrometers, interferometers, photomultipliers, radioactive sources and detectors, and standard laboratory electronics. Student work is directed to the observation of important physical effects and often involves reproducing some of the piv-

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otal experimental results in the development of modern physics. Upon the completion of the assigned experiment, students will be expected to demonstrate through written reports competency with the apparatus and an understanding of the physical phenomena measured. Prerequisite: PHYS 205 or permission of the instructor. One hour. Staff.

322 – Advanced Physics Lab – This course will build upon the skills developed in PHYS 321. Students will continue to work with new and familiar laboratory equipment, keep a record of their experiments in a laboratory notebook, and report their findings in a journal style technical report. Laboratory exercises will become less procedurally descriptive for the students in preparation for PHYS 400. Prerequisite: PHYS 321 or permission of the instructor. One hour. 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. Prerequisite: PHYS 250 or MATH 203. Four hours. Woolard.

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. Woolard.

350 – Computational Physics – This course encourages the student to think critically and creatively about research questions using computational tools. The student will learn computational methods for simulating physical systems to solve a variety of problems. Students will be introduced to object oriented programming; no prior programming experience is necessary. Topics covered will include numerical solutions to

differential equations, simulation and visualization of particle motion, and Monte Carlo simulations of thermal systems. Additional topics may include planetary motion, fractals, numerical integration, and quantum systems. Prerequisites: PHYS 152 and MATH 132 or 142 or permission of instructor. Offered alternate years. Three 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.

400 – 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 322 and/or permission of instructor. Three hours. 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. Staff.

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. Staff.

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

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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 experience. 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 330, 340, and 400, or permission of department. This course fulfills the Cross-Area requirement as a capstone experience when combined with PHYS 400. Three hours. Spagna.

Political Science

Professor Turner, Chair; Professors Badey, Bell, and Rosenthal; Associate Professors Fullmer and 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.

The requirements for a Major in Political Science:

- Must earn grades of C- or better in all courses used to complete the major;
- Must complete PSCI 201, 202, 203, and 301;
- Must complete a total of at least 34 hours in political science;
- Must complete at least one Political Science course from Group I – American Government: COMM/PSCI 307, 308; PSCI 306, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 421, 450, or 455;
- Must complete at least one Political Science course from Group II – International Relations: INST/PSCI 321; PSCI 320, 322, 326, 327, 423, or 441;
- Must complete at least one Political Science course from Group III – Foreign and Comparative Government: PSCI 330, 331, 332, 333, 334, 335, 336, 337, 338, or 339;
- Must complete at least one Political Science course from Group IV – Political Theory: PSCI 342 or 442;
- Must complete a capstone experience approved by the department.

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, either ECON 201 or 202, 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

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.

203 – Success Strategies in Political Science – This course is intended for new political science majors and those thinking about majoring in the department. The course exposes students to significant concepts and issues in the discipline, provides an overview of the political science major, and assists students with identifying career paths that may be of interest. It also provides students with the opportunity to practice the important critical thinking, reading, writing, speaking, and analytical skills that they will need to use in their coursework within the major and across the college. One hour. Staff.

221 – Policy and Politics in Health Care – This course explores the major policy issues in health care, including access, cost, and quality within the political context. The impact of health policy, health care financing and economics, legislative and regulatory authority on professional practice, and the health care delivery system will be analyzed. Societal and professional issues influencing health profession practice and the health professional as an active participant in policy are examined. Required interprofessional education (IPE) course for nursing majors. Three hours. Staff.

225 – 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. Cross-listed with EVST 225. Three hours. Staff.

226 – 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. Cross-listed with EVST 226. 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. Prerequisite: PSCI 201 or 202 or permission of department. Three hours. Fullmer.

306 – Retail Politics: Presidential Campaigning in the U.S. – Students will explore an important American electoral tradition – the presidential nomination process. During the first portion of the course, students will meet on campus, where we will discuss the processes through which the Democratic and Republican Parties nominate candidates for president, including the party rules, fundraising laws, and policies regarding voter participation. We will also review the dynamics of the presidential campaign process, including the structure of campaign staffs and methods used for targeting voters. Then, during the second and third week of the course, students will travel to Iowa and New Hampshire to take part in the nomination process. The Iowa Caucus and New Hampshire Primary are the first elections that help decide who the major political parties in the U.S. will nominate for president every four years. Campaigning in these states is intense. Candidates hold many public events in the weeks preceding the respective contests, while thousands of campaign operatives and volunteers come to the states working for various presidential hopefuls. The campaigning is notable for its “retail” quality, as many events are held in small venues and feature significant access to candidates. Students will play an active role by volunteering for candidates. This will include canvassing, making phone calls, coordinating events, and distributing literature on behalf of a campaign. When students are not campaigning, our group will attend candidate events and scholarly discussions about the history and significance of the Iowa Caucus and New Hampshire Primary. During the course’s final week, students will again meet on campus to discuss our experiences and place them in the context of the broader nomination process.

Prerequisite: PSCI 202 or permission of the instructor. Three hours. Fullmer.

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. Cross-listed with 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. Cross-listed with COMM 308. Offered alternate years. Three hours. Connors.

309 – Political Parties – This course provides a historical, theoretical, and practical examination of political parties in the United States. Students will explore the causes of party development, the two-party system, the history of American parties, and the factors which contribute to changes in party orthodoxy and realignment over time. The interaction of parties with interest groups, state and local governments, and other institutions will also be examined. Through lectures, readings, films, and in-class simulations, students will study the inner-workings of parties, including the process through which candidates are recruited and nominated, potential voters are targeted, and strategic goals are generated. Finally, the U.S. will be compared to other global party structures, allowing students to assess the normative strengths and weaknesses of the American system in a comparative context. Prerequisite: PSCI 202. Three hours. Fullmer.

310 – Interest Group Politics – This course provides an introduction to the roles of interest groups in the American political system. The course focuses on how groups are conceptualized, how they recruit members, and how they operate. The course explores interest group goals, how and why they influence members of

Congress, the executive, and the courts, as well as their activities and influence during electoral campaigns. Significant attention will be given to the regulatory framework regarding campaign finance and the practice of lobbying. The course will identify how federal spending priorities are tied to groups and their specific interests. Students will conduct original research on a question of interest related to the themes of the course, and will prepare written and oral presentations of their research. Offered alternate years. Three hours. Fullmer.

311 – Identity Politics – Identity Politics provides an overview of the American political system as it relates to race, ethnicity, gender, class, disability, and sexual orientation. It covers the historical efforts of disadvantaged groups to attain the full rights of citizenship. In doing so, continuing legal and cultural barriers are explored, including those that deter individuals from seeking elected office. The political behavior of disadvantaged groups is also closely examined, including both ideological trends and the effects of descriptive representation by members of these groups. The course also addresses efforts by the economically distressed to achieve rights under the law, including the Labor Movement and modern movements to address rising inequality. Finally, the predicament of women, racial, and ethnic minorities, and the poor in the U.S. will be compared with those in other industrialized nations. Three hours. Fullmer.

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,

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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. Fullmer.

318 – The U.S. Congress – 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.

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. Cross-listed with INST 321. Three hours. Badey.

322 – International Organizations – 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.

330 – Comparative Legislatures – Comparative Legislatures explores the major differences between the presidential-congressional system of government in the United States and the prime ministerial-parliamentary systems used in other parts of the world. Comparative Legislatures focuses on the factors influencing a particular non-western country's implementation of parliamentary democracy. A travel course, this class offers the opportunity for students to consider the unique geographic, cultural, social, and political characteristics that shape the U.S. and comparison country by travel

both to Washington, D.C. and to a major parliamentary democracy for in-depth participant observation of the differences between the two systems. Recommended: PSCI 201 or 202. Three hours. Bell.

331 – European Politics – 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 – Russian Politics – 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. Prerequisite: PSCI 201 or 202 or INST 261 or INST/PSCI 321 or permission of department. 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 subnational 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. Prerequisite: PSCI 201 or 202 or INST 261 or INST/PSCI 321 or permission of department. Three hours. Turner.

335 – Chinese Politics – 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. Prerequisite: PSCI 201 or 202 or INST 261 or INST/PSCI 321 or permission of department. Three hours. Turner.

336 – Revolution, Politics and Policy in Cuba - This course studies contemporary Cuban politics and society. Through study, site visits, and meetings and interviews with Cubans, students will learn about Cuba's political structure and culture, its domestic and foreign policies, and the importance of the Revolution in shaping Cubans' political identity. Offered every third year. Three hours. Turner.

337 – Mexican Politics – This course surveys the governmental structures and political processes in Mexico. The course examines the historical development of the Mexican political system during the Republican and Revolutionary periods. It then studies the multi-party political system of the 21st century. The purpose of this course is to give students a general familiarity with Mexican political history since the late 19th century; to investigate how political power is structured and operated in Mexico; and to consider some of the major challenges confronting Mexico today. Prerequisite: PSCI 201 or 202 or INST 261 or INST/PSCI 321 or permission of the instructor. Offered alternate years. Three hours. Turner.

338 – Middle Eastern Politics – 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.

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.

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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.

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. Prerequisite: PSCI 301. Three hours. Staff.

421 – Constitutional Law – A survey of the continuing development of the Constitution through judicial interpretation. This course is divided into multiple units, each of which explores a significant recent Supreme Court decision in detail, with attention both to the specifics of the recent case and to the precedents that informed the Court's decision. It also explores the constitutional and institutional imperatives that guide the Court's actions on a wide range of cases. Prerequisite: PSCI 202. Offered every third year. Three 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 – Seminar in Political Theory – This course will explore ideas, issues, and themes from the study of

political theory in a seminar format (discussion-based with active participation by all students). Specific topics will vary, and may range from ideologies such as liberalism and socialism to specific historical figures and eras. 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 staff of a Representative or Senator, with a congressional legislative or party committee, or with a private interest group or think tank. In New York, students will be placed with a non-governmental organization affiliated with the United Nations. Students will complete academic requirements as well as work part-time (fall or spring terms) or full-time (January or summer terms). Open to juniors and seniors with the permission of the instructor. Application required; see Internship Program. Three hours each. Bell.

452-453 – Internships in Political Science – Qualified students will be able to combine their classroom knowledge with practical experience in internship placements in local governmental offices; local, state, or national party or interest group organizations; courts or law offices; or other appropriate experiences. Students will complete academic requirements as well as work part-time (fall or spring terms) or full-time (January or summer terms). Open to juniors and seniors with the permission of the instructor. Application required; see Internship Program. Three hours each. Staff.

455-456 – Internships in State Government – Qualified students will combine academic preparation with supervised practical experience in working for a member of the state legislature or a lobbying organization. Students will complete academic requirements as well as work part-time (fall or spring terms) or full-time (January or summer terms). Open to juniors and seniors with the permission of the instructor. Application required; see Internship Program. Three hours each. Meagher.

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 course offered at Wroxton College in England

POLS3450 – British Government and Politics – The purpose of this course is to give a broad introduction to

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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.

Psychology

Associate Professor Riener; Chair; Professors Bardi, Hughes, Klaaren, and Parker; Associate Professor Gerecke; Assistant Professors Brooks and Farmer.

Liberal education 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 content 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 one Research Applications and Theoretical Systems course (RATS). This course will follow a specific prerequisite content course 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 take an additional RATS course and 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 could take Developmental Psychology (PSYC 330), Developmental RATS (PSYC 339), and Early Experiences (PSYC 332). 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, businesses, schools, law-enforcement agencies, 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, 201, 202, 433 and PSYC 320, 321, 323, or 325, and 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); one Research and Applied Theoretical Systems (RATS) course in one of the aforementioned series (each with a specific prerequisite); and three upper level (300/400) elective courses. The minor in psychology

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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 an additional RATS course and a senior project in which students spend their 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 Psychology (PSYC 310); Sensation and Perception (PSYC 312); Cognition and Culture (PSYC 315).

PSYC 320 Series: Behavioral Neuroscience (PSYC 320); Clinical Neuroscience (PSYC 321); Comparative Animal Behavior (PSYC 322); Hormones and Behavior (PSYC 323); Primatology (PSYC 324); Psychopharmacology (PSYC 325).

PSYC 330 Series: Developmental Psychology (PSYC 330); Early Experiences (PSYC 332); Adolescent Psychology (PSYC 334).

PSYC 340 Series: Social Psychology (PSYC 340); Psych and Law (PSYC 342); Non-verbal Behavior (PSYC 344); Industrial Organizational Psychology (PSYC 345).

PSYC 350 Series: Psychopathology (PSYC 350); Personality/Treatment (PSYC 351); Tests/M Measurement (PSYC 352); Child and Adolescent Psychopathology (PSYC 353).

- * *All majors must take PSYC 320, 321, 323, or 325;*
- One RATS course from one of the following: Cognitive Science (RATS 319); Psychobiology (RATS 329); Developmental (RATS 339); Industrial/Organizational (RATS 348); Social (RATS 349); Clinical Applications (RATS 359); Integrative (RATS 369);
- Any three 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. Partially satisfies the Area of Knowledge requirement the Social Sciences. Offered alternate years. Three hours. Hughes.

116 – Psychology of Intelligence and Learning – It's all about intelligence (g)! This course will offer students the opportunity to study the history of intelligence and theories regarding the relationship between intelligence and learning. Course topics will include intellectual/cognitive (IQ) development, multiple in-

telligence, emotional intelligence, and the relationship between intelligence and temperament. Intelligence will be discussed in the context of learning differences, with a focus on specific cognitive or developmental challenges (including learning disabilities) that can be barriers to learning. Instructional methods will include lecture, discussion, case studies, demonstrations, and student-led activities. Three hours. Staff.

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. Brooks, Parker.

122 – Comparative Animal Behavior – This course investigates 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. Students may not also receive credit for PSYC 322. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Bardi.

124 – Mind and Health – The immune system and the nervous system interact and cooperate. They have very different means to acquire memory and they affect one another to drive perfectly normal behaviors and many abnormal ones. This course will introduce the biology of the immune system and the organization of the nervous system with a consistent eye on how the two affect behavioral strategies and how they change in response to behavioral outcome. We will place a particular emphasis on the experimental data that give us a modern view of neuroimmunology and its role in human behavior. Cross-listed with NSCI 124. Three hours. Staff.

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. Bardi, Gerecke.

126 – Psychobiology of Happiness – This course is a comprehensive study of the neurological mechanisms responsible for the regulation of emotional behavior. It is designed to provide students with a detailed description of the mechanisms underpinning life satisfaction. While there is no shortage of theories on what ‘happiness’ is and how to achieve it, this course will examine the nature of happiness from the view-point of behavioral neuroscience. This class will require students to invest a considerable amount of time to reorganize their critical thinking on happiness in order to be more informed on what makes them and others ‘happy’. Supplemental texts, videos, writing exercises, and in-class demonstrations will be used to augment lectures and discussions in the classroom. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Bardi.

128 – Drugs, the Brain, and Behavior – What do we believe about certain drugs, and why? What does science tell us? This course has been designed to give you the tools to understand and have an informed opinion about these issues. We will begin by discussing the organization and function of a number of nervous system structures as well as the processes involved in neuronal communication. This will then serve as the basis for understanding neuropharmacology and the subsequent effects of drugs on an individual. We will then focus on particular classes of drugs in an effort to understand the physiological, psychological, and sociocultural factors that contribute to addiction and our attitudes about drugs. A major emphasis will be placed on the mechanism of action of distinct drugs in the body/brain; the associated implications for therapeutic and toxic results; and the methodology used in neuropsychopharmacological research. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Gerecke.

130 – Lifespan Development – This course provides students an overview of research, theory, and practice in the study of human development from conception to death. Students will learn about how infants, children, adolescents, and adults develop. Consideration includes (1) the interaction of heredity and environment on development; (2) the influence of diversity on human development throughout the lifespan; and (3) the social, emotional, psychological, and biological developmental changes that occur over the lifespan. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Brooks.

140 – Psychology of Illusion – This course explores several domains of psychology through the lens of illusion. Beginning with illusions of perception, we will

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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. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Riener.

141 – Psychology of Vision – This course will introduce students to the science of vision, beginning with the physical nature of light, moving on to the biology of the eye, and the neuroscience of our brain's visual system, then to the psychology of sensation and perception. Along the way, we will also explore topics in the philosophy of perception. The course will be highly interdisciplinary, including readings, materials, demonstrations, and activities from each of these different fields. Students will explore the phenomena of vision from the different perspectives, but the focus (and learning objectives) will be on the psychology of vision. The course will meet daily for the week of January term, then travel to England, with day trips to local destinations, then return to campus for the final week of classes. Satisfies the Cross-Area requirement for experiential (travel). Partially satisfies the Area of Knowledge requirement in the Social Sciences. 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. Farmer.

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.

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. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Three hours. Brooks, 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 for non-western. Partially satisfies the Area of Knowledge requirement in the Social Sciences. Offered alternate years. Three hours. Klaaren.

196 – Animal Cultures/Travel Course in Japan – This course is a comprehensive study of cultural aspects of behavior in primates. The main goal of the course is to investigate the issue of animal culture, which has been hotly debated in several disciplines, including ethology, zoology, sociology, and comparative psychology. Students will gain a unique opportunity to study one of the most intriguing primate species, the snow monkeys, by conducting observational research at the Arashiyama Park (Kyoto Prefecture, Japan). Monkeys at this location are wild, but used to the human presence because feeding stations have been maintained since the early '50s. Moreover, students will be exposed to the very unique Japanese culture, in a remote place that has yet to be invaded by the modernization of the rest of Japan. Three hours. Bardi.

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. Staff.

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 for research and computer. Prerequisite: C- or better in PSYC 200. Four hours. Staff.

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. Prerequisites: PSYC 200 and 201. 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.

319, 329, 339, 348, 349, 359, 369 – 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 or 312 for Cognitive Science RATS (PSYC 319), Hughes, Riener.
- PSYC 320, 321, 323, or 325 for Psychobiology RATS (PSYC 329), Bardi, Gerecke.
- PSYC 330 for Developmental RATS (PSYC 339), Brooks, Parker.
- PSYC 340 or 345 for I/O RATS (PSYC 348), Staff.
- PSYC 340 for Social RATS (PSYC 349), Klaaren.
- PSYC 350 for Clinical Applications RATS (PSYC 359), Farmer.
- Two courses from two different series areas for Integrative RATS (PSYC 369), Staff.

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. Cross-listed with NSCI 320. Three hours. Bardi, Gerecke.

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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. Bardi, Gerecke.

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. (Often taught as travel course to the Randolph-Macon College primate lab in south Miami, FL.) Cannot receive credit for PSYC 122 and 322. Offered alternate years. Three hours. Bardi.

323 – Hormones and Behavior – This course will examine some of the most notable and well-studied relationships among hormonal messengers, brain activity, and behavioral outcome, such as the stress-response, hormones and cognition, biological rhythms, and hormonal influences on reproductive behavior. The emphasis will be on discussion of how behavioral outcome is connected to physiological functioning, and vice versa, how behavioral/environmental characteristics can affect our physiology. Supplemental texts, videos, writing exercises, and in-class demonstrations will be used to augment lectures and discussions in the classroom. Prerequisites: PSYC 200 and 201. Cross-listed with NSCI 323. Three hours. Bardi, Gerecke.

324 – Primatology – This course is a comprehensive study of the behavior of human and nonhuman primates. The main goal of the course is to understand human behavior looking through the looking glass of comparative psychology. Contrary to popular beliefs, the human mind is made by the same parts and pieces of the animal mind. Thus, studying and reflecting on the causes of primate behavior will open new avenues for the comprehension of our own behavior. To accomplish this goal, the course is designed to provide students with a detailed description of the psychobiological mechanisms of causation and control of primate behavior from an evolutionary perspective. This course will require students to invest a considerable amount of time in order to reorganize their critical thinking on behavior. Not open to students who have completed HONR 298. Prerequisites: PSYC 200 and 201. Three hours. Bardi.

325 – Psychopharmacology – This course is a comprehensive study of the actions of drugs and their effects on living organisms. It is designed to provide students with

a detailed description of how drugs interact with proteins in the brain to initiate psychological and behavioral responses. Psychoactive drugs, such as caffeine and alcohol, are pervading all aspects of everyday life, and it becomes increasingly important for any psychologists to understand how they can induce sudden and widespread changes in mood, perception, emotional response, and behavior. This class will help students to navigate the rapidly evolving field of psychopharmacology, focusing on aspects of primary importance for a psychologist, such as drug addiction and medical use. Prerequisites: PSYC 200 and 201. Three hours. Bardi, Gerecke.

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. Brooks, 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. Brooks.

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 col-

lective 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.

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.

344 – Nonverbal Behavior – This course is a comprehensive study of nonverbal behavior in human and nonhuman animals. It is designed to provide students with a detailed description of the mechanisms underpinning signaling and communication, as a way to learn how to reshape our interactions and understanding of others. Nonverbal behavior has a critical impact on the interpretation of messages, and this course will help students to assess the cues derived from nonverbal mannerism and codes including facial expression, body language, and auditory stimuli. This class will help students to be more perceptive of the subtleties of nonverbal behavior and able to extract the hidden meaning of everyday conversations. Prerequisites: PSYC 200 and 201. Three hours. Bardi.

345 – Industrial/Organizational Psychology – This course will introduce students to representative topics in the discipline of industrial/organizational psychology including: personnel selection and evaluation, training, work motivation, leadership, teamwork, quality of work environment, job satisfaction, and work-family balance. In addition to lectures, course content will be presented to students via guest speakers, videos, group discussions, and relevant projects. Prerequisites: PSYC 200 and 201. Three hours. Staff.

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. Farmer.

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. Farmer.

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, and (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. Farmer.

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. Farmer.

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 addition 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:

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sites: 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.

450-451 – Directed Field Studies in Psychology – Three hours each. Klaaren, Parker.

455-456 – Internship in Psychology – Open to qualified students, this course provides practical experience outside of the classroom in psychology or a related field. Students complete a minimum of 130 hours in a setting consistent with a student's goals, preparation, and interests. Students complete a daily reflective journal and a rigorous reaction paper integrating their psychology coursework with their knowledge in the workplace. Prerequisites: six hours of upper level psychology or permission of the instructor. Open to juniors and seniors with a minimum GPA of 2.25. Application and permission of the instructor is required. See Internship Program. Three hours each. Klaaren, Parker.

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 Brown; Assistant Professor Polaski.

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. Through the academic discipline of religious studies, the student confronts re-

ligion 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 33 hours of work in religious studies or related subjects and at least 24 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.

The requirements for a Minor in Religious Studies:

- Must complete 15 hours of work in the department;
- Must complete RELS 205 (preferably in the first or second year);
- The remaining 12 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, and GREK 346.
2. The World's Religious Traditions Emphasis:
RELS 221, 222, 223, 225, 227, 228, 229, 230, 231, 240, 243, 244, 246, 247, 248, 335, 336, and HONR 110.
3. Religion and Culture Emphasis:
RELS 235, 237, 251, 260, 262, 271, 274, 275, 280, 282, 341, 343, 352, 375, 384, and HONR 289.

Courses for which no area is specified: RELS 205, 401, 450, 481-482, 491-492, and 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

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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. Polaski.

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. Polaski.

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 historical and literary survey of Jewish and Christian Scriptures that analyzes biblical texts using methods drawn from the liberal arts. Not open to students who have successfully completed RELS 211 or RELS 212. Area One: Biblical Studies. Three hours. Polaski.

211 – The Hebrew Bible: History and Literature – The Hebrew Bible: History and Literature – A survey of the Hebrew Bible (the Jewish Tanakh and the Christian Old Testament) that gives attention to the development of this literature in ancient Israel and early Judaism and to the significance of these writings in their own times. Not open to students who have successfully completed RELS 210. Area One: Biblical Studies. Three hours. Polaski.

212 – The New Testament: History and Literature – A survey of the New Testament that gives attention to the development of this literature in Jewish and early Christian communities and to the significance of these writings in their own times. Not open to students who have successfully completed RELS 210. Area One: Biblical Studies. Three hours. Polaski.

215 – The Bible and Film – This course investigates the use of the Bible in film. Movies will be studied and critiqued in light of their corresponding biblical texts in order to discern ways the Bible may be appropriated in modern cultures. Area One: Biblical Studies. Offered every two or three years. Three hours. Polaski.

217 – The Bible in America – An investigation of the Bible’s influence on American society, paying attention to how interpretations of the Bible have both reflected and challenged American culture. Area One: Biblical Studies. Offered every two or three years. Three hours. Polaski.

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. Brown.

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

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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. Staff.

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 be-

tween 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 1st 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 infrequently. Three hours. Staff.

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. Offered infrequently. Three hours. Breitenberg.

244 – English Reformation and Rise of Methodism – A study of the leading persons, theologies, movements, and communities of the English Reformation as well as the origins and development of Methodism in Great Britain, the American colonies, and the early republic. We will consider religious, social, cultural, artistic, and political contexts affecting the Reformation in England and beginnings of the Methodist tradition as well as the significant and enduring influence of both. We will also explore music as an expression of the English Reformation and learn how it was a means of spreading Methodist beliefs. The class will travel to England and Scotland. Area Two: The World's Religious Traditions. Offered infrequently. Three hours. Breitenberg.

246 – Jewish and Christian Identities in Ancient Israel/Palestine – This travel course examines the development of Judaism and Christianity under the Roman Empire and Hellenistic Culture. It provides a historical introduction to the period from the Maccabean Revolt through the Christianization of the region after Constantine. The course covers such topics as the Qumran community, Herod the Great, the Jewish revolts against Rome, the life of Jesus, and the rise of Christian holy places. It includes visits to loca-

tions such as Qumran and the Dead Sea, the Old City of Jerusalem, Sepphoris, Caesarea Maritima, Pnias, Masada, and Herodium. Area Two: World's Religious Traditions. Offered infrequently. Three hours. Polaski.

247 – Jewish and Christian Identities in Today's Israel/Palestine – This travel course examines the existence of Jews and Christians in today's Israel/Palestine, focusing on the complexity of these groups. It provides a historical introduction to the region from the mid-19th century to the present. The course covers such topics as Jewish Messianism, Ultra-Orthodox Judaism, Judaism and conversion, women and gender, the land as symbol in Jewish identity, the relationship of the Holocaust to Jewish/Israeli identity, Christian apocalyptic speculation, Palestinian Christianity, Christian diversity in Jerusalem, and Christian Israelis. It also includes discussions with a variety of Israeli and Palestinian thinkers and activists and feature visits to locations such as Bethlehem, Jerusalem, Nazareth, Lake Kinneret, Masada, Yad Vashem, Mt. Herzl, and Old Jaffa/Tel Aviv. Area Two: World's Religious Traditions. Offered infrequently. Three hours. Polaski.

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 tradi-

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tions 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. 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 America are the primary areas of study, we will also consider the relationship between science and other religions. Offered every two or three years. Area Three: Religion and Culture. Three hours. Breitenberg.

271 – Women and Religion – This course offers both historical and contemporary perspectives on the situation of women in a variety of religious traditions throughout the world. The course provides a broad survey of religions, including Eastern World Religions (such as Hinduism, Buddhism, Confucianism, Daoism, and Shinto), Western World Religions (such as Judaism, Christianity, and Islam) and Indigenous Traditions (such as Australian, African, and Native American). In addition, the class examines the significant impact of feminist critique in the study of religion, the recent emergence of goddess centered religions in the West, and the development of ecofeminist theologies and spirituality. Area Three: Religion and Culture. Offered every two or three years. Three hours. Staff.

273 – Women in the Bible – A study of women in Jewish and Christian Scriptures. This course focuses on ways this literature moves readers to adopt various ideas about women. Attention will be given to the historical and sociological realities for women in ancient Israel, early Judaism, and early Christian communities, as well as to the relation between these texts and modern readers. Area One: Biblical Studies. Offered every two or three years. Three hours. Polaski.

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 por-

trayed 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.

280 – Religion in America – A study of the development and significance of religion in the United States of America, from the colonial period to the present. Consideration will be given to the beliefs, practices, and interactions of religious traditions in the United States and how these affected the broader society and were in turn influenced by it. Students will gain an understanding of the role of religion and its importance for American life and thought. Area Three: Religion and Culture. Offered every two or three years. Three hours. Breitenberg.

282 – African-American Religion – A study of African-American religious beliefs and practices from the colonial period to the present. This course examines the religious life and experiences of African-American individuals and groups. Situated within the larger context of religion in America and the dominant religious traditions of the broader society, African-American religion developed out of a combination of European Christianity and elements of African indigenous religions into the “invisible institution” of the antebellum South and later blossomed into a variety of new Christian denominations as well as Islamic and other religious traditions. Students will learn ways in which African-American religion drew from, contributed to, and challenged aspects of dominant religious traditions in the U.S. and how it holds a unique and important place in American religious, social, and cultural history. Area Three: Religion and Culture. Offered every other year. Three hours. Staff.

311 – Prophecy in Ancient Israel – This course examines the phenomenon of prophecy, particularly in the ways it was manifested in ancient Israel. Attention will be given to the sociological and political dimensions of

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prophecy, as well as its psychology, ethics, theology, understanding of gender, and rhetorical function as literature. Area One: Biblical Studies. Offered every three years. Three hours. Polaski.

312 – Biblical Short Stories – This course examines narrative texts from the period during which Judaism emerged (515 BCE-70 CE). Stories are drawn from the Hebrew Bible, the Apocrypha, and other ancient sources. We will read these texts as narratives, exploring their literary artistry, but will also consider what they might say about the development of religious identity. Area One: Biblical Studies. Offered every two or three years. Three hours. Staff.

321 – Life and Teaching of Jesus – In this course students will investigate such topics as the history of Jesus-research since the 18th 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 – A study of the book of Revelation, also called the Apocalypse, from the Christian New Testament. Revelation is investigated as an example of ancient apocalyptic discourse, through reading other apocalyptic texts and sociological studies of apocalypticism. Consideration is also given to ways this book has been interpreted in our present era. The major focus of the course, however, will be the close reading of Revelation itself. Area One: Biblical Studies. Offered every three years. Three hours. Polaski.

335 – History of Christianity from the Early Church to the Protestant Reformation – A survey of the development of the Christian Church from the 2nd 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. 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. 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. Staff.

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 literary works from different times and a range of sources with the concerns of religion. Emphasis will be placed upon how writers, in different cultural and religious contexts, have struggled with the relevance and applicability of traditional religious ideas and practices in the modern world. Area Three: Religion and Culture. Three hours. Brown.

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-20th century

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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 analyze and discuss readings selected from the three areas of emphasis within the major. Outside speakers will discuss career and graduate school options. Senior status or, for students minoring in education, junior status with consent of department chair. Open to religious studies minors with consent of the department chair. Should be taken in a student's final year at the college. Offered every spring. Three hours. Staff.

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.

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 and Anthropology

Associate Professor London, Chair; Professor Bissler; Associate Professors Kane and Rodman; Assistant Professor Cribbs; Visiting Instructor Adair; (Department of Sociology and Anthropology)

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, industri-

al 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, crime, 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 and anthropology, the department also offers a minor in sociology and anthropology. Beyond the department itself, the faculty are centrally involved in the black studies, gender, sexuality, and 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 and anthropological 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 quantitative 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 and anthropological exploration and application of the theoretical and methodological

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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 and Anthropology (minimum of 35 hours, 11 courses):

- Must complete SOCI 200, 201, 300 (political science majors/minors may substitute PSCI 301), and 301;
- Must complete either MATH 111 or 113, but may not complete both;
- Must complete three courses above the 200 level (not counting SOCI 300, 301, 450, 455) one of which must be a 400 level course from the following: SOCI 410, 420, 440, 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 (Anthropology): SOCI 215, 218, 220, 330, 331 (INST 331), 381, 420, 440, GSWS 282 (INST 282), 326 (INST 326); designated honors courses; transfer courses 031 or 041 designations;
 - Group II (Social Dynamics): SOCI 202 (GSWS 202), 210, 212, 217, 221, 222, 225 (BLST 201), 247, 250, 317, 340, 342, 382, 383, 440, GSWS 101; designated honors courses; transfer courses 032, 033, 042, or 043 designations;
 - Group III (Crime and Justice): CRIM 200, 322, 334, 384, 410; designated honors courses; transfer courses 034 or 044 designations.
- Must complete at least one additional SOCI course above SOCI 201.

The requirements for a Minor in Sociology and Anthropology (minimum of 17 hours, 5 courses):

- Must complete SOCI 200 and 301;
- Must take at least one course above the 200 level (not counting SOCI 301);
- Must complete at least one course in each of the three groups (see above).

The grade point average of the sociology/anthropology coursework comprising the major or minor, including the required statistics course on the major, must be no less than 2.00 with no course grade below C-.

Sociology and Anthropology (SOCI) Courses

200 – Foundations of Sociology and Anthropology –

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 socio-

logical 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 many courses in the department above the 200 level. Four hours. Staff.

201 – Success Strategies in Sociology and Anthropology –

Success Strategies in Sociology and Anthropology is intended for new sociology/anthropology majors and those thinking about majoring in the department. The course exposes students to significant concepts and issues in the disciplines, provides an overview of the sociology/anthropology major, and assists students with identifying practical applications and careers for graduates with a sociology/anthropology major. It also provides students with the opportunity to develop and practice the important critical thinking, reading, writing, speaking, and analytical skills that they will need to use in their coursework within the major and across the college. Prerequisites: SOCI 200 and limited to sociology/anthropology majors and minors. One hour. 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. Cross-listed with GSWS 202. Three hours. Rodman.

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 transi-

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tions 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. Staff.

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. Staff.

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, 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. Cribbs.

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 class- room. Prerequisite: permission of instructor. Offered infrequently. Three hours. Staff.

220 – Language and Culture – The study of the role of language in culture is one of the most exciting inquiries in the social sciences because it touches on a variety of human behaviors – from the evolutionary basis of social behavior and childhood language acquisition, to communication across differences of social status, gender, race and age, and the human capacity to speak multiple languages, including gestural languages that don't require speech at all. The study of language has two interwoven elements: the social – how we learn and use language with parents, peers and within social structures; and the biological – how evolution equips us

not only with the “body stuff” to produce language – our vocal and gestural anatomy – but the “brain stuff,” as well. It follows that the central pair of questions guiding this course are: how did we get to be the only creatures on Earth who use such sophisticated communication, and how has language enabled us to build and maintain civilizations in light of language's capacity to facilitate both collaboration and conflict? Topics will include the origin and evolution of language, language acquisition in children, the differences and universals in languages across the globe, the potential for non-human animals to learn language, the connection between a particular language and how the social and natural worlds are perceived, language's potent role in politics, how cultural identity and prejudice are manifest through language, and the integral part language plays in human interaction, status, and power. Three hours. London.

221 – Childhood and Society – This course explores childhood through a sociological perspective; it examines the concepts, theories, and empirical research within the sociological study of childhood. The course examines theoretical approaches to understanding childhood, how and why the meaning of childhood changes over time, space, and social context, and the social inequalities that shape the lives of children in the United States. Building on the theme of social inequality, the course then considers special topics such as socialization, social media and popular culture, play, physical and social health, immigration, education, and social policy. Three hours. Kane.

222 – Popular Culture – This course is an introduction to critical issues in the study of recent popular culture. Popular culture is a reflection of society, portraying and/or distorting reality in multifaceted ways. This course will utilize major sociological theoretical perspectives, empirical work, and methods to study popular culture. This class will analyze the impact of structure and culture on popular culture (and vice versa) to try to understand the social significance of popular culture. Popular culture will be examined as a social construction and will be critically assessed by analyzing definitions, contextual importance, and the creation of popular culture through interaction. How social inequalities may be created, reinforced or perpetuated by popular culture will be a main focus as well as its role in social resistance and change. Three hours. Staff.

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

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larger culture on African-Americans. Interracial, inter-ethnic, as well as interclass issues will be examined. Cross-listed with BLST 201. Three hours. Jefferson.

247 – Social Inequality – Sociology is the study of the social world: how we create patterns through our individual behaviors, how we interact with one another, how society influences people and how we influence the larger social structure. Sociology is a broad discipline, examining questions related to various social locations and cultural phenomena. This course is designed to help you start to see the world sociologically, think through social problems sociologically, and to see patterns in human social behavior. This course will introduce students to the diversity of human cultural experiences in the contemporary world. Goals of the course include gaining an appreciation for the common humanity and uniqueness of cultures; gaining sensitivity toward stereotypes and ethnocentrism; and understanding how privilege and oppression intersect in our daily lives. Three hours. Cribbs.

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 pre-suppose 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 infrequently. Three hours. Staff.

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: any 200-level course in sociology or criminology. Not open to freshmen. Four hours. Cribbs.

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: any 200-level course in sociology or criminology. Four hours. Staff.

317 – Social Stratification – "Social Stratification" is a core sociological concept and reveals the idea that, as social beings, we have historically hierarchically arranged ourselves unequally. This course explores modern and classical explanations of the causes of inequality; focuses on how valued resources are distributed; and examines how class, race, gender, and other axes of stratification influence inequality. This course will challenge preconceived understandings of social locations and push you to think analytically about how social identities intersect and influence opportunities and outcomes. Prerequisite: any 200-level course in sociology or criminology. Three hours. Cribbs.

324 – Social Perspectives on Motherhood – This course explores U.S. motherhood as a socially constructed institution and set of practices. Students will examine the social context that shapes contemporary social expectations and experiences surrounding motherhood. Students will become familiar with diverse social and cultural perspectives on birthing, breastfeeding, and mothering. Intersecting systems of power such as gender, sexuality, social class, race-ethnicity, ability, and age will be considered as we discuss topics such as fertility rates and infertility, poverty and welfare, incarceration, postpartum maternal health, work-family balance, state policy, and single-mothering. Three hours. Kane.

330 – Peoples 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. Prerequisite: any 200-level course in sociology or criminology. Three hours. London.

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,

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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. Cross-listed with INST 331. Prerequisite: any 200-level course in sociology or criminology. 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 criminology. Offered alternate years. Three hours. Cribbs.

342 – 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. Prerequisite: any 200-level course in sociology or criminology. Three hours. Cribbs.

400 – Power, Politics, and Ideology – This is an upper-level reading and research-intensive course designed to help students understand and analyze the political world from an informed and critical position, to give students an overview of some of the ways sociologists think about power and politics, and to provide students the tools for understanding their relationship to the political world. In particular, this course considers the many processes that influence the political system and political outcomes, such as: the power and resources of groups (e.g., corporations, interest groups), individual voting and civic participation, the activities of protestors and social movements, the advice of policy experts and scientists, the expansion of a global economy and cultural system, and others. By drawing on the insights of sociology, we are better able to understand these processes, and thus gain a better understanding of how the political system works. Much of the focus of the course is on the United States and the global socio-political system, but we also explore developments in other countries. Prerequisites: SOCI 200 and 300 or permission of instructor. Offered infrequently. Four hours. Cribbs.

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

obscurity. Prerequisites: SOCI 200 and 300 or permission of instructor. Offered alternate years. Four hours. London.

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, 300, and 301 or permission of instructor. Offered alternate years. Four hours. Staff.

450 – Field Studies in Sociology and Anthropology – 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 or the departmental capstone requirement. One term only. Junior and senior sociology majors. Three hours. Bissler.

455 – Internship in Sociology and Anthropology – 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 junior and senior sociology majors. Application required; see Internship Program. Does not count towards the 400 level course requirement or the departmental capstone requirement. Three hours. Bissler.

460 – Sociological and Anthropological 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 disci-

Sociology and Anthropology, Spanish

pline. 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 educated 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 project 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 Reagan; Associate Professors Borchard, Bordera-Amérigo, and Massery; Visiting Assistant Professors Hulme-Lippert and Soric.
(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 culture, literary and linguistic skills, and professional skills. The Spanish faculty believes that a multifaceted study of another language and culture sensitizes students to realities other than their own, permits them to become less ethnocentric and more understanding of cultural differences, while also developing an appreciation for people of other cultures.

The department offers a number of study abroad opportunities. Individual faculty members accompany groups of students to Spain, Mexico, Costa Rica, Peru, or other countries depending on faculty interest during the January term. 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 30 semester hours (10 courses of at least 3

hours beyond SPAN 215), planned in consultation with an adviser in the department. The core of the major including a course in Grammar, Reading, and Conversation 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. Alternate arrangements can be made in consultation with the department chair for cases in which this is not possible. Internships may not replace the study abroad experience. The capstone experience will be fulfilled in the junior or senior year with SPAN 400, Capstone Seminar.

The prerequisites for all 300-level courses are one Spanish grammar course and one Spanish reading course.

The prerequisites for the Capstone Seminar course are at least two courses at the 300-level in Spanish and junior standing.

The Spanish minor consists of at least six courses beyond SPAN 215, and includes the three core courses and three electives.

The requirements for a Major in Spanish consist of a minimum of 30 semester hours beyond SPAN 215, including:

- One course in Grammar: SPAN 232;
- One course in Reading: SPAN 241 or 242;
- One course in Speaking: SPAN 251, 255, or 256;
- One course in Literature or Linguistics: SPAN 335, 351, 356, or 357;
- One course in Culture: SPAN 371, 372, 373, or 376;
- One course in Spanish for the Professions: SPAN 301, 303, 336, 450, or LANG 345, 349, or 450;
- One capstone seminar: SPAN 400;
- Three additional Spanish courses chosen from among the courses listed above, two of which must be at or above the 300-level.

The requirements for a Minor in Spanish consist of a minimum of 18 semester hours beyond SPAN 215, including:

- One course in Grammar: SPAN 232;
- One course in Reading: SPAN 241 or 242;
- One course in Speaking: SPAN 251, 255, or 256;
- Three elective Spanish courses, two of which must be at or above the 300-level.

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. The department will accept a maximum of one half the major and one half of the minor courses in transfer from other institutions.

Students may only take one course offered in English to count towards the major or minor (this includes

Spanish

FLET courses, LANG 345, or 349). Students may not count both SPAN 450 and LANG 450 on the major or minor.

To receive an education endorsement in Spanish, students must successfully complete all courses required for the Spanish major including SPAN 255. These students must also take LANG 349 and both SPAN 376 and one of the following Spanish civilization courses: SPAN 371, 372 or 373. Students must spend a semester abroad or complete a comparable program, as determined in consultation with the department chair.

Spanish (SPAN) Courses

111 – Elementary Spanish – Essentials of Spanish, stressing the four skills: listening, speaking, reading, and 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. 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 – Spanish 215 serves as an intensive grammar review with an emphasis on the development of oral communication, listening comprehension, writing skills, reading ability, and cultural knowledge pertinent to the Spanish-speaking world. Students in Spanish 215 will apply the grammatical and cultural concepts learned in class to conversations with native Spanish speakers using online conversation platforms, partial exams and group discussions, among other interactive and skill-building activities. Admittance through placement testing only. Course designed for students who are beyond the SPAN 211 level but do not place out of the language courses. Students who have taken SPAN 211 and/or 212 may not enroll in

SPAN 215. Required additional scheduled session of language practice. Given in Spanish. Four hours. Staff.

232 – Advanced Grammar and Composition – This language and writing development course offers a comprehensive grammar and composition review to advanced students of Spanish. Vocabulary building and written applications of grammar are emphasized. This course is a prerequisite for all 300 and 400-level courses. Prerequisite: SPAN 212, 215, or instructor permission. Given in Spanish. Three hours. Staff.

241 – Reading in Spanish – This course is designed to help students become critical readers in Spanish. 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, drama, essays, and news media. Readings consist of selections from Spanish and Latin-American literature and press, and particular attention is paid to close textual reading. This course is conducted entirely in Spanish, and attention to the figurative use of language promotes considerable growth in student's ability to understand and use spoken and written Spanish. SPAN 241 or 242 is a prerequisite for all 300 and 400-level courses. Prerequisite: SPAN 212, 215, or instructor permission. Given in Spanish. Partially satisfies the AOK requirement for Arts and Literature (literature). Three hours. Staff.

242 – Spanish for Social Justice – In this course, students will hone their reading and writing skills while exploring issues of social justice facing Spanish-speaking communities within the United States. The use of Spanish-language periodicals and online resources will develop vocabulary pertinent to knowledge and discussion of social justice issues also relevant to a diverse range of professional and academic fields; documentaries and short films will be used to deepen on the exploration of such issues. Units are organized around the topics of (1) human rights; (2) immigration; (3) employment; (4) education; (5) housing; and (6) citizenship. Classroom visits from multiple community partners with careers in education, law enforcement, and social services will supplement and inform class discussions and written assignments. Students will refine their writing skills in conjunction with their reading proficiency through the regular completion of analytic reading-response papers, in addition to a final research and writing project. SPAN 242 counts as an alternate to SPAN 241, as the required reading skills course on the major and minor, and as an elective in the Criminology major and minor. Prerequisite: SPAN 212 or 215 required, SPAN 232 highly recommended. Given in Spanish. Three hours. Borchard.

251 – Conversation – Intensive practice in conversational Spanish designed to develop the student's fluency and vocabulary. Emphasis on practical exercises for spoken communication. Prerequisite: SPAN 212, 215,

or instructor permission. Given in Spanish. Three hours. Staff.

255 – Phonetics – This course serves as an introduction to the phonological theories and practical applications of Spanish pronunciation, with a special emphasis on the development of target-like precision, as it relates to vowel and consonant production, as well as overall vocal intonation. Special attention is given to identifying and correcting individual pronunciation inaccuracies, while also raising awareness of the linguistic principles that help learners to distinguish between primary dialectological differences that exist within the Spanish-speaking world. Students will apply all theoretical and practical concepts learned in class to conversations with native Spanish speakers using TalkAbroad, partial exams, phonetic transcriptions, and recorded exercises, among others. Prerequisite: SPAN 212, 215, or instructor permission. Given in Spanish. Offered alternative years. Three hours. Massery.

256 – Spanish Service Learning: Latinos in the U.S. – This course offers intensive practice in conversational Spanish through the study of current issues relating to Latinos in the U.S. and a service-learning component. Students will explore issues in Latino immigration, politics, and culture through authentic print and film media and will participate in community placements speaking Spanish and working with the Latino communities of Ashland and Richmond. Prerequisite: SPAN 212, 215, or instructor permission. Given in Spanish. Satisfies the CAR requirement for Experiential (field studies). Three hours. Reagan.

301 – Spanish for Business and International Trade – An introduction to the world of business conducted in Spanish. This course helps students to develop the linguistic and cultural abilities they will need to interact in a foreign business environment. Throughout the course, students will be introduced to useful vocabulary, grammar, and cultural scenarios that will provide them with the linguistic and cross-cultural knowledge pertinent to the field. Reading and analysis of lucrative industries in the Spanish-speaking world, such as fashion, tourism, manufacturing, wine and automotive, among others, will be introduced through current events, academic texts, and reliable materials. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Three hours. Massery.

303 – Spanish for the Medical and Healthcare Professions – An introduction to the world of Medicine and healthcare conducted in Spanish. This course is intended for advanced Spanish students who wish to expand their language skills using practical situations in everyday encounters specific to healthcare. This course helps students develop the ability to interact with Spanish-speaking patients, doctors, nurses, technicians, and EMT professionals in the medical field and

healthcare industry by providing them with the appropriate vocabulary, cultural awareness and sensitivity, and cross-cultural skills. Variety of topics include major areas in the practice of medicine, the perspective of Spanish-speaking countries on healthcare systems, regional linguistic nuances in medical terminology, and analysis of the cultural behaviors of the triad (patients, doctors, and nurses). This course is conducted in Spanish and includes a grammar review integrated into the medical and healthcare professional fields. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Three hours. Bordera-Amérigo.

335 – Introduction to Hispanic Linguistics – Introduction to Hispanic Linguistics takes a scientific approach to language studies, exposing students to fundamental areas of the field including syntax, phonetics and phonology, dialectology, sociolinguistics, and history of the Spanish language. Other topics, such as the use of Spanish in the United States and Foreign Language Pedagogy, are also introduced. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Three hours. Massery.

336 – Second Language Acquisition – Second Language Acquisition (SLA) focuses on language issues as they relate to the syntactic, phonetic, and morphological development of learners' interlanguage (i.e., developing) systems. Throughout the course, students are exposed to fundamental theoretical models in the field of SLA, which they apply to real-life situations. Through hands-on experience and practical exercises, students learn how to identify linguistic processes that complicate second language acquisition, as well as design lessons that are effective in helping themselves and others address questions pertaining to interlanguage development. As a result of the training provided in this course, students cultivate critical thinking and pedagogical skills that are applicable both in and outside of the second language classroom. Three hours. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Three hours. Massery.

351 – Introduction to Literature of Spain – A study of Spanish peninsular literature from the Middle Ages to the present. Selected works from prose narrative, poetry, theater, and essay are read and studied. Emphasis on analysis of literary texts, use of critical terms, and historical as well as artistic context (literary movements). Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Partially satisfies the AOK requirement for Arts and Literature (literature). Three hours. Bordera-Amérigo.

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: a 230-level Spanish course and a 240-level Spanish course or instructor per-

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mission. Given in Spanish. Partially satisfies the AOK requirement for Arts and Literature (literature). Three hours. Borchard, Reagan.

357 – Regional Approaches to Topics in Modern Latin American Literature & Film – This course will evaluate various elements of 20th century Latin America society through a regional approach to analyzing various topics such as dictatorships, drug wars, diversity, immigration, music, revolution, and more through literature, film and other media. Emphasis on comparative analysis, use of critical terms, and developing and understanding of the historical context of each work studied. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Partially satisfies the AOK requirement for Arts and Literature (literature). Three hours. 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: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Offered alternate years. Three hours. Bordera-Amérigo.

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. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Offered alternate years. Three hours. Bordera-Amérigo.

373 – Contemporary Spanish Culture Through Film and Music – This course will survey and study contemporary Spanish culture and society through recent film and music production. The course will be organized in several topics but films screenings will follow a chronological order to see the evolution and progression of specific cultural issues still present in 21st century Spanish society. Topics include general social issues such as the different perspectives and critiques of social structures and constructs like the family, gender, gender roles, sexuality, and domestic violence (“machismo”); Spanish politics of the nation, the significance of memory in film representations of Spanish history (the Spanish Civil War); immigration and ethnic minorities. Pop music and its visual representation through musical clips or videos will also play an important part in understanding social issues through their narratives, especially in the late 20th and early 21st centuries. Supplementary critical readings linked to Spanish culture in general and to the topics of the course in particular will provide students with the background to analyze such topics and their visual representations. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or permission of instructor.

Given in Spanish. Offered alternate years. Three hours. Bordera-Amérigo.

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: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. 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: a 230-level Spanish course and a 240-level Spanish course or permission of instructor. Given in Spanish. Three hours. Staff.

400 – Capstone Seminar – An intensive study of an author, literary, cultural movement and / or topic that culminates in a major research paper or project. This seminar provides a culminating experience in which students will widely integrate, extend, critique, and apply knowledge and skills from the Spanish major program. Prerequisites: two 300-level Spanish courses and junior standing. 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 130-160 hours of practical application of knowledge of Hispanic culture and language. Prerequisites: a 230-level Spanish course and a 240-level Spanish course or instructor permission. Application required with appropriate class status and GPA requirement; see Internship Program. Given in Spanish. Offered as needed. Three hours. Bordera-Amérigo, Reagan.

Studio Art

*Professor Berry.
(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 241, which should be taken before the end of the sophomore year;
- Must submit a portfolio for review at the end of the sophomore year;
- Must complete ARTH 201-202;
- Must complete four (4) STAR electives beyond STAR 241;

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- Must complete four (4) courses that form a self-designed module of conceptual emphasis. The module is intended to encourage STAR majors to look outside of STAR and find connections and creative influences in process, history, and theme from other disciplines. Multiple disciplines may be represented in the STAR major's module of conceptual emphasis. At least one course with a non-western emphasis is highly recommended. The courses counting on the module must be approved by the director of the STAR program by the end of the student's junior year and may not be used to satisfy any other components of the studio art major;
- One elective in ARTH, FILM, MUSC, or THEA;
- Must complete the capstone STAR 422.

The requirements for a Minor in Studio Art:

- Must complete STAR 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 241;
- Must complete two three-semester hour art history (ARTH) courses, preferably ARTH 201 and 202.

Studio Art (STAR) Courses

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 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 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, collagraph), 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. Staff.

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. Staff.

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. Staff.

342 – Project and Design Management – This course applies concepts and best practices of project management to product and process design. Drawing from traditional production management principles and industrial design, students will apply contextual research methods to the construction of models while adapting to specifications, budgets, and quality constraints for projects. A studio format facilitates a semester-long project, enabling students to apply theory to the creation of 2-D and 3-D models, culminating in a piece to add to their individual portfolio. Prerequisite: instructor permission. Cross-listed with BUSN 342. Three hours. Lowry.

Studio Art, Theatre

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.

Theatre

*Associate Professor Hillmar; Assistant Professor Hayatshahi.
(Department of Arts)*

The Theatre Program at Randolph-Macon College emphasizes a balance between history, literature, theory, and creating for the stage within a liberal arts context. Students participate directly in collaborative theatre-making practices, with numerous opportunities for hands-on experiential learning, in an environment that nurtures creativity. The liberal arts student also learns the value of how these tools can complement a wide variety of professions and industries.

The requirements for a Major in Theatre:

- Must complete THEA 211, 215, 230, 231, 322, 341, 342, and capstone 422;
- Must complete four hours of THEA 310;
- Must complete three hours of dramatic literature offerings from the following list: THEA 210, 320, 350, CHIN 235, ENGL 311, 312, 313, or 314;
- Must complete three electives in the Arts (nine hours). All courses counting in this category must be offerings in the Department of Arts. One of the three electives must be from the following list: THEA 115, 210, 212, 216, 220, 332, 333, or 334 and one must be from AMGT, ARTH, MUSC, or STAR.

The requirements for a Minor in Theatre:

- Must complete THEA 111, 112 or 211, and 230 or 231;
- Must complete three hours of dramatic literature offerings from the following list: THEA 210, 320, 350, CHIN 235, ENGL 311, 312, 313, or 314;
- Must complete one THEA elective; and
- Must complete four hours of THEA 310.

Theatre (THEA) Courses

111 – Introduction to Theatre – The course is primarily concerned with the functionings, purposes, and methods of theatre. 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, Hayatshahi.

112 – Acting for Non-Majors – This is an introduction course to acting for students whose career goals may be directed toward other fields, and for non-theatre majors who would like to learn the basics of acting. The course focuses on a basic approach to stage acting, emphasizing believability within the context of a play/stage environment. The course will provide the student with a general theatre and acting vocabulary. There will be extensive work in class on exercises that will aid in developing student-performed monologues and scenes. Three hours. Hayatshahi.

115 – Introduction to Improvisation – This course is designed to focus on basic theatre improvisational skills. These skills include trust, active listening, ensemble-building, beginning character development, storytelling, physical theatre techniques, and object/environment work. Students are expected to participate in discussions, class activities, exercises, and performances. This course does not grade on “talent” but on the willingness to fully participate in all class activities. Three hours. Hayatshahi.

210 – Theatre for Social Change – This course is designed for students with an interest in creating and examining socially-engaged theatre practices and performance techniques. In this course the student will investigate and examine ways in which theatre has inspired political action, and reflect upon ideas surrounding both social oppression and social change within a theatrical framework. Three hours. Hayatshahi.

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 the Stanislavski acting approach. Scene work and various training exercises are required. This course is taught in conjunction with THEA 215. Four hours. Hayatshahi.

212 – Acting II – This course builds upon and refines the techniques established in the Acting I course, strengthening Stanislavski-based skills and expanding into exploring the actor’s relationship to the physical and psychological senses. Through the execution of monologues, scenes, and ensemble-driven work, using both contemporary and classical material, while working on both realistic and non-traditional stylized approaches of theatre and acting, this course explores sources of imagination and inspiration for the actor. Prerequisite: THEA 211. Three hours. Hayatshahi.

215 – Introduction to Directing – This course explores the fundamentals of stage direction. Studio exercises will help develop directing skills in the areas of composition, interpretation of form and content, and effective communication with actors and artistic team. Scene and monologue work with acting students in class is part of the structure for this course. This course is taught in conjunction with THEA 211. Prerequisite: THEA 211 or permission of instructor. Four hours. Hayatshahi.

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

220 – Mapping Theatre in Ireland – This January term travel course is designed for students with an interest in the arts and culture of Ireland, with a specific focus on Irish theatre. Since so much Irish literature and theatre uses Dublin as its backdrop, that city serves as a focal point. The course begins with an analysis of Ireland's culture and history through important plays and literature. The students then travel to Ireland to experience firsthand the social, cultural, and political dimensions of Dublin and its surrounding areas. In Ireland, students will continue to read and analyze Irish scripts and attend live theatre performances. Three hours. Hayatshahi.

230 – Stagecraft and Lighting Technology – This course demonstrates the basic technology of theatre. Students learn the vocabulary of equipment, the properties of scenic materials, the use of lighting instruments and technology, and the professional standards in design and technology. 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.

231 – Introduction to Theatre Design – This course introduces the process and techniques of design and drafting of scenic and lighting projects for the theatre, utilizing Computer Assisted Design (CAD) programs. A hands-on laboratory component is part of the course. Attendance at plays on and off-campus is also required. The course satisfies the CAR for Computing. Three hours. Hillmar.

310 – Dramatics Participation – Participation in the production activities of the theatre program in areas including performance, construction and crew work, stage management, design areas, and other related support and service activities. Only six hours of THEA 310 may be counted toward graduation. One hour. Hillmar, Hayatshahi.

320 – Script Analysis – This course will introduce students to structural, practical, and analytical methods to-

wards serious investigation of dramatic texts. Students will be acquainted with a wide array of forms of analysis including: biographical and historical, psychological, archetypal and mythological, moral, and philosophical. They will also be able to identify cultural movements within theatre and literature, including: realism, naturalism, surrealism, magical realism, expressionism, avant-garde, and post-modernism. Three hours. Hayatshahi.

322 – Junior Seminar – This course is required for theatre majors. It provides the theatre major currently in junior standing (or admitted by special permission) with a course to help prepare for the capstone process. The Junior Seminar is designed to engage directly with the research skills required to build a successful culminating project. Prerequisite: permission of instructor. Three hours. Hayatshahi.

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: THEA 230 and 231. 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: THEA 230 and 231. 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. Staff.

342 – History of Theatre since 1800 – The course is similar in scope and intent to THEA 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. Staff.

350 – Theory and Practice of World Theatre – This seminar will provide a topical approach to the study of theatre theory and criticism, from Aristotle to modern movements. As scholars in the study of theatre, theory provides us with many ways to illuminate the practice of

Theatre, Writing, Yellow Jacket Success Strategies

theatre, in textual analysis, embodied performance, and through design. In this course, the student will become familiar with some basic theories that have shaped the ever-evolving theatrical event through which they will begin to develop their own unique critical awareness. Three hours. Hayatshahi.

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

422 – Senior Thesis in Theatre – Senior students majoring in theatre will complete one of the following projects: (1) write a major paper on some aspect of the history or theory of theatre, (2) have the primary directorial, acting or design responsibility for a production, or (3) write an original play of suitable length. Three hours. Hillmar, Hayatshahi.

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. Hillmar, Staff.

Writing

Professors Connors, Cull, Goodwin, Peyser, Scott, and Sheckels; Associate Professors Cadwallader, and Haynes; Assistant Professors Clabough and Volpicelli. (Department of English)

The goal of the writing major is to heighten students' ability to use the written word effectively and with style. Designed to meet the different needs of individual students, the major not only lays the foundation for successful careers in fields requiring mastery of lucid prose (such as law, medicine, screenwriting, and journalism), but also nurtures the expressive powers of those who, through fiction, poetry, or other creative writing, see writing as a form of self-discovery. Integrating the study of literature as a necessary part of an education in and through writing, the writing major fosters appreciation of a rich sampling of masterworks essential for understanding the array of uses to which the writer's instrument, language, can be put.

The requirements for a Major in Writing:

- Two ENGL or WRIT courses in expository or argumentative writing (Group II), and/or COMM 225 (Media Writing), and COMM 222 (Speechwriting);
- Two ENGL courses in fictive or expressive writing (Group III);
- One additional course drawn from the courses listed above;

- One ENGL course on the English language (Group IV);
- Four ENGL courses in literature, literary criticism, or the English language (Groups I and IV), at least two of which must be numbered 300 or higher;
- Must take WRIT 495.

The requirements for a Minor in Writing:

- One course in expository or argumentative writing drawn from ENGL 300, ENGL/JOUR 376, or COMM 222;
- One ENGL course on the English language (Group IV);
- One ENGL course numbered 300 or higher in literature or literary criticism (Group I);
- Three additional courses drawn from ENGL courses in Groups II or III numbered 300 or higher, 300-level WRIT courses, COMM 222, and COMM 225.

Writing (WRIT) Courses

495 – Writing Capstone – Students will prepare a portfolio of their best work drawn from their courses in literature, expository or argumentative writing, and fictive or expressive writing, and prepare an accompanying essay reflecting on their development as writers. One hour. Staff.

Yellow Jacket Success Strategies (YJSS)

101 – Yellow Jacket Success Strategies – This course is intended for new Randolph-Macon College students as they make the transition to Randolph-Macon. Through regular meetings with their academic advisor and a peer leader, as well as regularly-scheduled activities and panel discussions featuring campus leaders, the course provides students with the resources they need to: get involved on campus, gain independence in transacting academic business, explore special academic and co-curricular programs, and learn what it takes to have success as a Randolph-Macon College student, both inside and outside the classroom. All students will be enrolled in a section of this course prior to their matriculation at the college. Their academic advisor will serve as the instructor/convenor for a one-hour per week session. Graded S/U. 0 Credit Hours. Satisfactory completion of YJSS 101 is required as part of the Four-Year Degree Guarantee.

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 Registrar's Office website at <http://www.rmc.edu/offices/registrar>.

COURSE	AOK DESIGNATION	CAR DESIGNATION
AMGT 441		Experiential-Internship; Capstone
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	
ARCH 221	Natural & Mathematical Sciences-Nat Sci w/ Lab	
ARCH 450		Experiential-Field Study; Capstone
ARCH 495		Capstone; Experiential-Research
ARTH 201	Arts & Literature-Arts	
ARTH 202	Arts & Literature-Arts	
ARTH 210	Arts & Literature-Arts	
	OR Civilization-History as HIST 101	
ARTH 211	Arts & Literature-Arts	Non-Western
ARTH 212	Arts & Literature-Arts	Non-Western
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 229	Arts & Literature-Arts	
ARTH 235	Arts & Literature-Arts	Non-Western
ARTH 240	Arts & Literature-Arts	
ARTH 381		Experiential-Research
ARTH 382		Experiential-Research
ARTH 422		Experiential-Research; Capstone
ARTH 450		Experiential-Research; 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 233	Arts & Literature-Literature	Non-Western
ASTU 235	Arts & Literature-Arts	Non-Western
ASTU 261	Arts & Literature-Arts	Non-Western
ASTU 262		Non-Western
ASTU 263	Arts & Literature-Arts	Non-Western
ASTU 270	Arts & Literature-Arts	Non-Western
ASTU 290		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 123	Natural & Mathematical Sciences-Nat Sci w/out 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	
BIOL 127	Natural & Mathematical Sciences-Nat Sci w/ Lab	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
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 160	Natural & Mathematical Sciences-Nat Sci w/out Lab	
BIOL 175	Natural & Mathematical Sciences-Nat Sci w/ Lab	
BIOL 182	Natural & Mathematical Sciences-Nat Sci w/ Lab	
BIOL 235		Experiential-Travel
BIOL 240		Experiential-Travel
BIOL 250		Experiential-Travel
BIOL 309	Natural & Mathematical Sciences-Nat Sci w/ Lab	
BIOL 311	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 340	Natural & Mathematical Sciences-Nat Sci w/out Lab	Computing
BIOL 345	Natural & Mathematical Sciences-Math Sci w/ Lab	Computing
BIOL 350		Computing
BIOL 400		Experiential-Research
BIOL 450-451		Internship
BIOL 487-488		Experiential-Research
BIOL 491-492		Experiential-Research
BIOL 493-494		Experiential-Research
BIOL 496-498		Experiential-Research
BIOL 499		Capstone
BLST 160	Social Sciences	Non-Western; Experiential-Travel
BLST 201	Social Sciences	
BUSN 111	Social Sciences	
BUSN 213	Social Sciences	
BUSN 336		Computing
BUSN 343		Computing
BUSN 390		Experiential-Travel
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 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 118	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	
CHEM 175	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Travel
CHEM 200	Natural & Mathematical Sciences-Nat Sci w/ Lab	
CHEM 210	Natural & Mathematical Sciences-Nat Sci w/ Lab	
CHEM 215	Natural & Mathematical Sciences-Nat Sci w/ Lab	
CHEM 220	Natural & Mathematical Sciences-Nat Sci w/ Lab	
CHEM 251-252		Computing
CHEM 325		Experiential-Research
CHEM 340		Experiential-Research; Computing
CHEM 351-352		Computing
CHEM 400		Experiential-Research
CHEM 401		Capstone; Experiential-Research, Internship
CHEM 442L		Capstone; Experiential-Research
CHEM 487-488		Capstone; Experiential-Research
CHEM 495		Experiential-Research
CHEM 496-498		Capstone; Experiential-Research
CHIN 211-212	Foreign Language	
CHIN 221		Non-Western; Experiential-Travel
CHIN 231	Arts & Literature-Literature	Non-Western
CHIN 234	Arts & Literature-Arts	Non-Western
CHIN 235	Arts & Literature-Arts	Non-Western
CLAS 200		Experiential-Research
CLAS 201	Arts & Literature-Literature	
CLAS 202	Arts & Literature-Literature	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
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	
CLAS 218	Arts & Literature-Arts	
CLAS 219	Arts & Literature-Arts	
CLAS 221	Natural & Mathematical Sciences-Nat Sci w/ Lab	
CLAS 222		Experiential-Travel
CLAS 227	Social Sciences	
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 Sciences	
COMM 221	Arts & Literature-Arts	
COMM 300		Experiential-Research
COMM 305	Social Sciences	
COMM 307	Social Sciences	
COMM 308	Social Sciences	
COMM 309	Arts & Literature-Literature	
COMM 332		Non-Western
COMM 361	Social Sciences	
COMM 450		Experiential-Internship
COMM 490		Capstone; Experiential-Research
CSCI 106		Computing
CSCI 107		Computing
CSCI 108		Computing
CSCI 111	Natural & Mathematical Sciences-Math Sci w/ Lab	Computing
CSCI 112		Computing
CSCI 401		Capstone
CSCI 450		Experiential-Internship
CSCI 485		Capstone; Experiential-Research
CRIM 200	Social Sciences	
CRIM 224	Social Sciences	
CRIM 322	Social Sciences	
CRIM 334	Social Sciences	
CRIM 410		Capstone; Experiential-Research
CRIM 450		Experiential-Research
CRIM 455		Experiential-Research
CRIM 460		Experiential-Research
CSEC 121		Computing
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		Capstone; Experiential-Research
EDUC 201	Social Sciences	
EDUC 202	Social Sciences	
EDUC 220	Social Sciences	
EDUC 221		Experiential-Field Studies
EDUC 321	Social Sciences	Computing
EDUC 346		Computing
EDUC 347		Computing
EDUC 426		Capstone; Experiential-Student Teaching
EDUC 455		Experiential-Internship

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
ENGL 190	Arts & Literature-Literature	
ENGL 191	Arts & Literature-Literature	
ENGL 192	Arts & Literature-Literature	
ENGL 193	Arts & Literature-Literature	
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	
ENGL 253	Arts & Literature-Literature	
ENGL 255	Arts & Literature-Literature	
ENGL 271	Arts & Literature-Literature	
ENGL 272	Arts & Literature-Literature	
ENGL 309		Non-Western
ENGL 310		Experiential-Research
ENGL 314	Arts & Literature-Literature	Experiential-Research
ENGL 355	Arts & Literature-Literature	Experiential-Travel
ENGL 356	Arts & Literature-Literature	Experiential-Travel
ENGL 369		Experiential-Travel
ENGL 370		Non-Western
ENGL 391-392		Non-Western
ENGL 400-401		Experiential-Research
ENGL 407-408		Experiential-Internship
ENGL 451		Experiential-Research
ENGL 491-492		Capstone; Experiential-Research
ENGL 495		Experiential-Research
ENGL 496-498		Capstone; Experiential-Research
EPHY 140	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Research
EPHY 450		Capstone
EVST 101	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Field Studies
EVST 105	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Internship
EVST 200		Experiential-Research
EVST 213	Civilizations-Philosophy & Religious Studies	
EVST 219	Social Sciences	
EVST 245	Natural & Mathematical Sciences-Nat Sci w/ Lab	
	OR Social Sciences	
EVST 305	Natural & Mathematical Sciences-Nat Sci w/ Lab	Non-Western
EVST 380		
EVST 405		Experiential-Research
EVST 450		Capstone
EVST 451-452		Experiential-Field Studies
EVST 496-498		Experiential-Internship
FILM 210	Arts & Literature-Arts	Experiential-Research
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 254	Arts & Literature-Arts	
FILM 260	Arts & Literature-Arts	Non-Western
FILM 261	Arts & Literature-Arts	Non-Western
FILM 262	Arts & Literature-Arts	
FILM 292	Arts & Literature-Arts	
FILM 340	Arts & Literature-Arts	
FILM 345	Arts & Literature-Arts	
FILM 346	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	
FLET 226	Arts & Literature-Literature	
FLET 227	Arts & Literature-Arts	Experiential-Travel

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
FLET 228	Arts & Literature-Literature	
FLET 229	Arts & Literature-Literature	
FLET 230	Arts & Literature-Literature	
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 239	Arts & Literature-Literature	Non-Western
FLET 244	Arts & Literature-Literature	Experiential-Travel
FLET 245	Arts & Literature-Literature	
FLET 246	Arts & Literature-Literature	Experiential-Travel
FLET 247	Arts & Literature-Literature	
FLET 248	Arts & Literature-Literature	Non-Western
FLET 249	Arts & Literature-Literature	Non-Western
FLET 251	Arts & Literature-Literature	
FLET 252	Arts & Literature-Literature	
FLET 271	Arts & Literature-Literature	
FLET 279	Arts & Literature-Literature	Experiential-Travel
FREN 211-212	Foreign Language	
FREN 215	Foreign Language	
FREN 216		Experiential-Travel
FREN 221		
FREN 240	Arts & Literature-Literature	
FREN 241	Arts & Literature-Literature	
FREN 270	Arts & Literature-Literature	
FREN 275	Arts & Literature-Arts	
FREN 284	Arts & Literature-Literature	Experiential-Travel
FREN 340	Arts & Literature-Literature	
FREN 344	Arts & Literature-Literature	Experiential-Travel
FREN 351	Arts & Literature-Literature	
FREN 352	Arts & Literature-Literature	
FREN 354	Arts & Literature-Literature	
FREN 356	Arts & Literature-Literature	
FREN 360	Arts & Literature-Arts	Non-Western
FREN 368	Arts & Literature-Literature	
FREN 372	Arts & Literature-Literature	
FREN 376	Arts & Literature-Literature	
FREN 378		Non-Western
FREN 435		Capstone
FREN 437		Capstone
FREN 443		Capstone
FREN 445		Capstone
FREN 447	Arts & Literature-Literature	Capstone
FREN 448		Capstone
FREN 449	Arts & Literature-Literature	Non-Western; Capstone
FREN 471	Arts & Literature-Literature	Capstone
FREN 472		Capstone
FREN 487		Experiential-Research
FREN 488		Experiential-Research
FREN 491		Experiential-Research
FREN 492		Experiential-Research
FREN 495		Capstone
GEOL 101	Natural & Mathematical Sciences-Nat Sci w/ Lab	
GEOL 102	Natural & Mathematical Sciences-Nat Sci w/ Lab	
GEOL 115	Natural & Mathematical Sciences-Nat Sci w/ Lab	
GEOL 151	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Travel
GEOL 152	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Travel
GEOL 201		Experiential-Research
GEOL 251	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Travel
GEOL 252	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Travel
GEOL 312		Experiential-Research
GERM 211-212	Foreign Language	
GERM 215	Foreign Language	
GERM 221	Arts & Literature-Literature	
GERM 222	Arts & Literature-Literature	
GERM 227	Arts & Literature-Arts	
GERM 251	Arts & Literature-Literature	
GERM 258	Arts & Literature-Arts	
GERM 262	Arts & Literature-Literature	
GERM 315	Arts & Literature-Literature	
GERM 317	Arts & Literature-Literature	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
GERM 328	Arts & Literature-Literature	
GERM 330	Arts & Literature-Literature	
GERM 425		Experiential-Research
GERM 426		Experiential-Research
GERM 495		Experiential-Research; Capstone
GREK 211-212	Foreign Language	
GREK 215	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
GSWS 101	Social Sciences	
GSWS 102	Social Sciences	
GSWS 202	Social Sciences	
GSWS 227	Social Sciences	
GSWS 271	Arts & Literature-Literature	
GSWS 281	Social Sciences	
GSWS 282	Social Sciences	
GSWS 347	Arts & Literature-Arts	
GSWS 361	Social Sciences	
GSWS 400		Capstone
GSWS 401		Experiential-Research
GSWS 450		Experiential-Field Studies
GSWS 455		Experiential-Internship
HIST 100	Civilizations-History	
HIST 101	Civilizations-History	
HIST 102	Civilizations-History	
HIST 111	Civilizations-History	
HIST 112	Civilizations-History	
HIST 221		Non-Western; Experiential-Travel
HIST 230		Experiential-Research
HIST 245		Experiential-Research
HIST 246		Experiential-Research
HIST 248		Experiential-Research
HIST 251		Non-Western
HIST 252		Non-Western
HIST 281		Non-Western
HIST 282		Non-Western
HIST 320		Non-Western; Experiential-Research
HIST 323		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 386		Experiential-Research
HIST 391		Non-Western; Experiential-Research
HIST 392		Non-Western; Experiential-Research
HIST 393		Non-Western
HIST 396		Non-Western; Experiential-Research
HIST 397		Non-Western
HIST 400		Experiential-Research; Capstone
HIST 401		Capstone
HIST 450-451		Experiential-Internship; Capstone
HIST 481-482		Experiential-Research; Capstone
HIST 487-488		Experiential-Research; Capstone
HIST 491-492		Experiential-Research; Capstone
HIST 496-498		Experiential-Research; Capstone for HIST 498
HONR 102	Arts & Literature-Arts	
HONR 103	Arts & Literature-Literature	
HONR 104	Social Sciences	
HONR 105	Civilizations-Philosophy & Religious Studies	
HONR 106	Natural & Mathematical Sciences-Nat Sci w/ Lab	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
HONR 107	Arts & Literature-Literature	
HONR 109	Arts & Literature-Literature	
HONR 110	Religious Studies	Non-Western
HONR 111	Natural & Mathematical Sciences-Nat Sci w/out Lab	Computing
HONR 112	Arts & Literature-Literature	
HONR 113	Natural & Mathematical Sciences-Mathematics	
HONR 115	Arts & Literature-Arts	
HONR 116	Arts & Literature-Literature	
HONR 117	Social Sciences	
HONR 118	Civilizations-History as HIST 100	
HONR 119	Arts & Literature-Literature	
HONR 120	Natural & Mathematical Sciences-Nat Sci w/ Lab	
HONR 121	Social Sciences	
HONR 122	Arts & Literature - Literature	
HONR 123	Civilizations-History as HIST 101	
HONR 124	Social Sciences	
HONR 150	Arts & Literature-Literature	
HONR 215	Arts & Literature-Arts	Non-Western
HONR 217	Social Sciences	
HONR 221	Civilizations-History as HIST 100	
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	Experiential -Travel
HONR 254	Natural & Mathematical Sciences-Mathematics	Computing
HONR 255	Social Sciences	Experiential -Travel
HONR 256	Social Sciences	
HONR 257	Arts & Literature-Arts	
HONR 258	Natural & Mathematical Sciences-Nat Sci w/out Lab	Computing
HONR 259	Social Sciences	
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/out Lab	
HONR 280	Natural & Mathematical Sciences-Nat Sci w/out Lab	
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

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
HONR 293	Arts & Literature-Literature	
HONR 294	Civilizations-History as HIST 101	
HONR 295	Natural & Mathematical Sciences-Mathematics	
HONR 296	Social Sciences	
HONR 297	Arts & Literature-Literature	
HONR 298	Social Sciences	
HONR 299	Social Sciences	
INST 245	Social Sciences	Non-Western
INST 251	OR Natural & Mathematical Sciences-Nat Sci w/ Lab	
INST 261	Social Sciences	
INST 270	Social Sciences	
INST 321	Social Sciences	
INST 331		Non-Western
INST 335		Experiential-Travel
INST 391-392		Experiential-Research
INST 422		Capstone; Experiential-Research
INST 448-449		Capstone
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 232	Arts & Literature-Literature	Non-Western
JAPN 239	Arts & Literature-Literature	Non-Western
JAPN 260		Non-Western
JAPN 270		Non-Western
JAPN 281		Non-Western
JAPN 292	Arts & Literature-Arts	Non-Western
JAPN 294		Non-Western
JAPN 295		Non-Western
JOUR 450		Experiential-Internship
LANG 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 106	Natural & Mathematical Sciences-Mathematics	Computing
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 125	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 170	Natural & Mathematical Sciences-Mathematics	Experiential-Travel; Non-Western
MATH 203	Natural & Mathematical Sciences-Mathematics	Computing
MATH 220	Natural & Mathematical Sciences-Mathematics	
MATH 270		Experiential-Travel; Non-Western
MATH 345	Natural & Mathematical Sciences-Math Sci w/ Lab	Computing
MATH 415		Capstone
MATH 470		Experiential-Travel
MATH 487		Experiential-Research
MATH 488		Experiential-Research
MUSC 101	Arts & Literature-Arts	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
MUSC 110	Arts & Literature-Arts	
MUSC 111	Arts & Literature-Arts	
MUSC 150	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 242	Arts & Literature-Arts	Non-Western
MUSC 243	Arts & Literature-Arts	Experiential-Travel; Non-Western
MUSC 245	Arts & Literature-Arts	Experiential-Travel
MUSC 258	Arts & Literature-Arts	
MUSC 260	Arts & Literature-Arts	
MUSC 275	Arts & Literature-Arts	
MUSC 278	Arts & Literature-Arts	Experiential-Travel; Experiential-Research
MUSC 301-309	Arts & Literature-Arts (3 1-hour courses with same course number)	
MUSC 310	Arts & Literature-Arts (3 times at 1 hour)	
MUSC 315	Arts & Literature-Arts (3 times at 1 hour)	
MUSC 316	Arts & Literature-Arts (3 times at 1 hour)	
MUSC 321	Arts & Literature-Arts	
MUSC 322		Computing
MUSC 420	Arts & Literature-Arts	Experiential-Research
MUSC 422	Arts & Literature-Arts	Experiential-Research; Capstone
MUSC 450		Experiential-Internship
NSCI 120	Social Sciences	
NSCI 124	Social Sciences	
NSCI 200	Social Sciences	
NSCI 455		Experiential-Internship; Capstone
NSCI 460		Capstone
NSCI 491		Capstone
NSCI 495		Capstone
NSCI 496-498		Capstone
PHIL 211	Civilizations-Philosophy & Religious Studies	
PHIL 212	Civilizations-Philosophy & Religious Studies	
PHIL 213	Civilizations-Philosophy & Religious Studies	
PHIL 214	Civilizations-Philosophy & Religious Studies	
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 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 110	Natural & Mathematical Sciences-Nat Sci w/ Lab	Experiential-Travel
PHYS 130	Natural & Mathematical Sciences-Nat Sci w/out 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/out Lab	
PHYS 210	Natural & Mathematical Sciences-Nat Sci w/ Lab	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
PHYS 250	Natural & Mathematical Sciences-Nat Sci w/out lab	Computing
PHYS 350	Natural & Mathematical Sciences-Nat Sci w/out lab	Experiential-Research
PHYS 400		Capstone; Experiential-Research
PHYS 496-498		Capstone
PHYS 499		
PSCI 201	Social Sciences	
PSCI 202	Social Sciences	
PSCI 301		Computing; Experiential-Research
PSCI 306		Experiential-Travel
PSCI 307	Social Sciences	
PSCI 308	Social Sciences	
PSCI 321	Social Sciences	
PSCI 328		Non-Western; Experiential-Travel
PSCI 330		Non-Western; Experiential-Travel
PSCI 333		Non-Western
PSCI 334		Non-Western
PSCI 335		Non-Western
PSCI 336		Non-Western; Experiential-Travel
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 116	Social Sciences	
PSYC 120	Social Sciences	
PSYC 122	Social Sciences	Experiential-Travel
PSYC 124	Social Sciences	
PSYC 125	Social Sciences	
PSYC 126	Social Sciences	
PSYC 127	Social Sciences	
PSYC 128	Social Sciences	
PSYC 130	Social Sciences	
PSYC 135	Social Sciences	
PSYC 140	Social Sciences	
PSYC 141	Social Sciences	Experiential-Travel
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	
PSYC 175	Social Sciences	Non-Western
PSYC 180	Social Sciences	Non-Western; Experiential-Travel
PSYC 186	Social Sciences	Experiential-Travel
PSYC 196	Social Sciences	Experiential-Travel
PSYC 200	Social Sciences	
PSYC 201	Social Sciences	Computing; Experiential-Research
PSYC 318		Experiential-Research
PSYC 319		Experiential-Research
PSYC 322		Experiential-Travel
PSYC 329		Experiential-Research
PSYC 339		Experiential-Research
PSYC 349		Experiential-Research
PSYC 359		Experiential-Research
PSYC 369		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	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
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	Non-Western
RELS 228	Civilizations-Philosophy & Religious Studies	
RELS 229	Civilizations-Philosophy & Religious Studies	
RELS 230	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 244	Civilizations-Philosophy & Religious Studies	Experiential-Travel
RELS 245	Civilizations-Philosophy & Religious Studies	Experiential-Travel; Non-Western
RELS 246	Civilizations-Philosophy & Religious Studies	Experiential-Travel
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	Non-Western
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 280	Civilizations-Philosophy & Religious Studies	
RELS 282	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 450		Experiential-Internship
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 220	Social Sciences	
SOCI 221	Social Sciences	
SOCI 222	Social Sciences	
SOCI 224	Social Sciences	
SOCI 225	Social Sciences	
SOCI 227	Social Sciences	
SOCI 228		Experiential-Service Learning
SOCI 230	Social Sciences	Non-Western
SOCI 241	Social Sciences	
SOCI 247	Social Sciences	Experiential-Service Learning
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 330	Social Sciences	Non-Western
SOCI 331		Non-Western
SOCI 334	Social Sciences	

Courses Approved for Collegiate Requirements

COURSE	AOK DESIGNATION	CAR DESIGNATION
SOCI 342	Social Sciences	Capstone; Experiential-Research
SOCI 400		Capstone; Experiential-Research
SOCI 410		Capstone; Experiential-Research
SOCI 420		Capstone; Experiential-Research
SOCI 430		Capstone; Experiential-Research
SOCI 440		Experiential-Research
SOCI 450-451		Experiential-Field Studies
SOCI 455		Experiential-Research
SOCI 460		Capstone; Experiential-Research
SOCI 496-498		
SPAN 211 -212	Foreign Language	
SPAN 215	Foreign Language	
SPAN 236		Experiential-Field Studies
SPAN 241	Arts & Literature-Literature	
SPAN 351	Arts & Literature-Literature	
SPAN 356	Arts & Literature-Literature	
SPAN 357	Arts & Literature-Literature	
SPAN 372		Experiential-Travel
SPAN 400		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
THEA 111	Arts & Literature-Arts	
THEA 112	Arts & Literature-Arts	
THEA 115	Arts & Literature-Arts	
THEA 210	Arts & Literature-Arts	
THEA 211	Arts & Literature-Arts	
THEA 212	Arts & Literature-Arts	
THEA 215	Arts & Literature-Arts	
THEA 220	Arts & Literature-Arts	Experiential-Travel
THEA 230	Arts & Literature-Arts	
THEA 231	Arts & Literature-Arts	
THEA 310	Arts & Literature-Arts (3 times at 1 hour)	Computing
THEA 320	Arts & Literature-Arts	
	OR Arts & Literature-Literature	
THEA 330	Arts & Literature-Arts	
THEA 331	Arts & Literature-Arts	Computing
THEA 332	Arts & Literature-Arts	
THEA 333	Arts & Literature-Arts	
THEA 334	Arts & Literature-Arts	
THEA 341	Arts & Literature-Arts	
THEA 342	Arts & Literature-Arts	
THEA 350	Arts & Literature-Arts	
THEA 381		Experiential-Research
THEA 382		Experiential-Research
THEA 422		Experiential-Research; Capstone
WRIT 495		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, Cheerleading/Dance, Counseling Services, Diversity and Multicultural Affairs, *The Edge* Career Center, Equestrian, eSports, Pep Band, Residence Life, Show Choir, Student Conduct, Student Health Services, and Student Life (student activities, Brock Commons, fraternity and sorority life, commuter life, leadership programs, community service, student government, 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 Welcome Week for new students includes a presentation and an explanation of the Code of Academic Integrity. The code is published in full in the student handbook.

College regulations concerning student life and student conduct are fully supported by the student government and are published in the student handbook, which is available online.

Orientation for New Students

All new students (first-year and transfers excluding international students) attend an orientation program in the spring/summer to register for fall classes and to learn about the academic standards as well as educational and co-curricular opportunities. Students will return to campus prior to classes starting for Welcome Week to get acclimated to the campus in the fall. They will have opportunities to meet their classmates and learn more about living in a college community.

Residence Life

Residency Requirements: Randolph-Macon College requires that all students live in college-owned housing unless they are residing with their parents, legal 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 considerations which must be accommodated (documentation is required) through Disability Support Services. In order for students to be approved for commuter status, they must live within 35 miles of Ashland.

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. The authorization to live off-campus will be granted for that particular academic year only.

A waiver must be obtained and approved by the Office of Residence Life 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 Office of Residence Life. 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 operation of the residential areas, including the supervision of staff, advising and counseling individuals and groups, coordinating residence hall programs, and administering residence hall policies.

Campus Life

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 to the student's account. 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 prior to their arrival at school. Room assignments are based upon information gathered from forms completed by each new student. These forms are completed online through MyMacon-Web. 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 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, winter 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 is comprised of a group of dedicated Randolph-Macon parents who are committed to investing in the college and its future. Members of the Parents Board serve the college in various advisory and supportive roles, seek to foster a sense of community among all parents, and enrich the experience of Ran-

dolph-Macon students. The Parents Board works in collaboration with the Office of College Advancement to create a positive and meaningful experience for parents while also creating a philanthropic community supporting Randolph-Macon.

Dining Hall

The College's dining facilities are operated by a third-party vendor. 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 Mail Services

The Student Mail and Information Services desk, located in the Brock Commons, is the first and only stop for all of your on-campus postal and information needs. You can mail a letter, pick up a package, check out gaming equipment for the game room, find out what is going on around campus, and so much more.

All Randolph-Macon students have their own mailboxes which are located in the Brock Commons. Please visit the information desk to find out the hours for package pick-up and information services.

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 ten 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 Commons Activities Board, 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.

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.

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 international Greek-letter fraternities and sororities on the campus. The following list includes the initial date of establishment at the college: Kappa Sigma, 1888; Theta Chi, 1949; Sigma Alpha Epsilon, 1967; Sigma Phi Epsilon, 1906; Phi Delta Theta, 1874; Phi Kappa Sigma, 2010; and Iota Phi Theta 2013 (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.

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. The Office of Student Life spearheads the SERVE Program. Each year, students participate in over 13,000 hours of service. Projects range from the annual The Big Event to Macon a Difference Day. 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 contexts 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 24 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 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

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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 804-752-3205, sending an e-mail to studentlife@rmc.edu, or visiting us on the internet at www.rmc.edu/studentlife.

Diversity and Multicultural Affairs

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 Diversity and Multicultural Affairs 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 (DreamSpeak Conference and LGBTQ Education Week), advocacy and supportive services (Discussion Groups, Safe Zone Allies Programs, and the Diversity Council), and resources (literature, academic department information, and student organization connections).

Spiritual Life

The college values its relationship with the United Methodist Church and seeks to provide programs that enhance the spiritual life of all members of our community.

Spiritual Life programs are organized through the Office of the Chaplain and work together as the Campus Ministries Council. These organizations include: Catholic Campus Ministry, Habitat for Humanity, Hillel (Jewish Student Group), InterVarsity, Student Fellowship (sponsored by Episcopal and United Methodist churches), the Ujima Gospel Choir, and Young Life. Together the Campus Ministries Council coordinates campus-wide efforts to share in learning, fellowship, service and worship (Christian and interfaith opportunities).

The college's pre-ministerial student group is open to any student exploring a vocational call to Christian Ministry and includes weekly meetings as well as special learning opportunities. The Chaplain's Office is on the second floor of Brock Commons.

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

18 sports: men's teams in football and baseball; men's and women's teams in basketball, golf, lacrosse, soccer, swimming, tennis, and volleyball; and women's field hockey and softball 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 (except the men's volleyball team who plays in the Continental Volleyball Conference) 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, Ferrum College, Lynchburg College, Randolph College, Roanoke College, Shenandoah University, 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 athletic ability, the opportunity to participate in a variety of athletic and recreational activities. Students compete in a variety of sports, such as flag football, sand volleyball, and indoor soccer. During the winter, there are basketball leagues, ping pong, racquetball, and cornhole tournaments. In the spring, students play indoor volleyball, softball, floor hockey and ultimate frisbee.

The Student Intramural Board plans and directs all intramural activities in concert with the director of intramurals in the Brock Center.

Cheerleading and Dance Teams – The cheerleading and dance teams provide support at athletic events, encouraging the Randolph-Macon spirit to vibrantly come alive through their routines. All students are welcome to tryout. The cheerleading and dance teams also participate in competitive performances.

Team Members may select cheerleading for one or both of the two required physical education 100 level courses. The teams also support various charitable and community events on behalf of Randolph-Macon College throughout the year.

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 training and cardio conditioning equip-

ment; 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 offers 1,260 seating capacity for basketball and volleyball with offices, locker rooms, and a classroom. It is also home to the athletic training department which has been updated with modern, state of the art equipment. Adjacent to Crenshaw, Alumni Gymnasium was renovated in 2018 as the home to the men's volleyball program. It also serves as a practice space for other indoor varsity athletics teams. A separate athletic building houses athletes' weight room, additional coaching staff offices, and a conference room.

To the north of Crenshaw is the five-acre Day Field for football, field hockey, men and women's lacrosse, and intramurals. It is a lighted, turf facility that is surrounded by a walking track with residential halls on the north and south sides.

Further north is Hugh Stephens Field at Estes Park, a baseball field which features permanent grandstand seating, a scoreboard, and a 16-foot wall in left field. Also, north of Day Field is Blincoe Intramural Field.

On the west side of the tracks is the softball field, and two grass fields home to the men and women soccer teams. Also located west of tracks is Banks Tennis Center which includes ten playing courts, four lighted courts, stadium seating, a restroom facility, a gazebo and benches.

eSports

eSports are a form of athletic competition that is facilitated by electronic systems, particularly video games; the input of players and teams as well as the output of the eSports system are mediated by human-computer interfaces. Most commonly, eSports take the form of organized, multiplayer video game competitions, particularly between professional players. The most common video game genres associated with eSports are real-time strategy, fighting, first-person shooter (FPS), and multiplayer online battle arena (MOBA). Currently, the college fields teams in League of Legends, Overwatch, and Hearthstone.

Equestrian Program

The Equestrian Program is designed to help students continue to be involved with horses, improve their skills, and gain experience in the show ring. The program also offers the opportunity to build relationships outside the classroom, hone life-skills, and develop campus community. Students may select to participate in the IHSA (Intercollegiate Horse Show Association), and those that have their own horses can join the Eventing Team.

Team members may select horsemanship for one or both of the two required physical education 100 level courses. The Randolph-Macon College Equestrian Center, located less than three miles from campus, offers horses and riders outstanding training and care. This facility offers three large arenas, including an indoor arena.

Show Choir

Randolph-Macon College launched its Show Choir Program in 2018-19, with its first students beginning in fall of 2019. The Show Choir, a non-competitive program, will be composed of talented vocalists, dancers, and instrumentalists. Show Choir uses vocals, choreography, staging, costuming, and production simultaneously to synthesize a stunning artistic experience. Participants will tour locally and nationally, performing at a professional level as they hone their artistic and leadership skills.

Pep Band

The Pep Band is a long-standing musical ensemble that provides support at athletic and campus events year-round, playing all types of popular music. Instrumentation is limited to winds and drumset players, but also open to guitar and bass guitar players who can read music. Students who take Pep Band will receive a one-hour academic credit.

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 support of achieving academic goals. It is the intent of Student Health Services to deliver quality medical care in a cost-effective manner. The staff is able to evaluate and treat episodic and non-emergent acute illnesses or injuries, acute exacerbations of chronic illnesses, and provide wellness education for the long-term benefit of the student.

The mission will be filled through a wide spectrum of services and programs, including primary care for health and wellness with an emphasis on the individual student need. Student Health Services works closely with counseling services addressing mental health evaluations, management, and treatment.

Laboratory services are available. Blood draws can be performed at Student Health Services. These are sent to a local lab for processing. Student insurance is billed directly by the lab.

A limited number of prescription and over the counter medications are available for treatment of common illnesses. The student will choose a pharmacy of choice to have prescriptions called in for treatment of acute or ongoing illness.

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

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will continue to focus on the diagnosis, treatment, and prevention of medical issues relevant to our student population at Randolph-Macon.

When medical assistance is required in the evening or on weekends, students use the emergency room or urgent care facility services. These options for care are listed on our website. The college does not provide transportation for any medical visits off-campus.

The State of Virginia requires that each new student have an immunization record on file upon entrance to the college. The required Randolph-Macon Health History Form can be found on the Health Services website and orientation website. This form must be completed by a licensed health care provider and returned directly to Student Health Services by the specified date. Failure to comply with this requirement may result in the student being denied access to classes and residential facilities.

Student Health Services is staffed by licensed health care providers and is located in the Brock Center. Phone number is: 804-752-3041.

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, 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 Coordinator of Counseling Services Operations.

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.

The Edge

The Edge is an outcomes based program that offers a defined and systematic approach of core skill development at each year of the college experience. *The Edge* was designed to provide intentional, customized, and tiered career development initiatives. *The Edge* aims to help Randolph-Macon students have the competitive advantage when applying to graduate/professional schools and first destination jobs by focusing on their skills, abilities and personal development needs.

The Edge collaborates with esteemed Randolph-Macon faculty to establish the relationship between the academic experience and future career success. It provides a comprehensive practical and experiential road map to career planning. First year students are encouraged to engage in a variety of self-assessment and resume activities. 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. *The Edge* offers resources and support to help connect students with non-academic internships that provide valuable workplace experience.

The Edge Boot Camp is a hallmark program that affords sophomores and above the opportunity to participate in a skill immersion experience. This experience is a two day off-campus event that focuses on interview and communication skills, business etiquette, professional demeanor and networking strategies. Students actively engage in all of these activities with alumni, faculty and local business representatives. Additionally, it is expected students will seek experiences in their career areas of interest through paid and unpaid internships.

When students have selected a targeted career path, a series of job search programs are offered, such as resume refinement, workplace culture, career seminars, simulated interviews, career explorations, Etiquette Dinners, networking, social media/LinkedIn, and Dress for Success. In collaboration with the Alumni Office, *The Edge* encourages the use of the Alumni Career Network, a database of Randolph-Macon alumni volunteering to mentor students and help prepare them for life after college.

Specialized programs and support are offered for students seeking admission to graduate and professional schools. Additionally, *The Edge* utilizes the Career Connector, a web based job and internship database. This rich resource supports students in their search for internships and jobs.

The Edge Career Center is located on the first floor of Thomas Branch Hall. The hours are flexible to meet the needs of students, faculty, and student groups. The external telephone number is 804-752-3103, and the on-campus extension is 3103 or www.rmc.edu.

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. Wireless access is also provided in residence halls, academic spaces, and outdoor common areas. The number of wireless access points grows as necessary to ensure adequate coverage. Wireless access points use the wireless standards - 802.11n and 802.11ac. This generation of high-speed Wi-Fi is capable of delivering the range and capacity to support most bandwidth-hungry applications. Over 345 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.

Faculty, staff, and students regularly use email to enhance communications. Many courses have online syllabi, lab manuals, and/or discussion groups. Students can even publish their own web pages using college provided hosting services. 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 62% of these being Windows based PCs. PCs are the predominate platform on campus in academic areas and the Library. Students are eligible for discounts to purchase computers through the Dell University and Apple for Education programs. A Microsoft Office 365 subscription is provided to all students as part of current fees.

The college's Information and Technology (ITS) staff assist 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. ITS offers a drop off/pickup service for student computer repairs through a local firm. The local firm can perform warranty repairs on most major brands of computers.

The college's information technology resources are best examined by visiting the Information and Technology Services (ITS) page on the Randolph-Macon College Website.

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 programs include a number of professional, educational, and crime preventive services to generate a sense of personal responsibility in each individual to reduce criminal opportunities. Campus safety officers patrol buildings and grounds 24 hours a day, utilizing foot patrols, departmental vehicles, and bicycles. 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 24/7 switchboard service.

Campus Safety maintains a close working relationship with local law enforcement agencies, commonwealth's attorney's office, the courts, and local government.

Campus Safety staff are DCJS Commonwealth of Virginia certified CSO Officers and 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 and 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. 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. Student vehicle decals will be distributed during Athletic Check-In, Freshmen Welcome Week, 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

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ed 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 the Office of Disability Services 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>.

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 or 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 more years, including a minimum of algebra, intermediate algebra, and geometry. Students whose program of study will require calculus will also 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 notified 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. Students may apply online at www.rmc.edu/apply or via the Common Application at www.commonapp.org. Randolph-Macon gives equal consideration to both types of application.

Secondary School Reports — All applicants must submit official copies of their high school transcripts. Early Action applicants should send updated transcripts after their first semester/trimester. Enrolling students must send a final transcript after their high school graduation.

Standardized Tests — All applicants for admission are required to take either the SAT or ACT test. The SAT or ACT should be taken no later than January of the senior year. Randolph-Macon does not require SAT subject tests.

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 (September through April) until noon. Visitors during the summer are welcome on weekdays.

Students who wish to visit campus for an interview should make an appointment by contacting the Admissions Office at 1-800-888-1762, admissions@rmc.edu, or www.rmc.edu/visit.

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 \$400 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

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with official evidence of high school graduation, or the equivalent (e.g. G.E.D.).

Deferment of Acceptance — A student who is accepted for admission to Randolph-Macon may defer the acceptance for up to one year. The student must submit a request in writing to the Admissions Office, and if possible, should submit the \$400 deposit with the request. If the student takes any post-secondary coursework during the deferment period, he/she must submit official transcripts of that work to be evaluated; the student must show satisfactory performance to validate their offer of admission.

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 or International Baccalaureate).

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.

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 priority application deadline for entry in the fall semester is June 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 or International Baccalaureate.) 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 Academic Policies.

At least one-half of the semester hours of the major or minor program must be taken at Randolph-Macon.

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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 or IELTS scores (if applicable), and letter of recommendation. For non-native English speakers, we require a minimum TOEFL score of 80 on the Internet-based test or 550 on the paper-based test, or 6.5 on the IELTS. International students who have taken the SAT or ACT may submit those scores in lieu of the TOEFL or IELTS.

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 and subsequent years 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);

- Satisfactory completion of Yellow Jacket Success Strategies (YJSS 101);
- 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 degree application in the academic year in which graduation is anticipated;
- Participating in *The Edge* Boot Camp during the sophomore year;
- 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 2-D Design	4 or 5	3 hrs. STAR 256
Art 3-D Design	4 or 5	3 hrs. STAR 030
Art – Drawing	4 or 5	3 hrs. STAR 241 (does not count on major or minor)
Biology	4 or 5	8 hrs. BIOL 123 and BIOL Natural Lab Science credit
Chemistry	4 or 5	8 hrs. CHEM 210 and CHEM 215
Chinese Language and Culture	4 or 5	6 hrs. CHIN 211-212
Computer Science A	4 or 5	4 hrs. CSCI 111
Computer Science Principles	4 or 5	3 hrs. CSCI Computing CAR credit
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 100 and HIST elective
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 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 1	4 or 5	4 hrs. PHYS 151
Physics 2	4 or 5	4 hrs. PHYS 152
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
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 111 and HIST elective
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 Table of Charges 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 website (<http://www.rmc.edu/offices/business>) for other payment options or access MyMaconWeb under the Finance tab.

Upperclass students who plan to return to the college for the next academic year must have satisfied all past billings 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 upperclass student who has not satisfied all past billings. 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 cannot 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 \$1,200 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

The college must contract for its faculty and other services on an annual basis. Therefore, Randolph-Macon College has established a policy related to withdrawals which is equitable to the college and to students. *The semester officially begins on the first day of classes as identified on the academic calendar.*

A student withdrawing from the college must notify the registrar's office and must complete all required procedures as established by the registrar's office. Recipients of financial aid who withdraw from the college should be aware that adjustments may be made in their financial aid awards. Please contact the financial aid office for a full description of the financial aid cancellation policy. 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. Student enrollment may be cancelled during a semester for failure to meet their financial obligation to the college.

Withdrawals within the first two weeks of the semester - In the case of such withdrawal, the student will be charged a cancellation fee of \$6,000 during the first two weeks of each semester. Charges for tuition, room, board, student fees and all financial aid will be cancelled. However, additional charges may apply in the event of damage(s) to school property. Financial aid will not be available to apply against the cancellation fee. The student will be considered a cancel with no notation to his/her transcript.

Withdrawals after Two Weeks into the Semester

Withdrawals for Reasons Other Than Health or Discipline - In the case of such withdrawal from the college during the third week of a term, there will be a credit applied to the student account of 25 percent of the tuition; thereafter, there will be no adjustment of tuition. Board will be credited in proportion to time spent at the college. In no case will there be an adjustment to housing or fees. Recipients of financial aid who withdraw from the college should be aware that adjustments may be made in their financial aid awards.

Withdrawals for Disciplinary Reasons - In the event a student is expelled or suspended from the college at any point after the start of the semester due to a disciplinary action or an honor violation, there will be adjustment of any kind and the student will be responsible for any unpaid balance.

Withdrawals for Health Reasons - When a physician recommends the withdrawal of a student, there will be a credit applied to the student account of 80 percent of tuition in proportion to time spent in school. Board will be credited in proportion to time spent in school. There will be no credit for housing or fees and the student will be responsible for any unpaid balance.

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.

Fees and Financial Aid

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 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 \$1,200 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 4.529 percent fixed beginning July 1, 2019.

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 \$3,300 for 2018-2019. 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 re-apply 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 \$16,000 to \$23,500 for students entering in fall 2019. 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.

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. 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 \$1,500 per year as long as two siblings are enrolled concurrently. 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.

Pre-ministerial 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 stu-

Fees and Financial Aid

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. This grant may not be combined with the A. Pernell Bailey scholarship or other Randolph-Macon academic scholarships.

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., Dean's Award, presidential scholarships, family grants, legacy grants, minister's family grants, and pre-ministerial grants, 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 Edge* office.

Veterans Benefits – Student veterans and students who are the dependents of veterans may be eligible for tuition assistance and/or monthly aid from the Veterans Administration (VA). Enrollment certifications are generally submitted to the VA a month prior to the start of classes. Students eligible for Chapter 31 or 33 benefits will not incur late fees or other penalties if the VA is late with disbursing payments. The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. The SAA investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA via email at saa@dvs.virginia.gov.

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 \$657 to \$6,195 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 non-repayable 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.

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. 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 Subsidized Direct Student Loan Program – This federal loan program offers 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 4.529 percent fixed, beginning July 1, 2019.

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)

Randolph-Macon College Grants (including most endowed scholarships)

Fees and Financial Aid

Table of Charges 2019-2020

	Fall Semester Due by August 7	Spring Semester Due by January 15	TOTAL
Full Time Tuition	\$20,600	\$20,600	\$41,200
Single Course Fee (per course-up to two courses per term)			\$4,580
Comprehensive Mandatory Fee (Includes access to student health services, accident insurance, activity and recreational fees, and computer use fees.)			
Residential	\$675	\$675	\$1,350
Commuter	\$550	\$550	\$1,100
Part-time	\$125	\$125	\$250
Room-			
Andrews Hall	\$3,725	\$3,725	\$7,450
Birdsong Hall	\$4,075	\$4,075	\$8,150
Conrad, Freshman Village, Moreland, and Special Interest Housing	\$3,400	\$3,400	\$6,800
Mary Branch	\$3,225	\$3,225	\$6,450
Student Apartments/Mullen Drive	\$3,750	\$3,750	\$7,500
Thomas Branch	\$3,500	\$3,500	\$7,000
Board- Residential students may choose from the Ultimate Plus-19, Ultimate-19, Fab 14, Tantalizing 10, or 350 block meal plans. The commuter plan is available to commuters and students not required to participate in other meal plans.			
Ultimate Plus Plan – 19 unrestricted meals + 50 Dining Points (25 fall; 25 spring term)	\$3,000	\$3,000	\$6,000
Ultimate Plan – 19 meals per week + 50 Dining Points (25 fall; 25 spring)	\$2,710	\$2,710	\$5,420
Fab 14 Plan – 14 meals per week + 175 Dining Points (87.50 fall; 87.50 spring)	\$2,710	\$2,710	\$5,420
Tantalizing 10 Plan – 10 meals per week + 450 Dining Points (225 fall; 225 spring)	\$2,710	\$2,710	\$5,420
Block -350 Meal Plan + 200 Dining Points (100 fall; 100 spring)	\$2,710	\$2,710	\$5,420
Commuter Meal Plan 5 meals per week	\$850	\$850	\$1,700
Special Fees-			
Automobile registration fee	\$150		\$150
Commencement Fee (Seniors)		\$175	\$175
Contingency Deposit (refundable)	\$300		\$300
Fraternity Grounds Fee (per year)	\$85	\$85	\$170
Lost I. D. Card or FOB Replacement Fee (each occurrence)			\$15
Matriculation Fee (Freshmen & New Transfer Students)	\$100		\$100
Resident Hall Association Fee	\$5	\$5	\$10
Return Check Charge			\$40
Room Change Fee			\$150
Single Room Fee	\$750	\$750	\$1,500
Overload & Summer Rate per credit hour			\$415
Transcript Request			\$6
Late Fee (1.5% per month for unpaid balances of \$300 or more)			

Overload –Students enrolling in more than 17 credit hours in fall or spring semester will be charged an overload fee (for each credit hour over 17). Overload fees will be based on enrollment at the end of the second week of each semester. An overload fee will be charged for enrolling in over 7 credit hours in the January term and will be based on enrollment at the end of the third day of classes.

Fees and Financial Aid

Federal Direct Unsubsidized and Subsidized Student Loans
Federal Parent Loan to Undergraduate Students.

The FAFSA may be obtained from high school guidance counselors, or online at www.FAFSA.gov. A copy of parents' and student's 2017 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 (February 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 March 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 maintain satisfactory academic progress for financial aid, 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 Scholarship 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 PACE, 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 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 adjustment to charges. If there are no adjustments to charges, there will be no adjustments to non-federal aid.

The college's withdrawal 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 adjustments are considered final, 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 Federal Perkins Loans).

Sample Loan Repayment Schedule

This repayment schedule may be helpful in estimating how much a student will be expected to repay

Fees and Financial Aid

when the loan becomes due and payable. The repayment schedule for individual students may be different depending on the total amount borrowed and the length of the payment period. Loan repayment calculators are available online at www.finaid.org.

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

Financial Aid Satisfactory Academic Progress Minimums

	Rising Sophomore	Rising Junior	Rising Senior	Rising 5 th Year
Minimum Pace of Completion	No Review	67%	67%	67%
Minimum CGPA	No Review	2.0	2.0	2.0

(pace of completion is the number of hours earned divided by the number of hours attempted)

- We will review compliance at the end of the January term for the subsequent year eligibility. New students will be reviewed for compliance at end of January of their sophomore year.

Directory

Board of Trustees

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Robert R. Lindgren, President
Lee B. Spencer, Jr., Vice Chair
Dr. Stephen P. Long, Secretary
Jennifer L. Thompson, Assistant Secretary & Executive Assistant to the President

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(Date in parentheses indicates year of election)

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Dr. Yvonne W. Brandon (2010); Associate Professor/Executive in Residence, Virginia Commonwealth University, Richmond, Virginia
Macon F. Brock III (2018); Founder & Chief, Skouts Honor, Newport Beach, California
L. Preston Bryant, Jr. (2010); Senior Vice President, McGuire Woods Consulting, Richmond, Virginia
Grace Burke Carroll (2019); Circuit Court Judge, Fairfax, Virginia
J. Peter Clements (2014); CEO, Bank of Southside Virginia, Carson, Virginia
Dr. J. Scott Colley (2019); Retired English Professor and College President, Charlottesville, Virginia
The Rev. William A. Davis, Jr. (2014); Retired Elder, Virginia Annual Conference, The United Methodist Church, Chesterfield, Virginia
Malinda E. Dunn (2014); Executive Director, American Inns of Court Foundation, Alexandria, Virginia
F. Gillis Green (2014); Principal, Green Law Firm, Baltimore, Maryland
R. Earl Johnson (2014); Retired Vice President, Leaf Spring School, Richmond, Virginia
William B. Kilduff (2018); Attorney, Emroch & Kilduff, LLP, Richmond, Virginia
Sabra L. Klein, Ph.D. (2017); Associate Professor, Molecular Microbiology and Immunology, Johns Hopkins University, Baltimore, Maryland
Cynthia H. Lee (2011); Civic Volunteer, Philomont, Virginia
Robert R. Lindgren (2006); President, Randolph-Macon College, Ashland, Virginia
Dr. Stephen P. Long (2018); President/Physician, Commonwealth Pain Specialists, LLC, Richmond, Virginia
David G. Meleski (2013); President & CEO, Richline Group, New York, New York
T.C. Melton (2016); Director, Zeigler & Company Investment Bank, Glen Allen, Virginia
Thomas L. Millner (2017); Retired President & CEO, Cabela's, Inc., Monticello, Georgia
Frank J. Murphy III (2010); President, Realty 1 Companies and Murphy Enterprises, Gainesville, Virginia
R. Geoffrey Neville, Jr. (2016); Portfolio Manager, ZWJ Investment Counsel, Atlanta, Georgia

Wesley A. Nichols (2012); Digital Transformation, Analytics and Data Thought Leader, Los Angeles, California
Allison M. O'Brien (2009); Vice President for Business Development, Long & Foster Corporate, Richmond, Virginia
Timothy P. O'Brien (2012); Partner, MeriStar Holdings, LP, Silver Spring, Maryland
Susan P. Quinn (2017); President & CEO, Circle S Studio, Richmond, Virginia
Mary Lynn Reed (2015); Senior Counsel, George Washington University Medical Center, Washington, D.C.
Louis E. Renjel, Jr. (2019); Senior Vice President, Federal Government Affairs and Strategic Policy, Duke Energy, Washington, D.C.
Sue Schick (2011); Market President & Chief Growth Officer, UnitedHealthcare Community and State, Wayne, Pennsylvania
Lee B. Spencer, Jr. (2011); President, West Hill Properties, LLC, New York, New York
Harold E. Starke, Jr. (2012); Retired Partner, Troutman Sanders, LLP, Richmond, Virginia
Linwood A. Staub (2014); President & COO, Soluble Systems, Williamsburg, Virginia
Sanjay Tandon (2012); Director, Knowledge Services, Global Support, KLA-Tencor Corp., Milpitas, California
Dr. Samuel E. Vichness (2010); President, Quality Camping Properties, Inc. and Senior Partner, GreyPine, LLC, New York, New York
R. Douglas White (2014); Owner, Gather, Midlothian, Virginia
David E. Yawars (2009); Cattle Farmer, Laughing Place Farm, Lexington, Virginia

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Andrea Holloway (2018); Parents Board of Directors Representative; Development Committee member, Virginia Opera Board, Norfolk, Virginia
Dee A. Raubenstine (2019); Society of Alumni Representative; Director of Development & Sponsor Events, The Richmond Forum, Richmond, Virginia

Trustees Emeriti

(Dates in parentheses indicate years served on the Board of Trustees)

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J. W. Whiting Chisman (2008-2016); Owner, 207 Company, L.C., Newport News, Virginia
Dr. John P. Clarke (2002-2013); Retired Surgeon, Virginia Beach Surgery, Ltd., Virginia Beach, Virginia

Directory

Ralph R. Crosby (2005-2017); Retired Executive Partner, Coopers & Lybrand, Richmond, Virginia

Beverley E. Dalton (1987-1999; 2000-2005); Civic Leader, Altavista, Virginia

Parker O. Dillard (1999-2011); Vice President & Co-owner, Arcet Equipment Company, Richmond, Virginia

Jack M. Enoch, Jr. (1999-2011); Chief Investment Officer, Branch Cabell Group, Richmond, Virginia

Patricia G. Hanback (1994-2006); Virginia Regional Manager, RBC Centura Bank, Commercial Real Estate Group, Norfolk, Virginia

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The Rev. David F. Jarvis II (1991-2004); Retired United Methodist Church Minister, Richmond, Virginia

Michael A. Jessee, Ph.D. (2004-2016); Retired President & CEO, Federal Home Loan Bank, Vero Beach, Florida

The Rev. Charles B. King (2000-2013); Retired Ashland District Supervisor, United Methodist Church, Midlothian, Virginia

Ira M. Lechner (1989-1998); Retired Attorney, Escondido, California

Dr. Edward L. Lilly (1994-2006); Gastroenterologist, Consultants in Internal Medicine, Norfolk, Virginia

E. Jackson Luck (2002-2014); Partner, General Manager & Vice President, Luck Chevrolet, Ashland, Virginia

Anne Derby McDougall, Esq. (2000-2012); Attorney, Freed & Shepherd, P.C., Ashland, Virginia

The Rev. Mark V. Ogren (2007-2019); Director of Congregational Excellence, Virginia Annual Conference, The United Methodist Church, Glen Allen, Virginia

Haywood A. Payne, Jr. (1988-2000, 2010-2017); Retired President, Chevron Business and Real Estate Services, Fullerton, California

Donald E. Perry (2004-2016); President, Continental Properties Corporation, Virginia Beach, Virginia

The Rev. Dr. John B. Peters (1994-2006); Senior Minister, Trinity United Methodist Church, Richmond, Virginia

Alan B. Rashkind (1987-1989, 1991-2003, 2004-2019); Attorney, Furniss, Davis, Rashkind and Saunders, P.C., Norfolk, Virginia

Dr. Dianne L. Reynolds-Cane (1988-2004, 2007-2019); Physician, Greater Fulton Medical Center, Capital Area Health Network, Richmond, Virginia

Benjamin S. Schapiro (1980-1992, 1994-2006, 2007-2019); Chairman & CEO, QuestMark Partners, Baltimore, Maryland

Bernard S. Via, Jr. (1975-1985); Retired Richmond District Superintendent, United Methodist Church, Roanoke, Virginia

John B. Werner (1974-1994, 2000-2003); Retired Banker, Executive Director Cabell Foundation, Richmond, Virginia

Charles S. Wilson, Jr., M.D. (2002-2014); Ophthalmologist, Farmville, Virginia

Elizabeth H. S. Wyatt (1993-2005); Former Vice President, Corporate Licensing, Merck & Company, Summit, New Jersey

Board of Associates

Officers

Cristin Traylor, Chair
Matt Pulisic, Vice Chair

Members

(Date in parentheses indicates year the individual joined the board)

Bruce J. Adkins (2018); A. Morton Thomas Engineer, Fredericksburg, Virginia

T. Daniel Applewhite, Esq. (2005); Deputy General Counsel, Liberty University, Midlothian, Virginia

James A. Baber IV (2015); Senior Vice President, Investments, Raymond James, Richmond, Virginia

David L. Brown (2007); Vice President & Wealth Management Consultant, RBC Wealth Management, Richmond, Virginia

Dennis K. Dodson II (2015); President, Dodson Property Management, LLC, Henrico, Virginia

Kelly Keffler Domson, M.D. (2015); Pathologist/Physician, Pathfinders Diagnostics, Arlington, Virginia

John R. Franklin (2013); Managing Director, Healthcare Finance Group, BB&T Capital Markets, Richmond, Virginia

J. Spencer Gilmore (2016); Senior Manager of Industrial Business Services, Wolseley Industrial Group, Newport News, Virginia

G. Mark Hamby (2005); Managing Partner, CEO, Highland Partners Financial Services, Glen Allen, Virginia

Sarah Downs Hazel (2015); Charlottesville, Virginia

Raynor Hutchinson-Dahlquist (2005); VP & Director, BA Cyber Solutions Network, Booz Allen Hamilton, Leesburg, Virginia

Rodney A. Jefferson (2007); Owner, Little Scholars, LLC, Richmond, Virginia

Stephanie Maxwell Lewis (2019); Registered Professional Liability Senior Underwriter, James River Insurance Company, Richmond, Virginia

Catherine D. Malone (2013); Owner & Operator, CDM Dressage, Wellington, Florida

Grayson C. McNeely (2014); Owner, Eagle Corporation, Richmond, Virginia

Ann Sunday Michael (2009); Procurement Specialist, Cortez Management Corp., Yorktown, Virginia

Michelle Kunz Orvis (2009); Chief of Staff, The Hill Center, Raleigh, North Carolina

Dr. Matthew Pulisic, Jr. (2010); Physical Therapist & Owner, Ashland Physical Therapy, Mechanicsville, Virginia

Graham B. Rashkind (2010); Managing Broker & Owner, Rashkind Saunders & Co, Richmond, Virginia

Andrea Smith Sealey (2007); Education & Development Manager, T-Mobile Express Stores, Poquoson, Virginia
Leslie L. Seay (2018); Director of Programs, Little Scholars, Richmond, Virginia
Hampden H. Smith III (2004); Lexington, Virginia
William M. Sprinkle, PE (2005); Senior Consultant, Sprinkle Engineering Solutions, Midlothian, Virginia
Timothy P. Stuller, Sr. (2005); Business Development Manager, Virginia Economic Development Partnership, Richmond, Virginia
Cristin Bauby Traylor, Esq. (2012); Counsel – Discovery Counsel Services, McGuire Woods LLP, Richmond, Virginia
Jeffrey B. Ward (1999); Chief Executive Officer, Cheer Pack North America, Midlothian, Virginia
D. Calloway Whitehead III (2007); Commonwealth Strategy Group, Richmond, Virginia
Tracy Johnson Whitley (2014); Realtor, Long & Foster, Glen Allen, Virginia

Board of Directors of the Society of Alumni

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Thomas Hunter Leemon '00, President
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Robyn Diehl McDougale, Ph.D. '98, Secretary

Members

Diana Skinner Almy, DDS '98 (2021); Orthodontist, Fredericksburg Orthodontics, Fredericksburg, Virginia
Erica Gasper Andrews, Ph.D. '02 (2019); Assistant Professor, Psychology University of Maryland, College Park, Maryland
Melissa K. "Missy" Bass '98 (2021); Production/Loan Officer, C&F Mortgage, Richmond, Virginia
Stacy Michele Biddinger '00 (2019); Assistant Director, Child Advocacy, Children's Hospital Association, Washington, D.C.
William A. Chalifoux '07 (2020); Vice President, Portfolio Analyst, SunTrust Mortgage, Inc., Mechanicsville, Virginia
Philip G. Emerson '81 (2018); Executive Director, Jamestown-Yorktown Foundation, Williamsburg, Virginia
Amy De Vitto English '98 (2017); Senior Wealth Advisor, Keel Point, Vienna, Virginia
Jennifer Fitch Folsom '97; Chief of Corporate Development, Summit Consulting, Alexandria, Virginia
John M. Garrett '69 (2019); Retired Chief Deputy Clerk, Senate of Virginia, Mechanicsville, Virginia
William C. Gorham '67 (2017); Retired Logistics Manager, Department of Defense, New Kent, Virginia
Stephen C. Hundley '76 (2020); Retired United Methodist Clergy, Roanoke, Virginia

Dexter C. Hurt '94 (2019); Senior IT Project Manager, GRTC Greater Richmond Transit Company, Richmond, Virginia
Nicole Pugar Lawter '01 (2021); Director of Government Relations, Williams Mullen, Richmond, Virginia
Thomas Hunter Leemon '00; Executive Director, Sportable, Richmond, Virginia
Troy M. Lyons '05 (2020); Partner, Massie Partners, Washington, D.C.
James W. "Jim" McAden '79 (2021); President, Balzer & Associates, Inc., Roanoke, Virginia
Robin Diehl McDougale, Ph.D. '98 (2018); Associate Professor, L. Douglas Wilder School of Government and Public Affairs, Virginia Commonwealth University, Mechanicsville, Virginia
L. Alexander Morrison '97 (2017); President, Lynn Street Partners, Arlington, Virginia
Ronald Christopher "Chris" Moore '97 (2021); Virginia Senior Scientist, Chesapeake Bay Foundation, Virginia Beach, Virginia
S. Christina Nuckols '89 (2021); Director of Community Relations, Richmond Memorial Health Foundation, Richmond, Virginia
Victoria "Tori" C. Puryear '14 (2020); Financial Analyst, Summit Consulting, LLC, Washington, D.C.
Dee Ann Raubenshtine '80; Director of Development and Special Events, The Richmond Forum, Richmond, Virginia
James F. Shewey '01 (2021); Client Executive, RCM&D, Glen Allen, Virginia
Edward D. Showalter, Ph.D. '84 (2021); Professor, Economics/Business, Randolph-Macon College, Mechanicsville, Virginia
Scott C. Sutton '87 (2020); Vice President for Business Development and Marketing, Richmond Kickers Pro Soccer Team, Richmond, Virginia
Robert C. Thomas '11 (2019); International Security & Economics Specialist, Arlington, Virginia
Trenton M. "Trent" Walker '15 (2021); Senior Associate, Ernest & Young, Arlington, Virginia
Jennifer MacDonald Wicker '96 (2021); Director of Intergovernmental Affairs, Virginia Hospital and Healthcare Association, Chesterfield, Virginia
Linda Mabry Wilkinson '91 (2020); CEO, Virginia Association of Free & Charitable Clinics, Mechanicsville, Virginia
Kimberly Slattery Zincone '96 (2020); Provider Relations Coordinator, Hospice of Virginia, Richmond, Virginia

Organizational Liaisons to the Board

Young Alumni Board:

Fenton K. Crowther '13; Marketing Manager, McKinnon and Harris, Richmond, Virginia

The Boydton Society:

Dr. Jacob T. Moll '65; Retired Physician, Newport, Virginia

Directory

Board of Associates:

William M. Sprinkle '67; Senior Consultant, Sprinkle Engineering Solutions, Midlothian, Virginia

Student Government Association:

Max Petersen '20, S.G.A. President

Randolph-Macon Parents Board of Directors

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Richmond, Virginia

Scott Anderegg and Lisa Krizan

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Wilmington, Delaware

Peter and Robin Bethke

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Jeff '87 and Shelley '87 Burns

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Lee and Becky Carman

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Mike and Sheila Carney

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Glenn and Chris Crater

Raleigh, North Carolina

Barry and Pam Cross

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Larry and Jane Dantzler

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Craig and Heather DiSesa

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Norfolk, Virginia

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Michael and Erin Kuhla

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Glen Allen, Virginia

Jonathan and Karlyn Lokken

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Kevin and Madonna Maas

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Tim and Margaret Magee

Richmond, Virginia

Michael Meier

Vienna, Virginia

Ron and Kim Nicholson

Lynchburg, Virginia

John and Cindy Papp

Ada, Michigan

Tom Saberhagen and Melissa Dana

Leesburg, Virginia

Bill and Mary Smalts

Virginia Beach, Virginia

Greg and Susie Shockley

Berlin, Maryland

Julie Tupper

Norfolk, Virginia

Keith and Angela Wadsworth

Lake Wales, Florida

Shannon and Ariana Wolfe

Midlothian, Virginia

Faculty

(Date after name indicates year appointed to faculty)

Allison M. Adair, 2019, Visiting Instructor of Criminology; B.A. Hanover College (2009), M.A. Ohio University (2011).

Caroline Armbruster, 2019, Visiting Instructor of History; B.A. Southeastern Louisiana University (2010), M.A. Louisiana State University (2013).

Inigo Arroniz, 2019, Visiting Assistant Professor of Economics, Business, and Accounting; Licentiate in Administrative Studies and Business Management University of Navarre (1997), Ph.D. University of Central Florida (2007).

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).

Valentine Balguerie, 2017, Assistant Professor of French; B.A. Université Paris III, Sorbonne Nouvelle (2006), M.A. Université Paris III, Sorbonne Nouvelle (2008), M.A. University of Illinois at Chicago (2009), Ph.D. Brown University (2015).

Massimo Bardi, 2013, Professor of Psychology; B.S. University of Pisa, Italy (1993), M.S. University of Pisa, Italy (1994), Ph.D. University of Cagliari, Italy (1998).

Ruth J. Beerman, 2016, Assistant Professor of Communication Studies; B.A. Mercer University (2004), M.A. University of Northern Iowa (2009), Ph.D. University of Wisconsin-Milwaukee (2015).

Lauren Cohen Bell, 1999, Dean of Academic Affairs 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, 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, 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, Associate Professor of Spanish; B.A. Ohio University (2000), M.A. Ohio University (2001), Ph.D. University of Chicago (2009).
- Maria 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).
- Susan Borowski**, 2018, Visiting Assistant Professor of Chemistry; B.S. Randolph-Macon College (2007), Ph.D. The University of Arizona (2014).
- 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).
- Jada Brooks**, 2018, Assistant Professor of Psychology; B.S. Virginia State University (2002), M.Ed. Virginia State University (2004), Ph.D. Virginia Tech (2011).
- Timothy A. Brown**, 2008, Associate 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).
- Jen Cadwallader**, 2009, Associate 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).
- John McKesson Camp II**, 1995, Stavros Niarchos Professor of Classics; B.A. Harvard University (1968), M.A. Princeton University (1972), Ph.D. Princeton University (1977).
- David A. Clark**, 2008, Professor of Mathematics; B.S. Oxford University (2001), Ph.D. University of California (2008).
- Brian Coffill**, 2018, Assistant Professor of Music and Director of Instrumental Ensembles; B.A. University of Connecticut (2008), M.M. University of Illinois (2015), D.M.A. University of Maryland (2018).
- Joan L. Connors**, 2003, Professor of Communication Studies; B.A. Marquette University (1989), M.A. Marquette University (1991), Ph.D. University of Minnesota-Twin Cities (2001).
- Victoria Cooper**, 2019, Instructor of Computer Science; B.S. Randolph-Macon College (2012), M.S. College of William & Mary (2014).
- 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).
- Stephanie Coster**, 2016, Assistant Professor of Biology; B.S. Trinity University (2002), M.S. University of New Hampshire (2008), Ph.D. University of New Hampshire (2013).
- Sarah E. Cribbs**, 2014, Assistant Professor of Sociology; B.A. Roanoke College (1999), M.A. University of Louisville (2001), Ph.D. University of Oregon (2011).
- Marisa R. Cull**, 2008, Professor of English; B.A. Capital University (2002), M.A. The Ohio State University (2004), Ph.D. The Ohio State University (2008).
- James M. Doering**, 1999, Professor of Music; B.M. The College of Wooster (1990), M.M. University of North Carolina (1992), Ph.D. Washington University (1998).
- Rachele Dominguez**, 2011, Associate Professor of Physics; B.S. College of William & Mary (2002), M.S. University of Washington (2004), Ph.D. Boston University (2010).
- Mine Eren**, 2002, Associate Professor of German; M.A. Ludwig-Maximilians-Universität (1992), M.A. Brown University (1995), Ph.D. Brown University (1999).
- Mehmet Ezer**, 2018, Assistant Professor of Economics, Business, and Accounting; B.S. Middle East Technical University (2009), M.A. KOC University (2012), Ph.D. Boston College (2018).
- Nancy Falciani-White**, 2016, Director of the McGraw-Page Library and Associate Professor, B.A. Wheaton College (2004), M.S. University of Illinois (2007), Ed.D. Northern Illinois University (2013).
- Antonina S. Farmer**, 2014, Assistant Professor of Psychology; A.B. Princeton University (2006), M.A. George Mason University (2010), Ph.D. George Mason University (2014).
- Melanie Fennell**, 2015, Assistant Professor of Economics/Business; B.A. Stonehill College (2007), M.Sc. University College of London (2008), Ph.D. George Washington University (2014).
- Michael S. Fenster**, 1995, Stephen H. Watts Professor of Science, 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, Shelton H. Short III Professor in the Liberal Arts and Professor of Classics and Art History; B.A. College of William & Mary (1977), M.A. Florida State University (1980), Ph.D. University of Minnesota (1988).
- James A. Foster**, 1998, Paul Wornom Professor of Biological Sciences, Professor of Biology; B.S. Lebanon Valley College (1986), Ph.D. University of Virginia (1993).

Directory

- William T. Franz**, 1983, Professor of Physics; B.S. Muhlenberg College (1976), M.S. University of Delaware (1978), Ph.D. University of Delaware (1981).
- Elliott B. Fullmer**, 2013, Associate Professor of Political Science; B.S. Villanova University (2005), M.A. Georgetown University (2010), Ph.D. Georgetown University (2013).
- Kimberly M. Gerecke**, 2017, Associate Professor of Psychology; B.S. Muskingum College (1994), M.A. University of Richmond (1997), Ph.D. University of Alabama at Birmingham (2004).
- Robin M. Givens**, 2016, Assistant Professor of Computer Science; B.S. University of Richmond (2006), M.S. College of William & Mary (2014), Ph.D. College of William & Mary (2018).
- 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, 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).
- Nora S. Green**, 2004, Associate Professor of Chemistry; B.S. Eckerd College (1996), Ph.D. The University of California, Los Angeles (2001).
- Agnes D. Grocholski**, 1999, Visiting Instructor of Mathematics; B.S. Virginia Tech (1997), M.S. Virginia Commonwealth University (1999).
- Melanie Gubbels Bupp**, 2009, Associate Professor of Biology; B.S. Creighton University (2000), Ph.D. University of Colorado (2005).
- Jennifer Hauver**, 2017, Associate Professor of Education; B.A. The University of Virginia (1995), M.Ed. The George Washington University (1997), Ph.D. University of Maryland College Park (2006).
- Janet Hayatshahi**, 2015, Assistant Professor of Theatre; B.F.A. Ithaca College (1993), M.A. San Diego State University (2006), M.F.A. University of California, San Diego (2012).
- Justin Haynes**, 2011, Associate Professor of English; B.A. St. Francis College (2001), M.F.A. University of Notre Dame (2003), M.A. Vanderbilt University (2006), Ph.D. Vanderbilt University (2010).
- Aouicha E. Hilliard**, 1977, Professor of French; Licence es Lettres, Université d'Alger (1969), M.A. University of Rhode Island (1971), Ph.D. University of Rochester (1976).
- Gregg Hillmar**, 2002, Associate Professor of Theatre; B.A. University of Richmond (1979), M.F.A. University of Texas (1986).
- Yoshiko Himata**, 2016, Instructor of Japanese Language; B.A. Ferris University (2005).
- Benjamin I. Huff**, 2006, Professor of Philosophy; B.A. Brigham Young University (1996), M.A. University of Notre Dame (2000), Ph.D. University of Notre Dame (2006).
- Alva T. Hughes**, 1991, Macon and Joan Brock Professor of Psychology; B.S. Randolph-Macon College (1981), M.S. University of Maryland College Park (1985), Ph.D. University of Maryland College Park (1988).
- Michelle Hulme-Lippert**, 2015, Visiting Assistant Professor of Spanish; B.A. Davidson College (2004), M.A. University of California at Los Angeles (2008), Ph.D. Emory University (2015).
- M. Thomas Inge**, 1984, Blackwell Professor of the Humanities; B.A. Randolph-Macon College (1959), M.A. Vanderbilt University (1960), Ph.D. Vanderbilt University (1964).
- Alphine Jefferson**, 2005, Professor of History; A.B. University of Chicago (1973), M.A. Duke University (1975), Ph.D. Duke University (1979).
- Nazneen Kane**, 2018, Associate Professor of Sociology, Anthropology, and Criminology; B.S. Brigham Young University (2001), M.S. Brigham Young University (2004), Ph.D. University of Maryland (2011).
- Kristen J. Klaaren**, 1994, Professor of Psychology; B.A. Hope College (1987), M.A. University of Iowa (1989), Ph.D. University of Virginia (1993).
- Carroll M. LaHaye**, 1981, Director of Physical Education and Associate Professor; B.S. University of Maine at Machias (1977).
- Steven D. Lang**, 1987, Edward W. Seese Professor of Economics; B.A. University of Pittsburgh (1982), M.A. University of Pittsburgh (1985), Ph.D. University of Pittsburgh (1990).
- Grace E. Lim-Fong**, 2009, 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).
- Savanna M. Love**, 2016, Visiting Assistant Professor of Education; B.A. Randolph-Macon College (2010), M.A. George Mason University (2012), Ph.D. Virginia Commonwealth University (2018).
- 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 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, Gamett-Lambert Professor of Chemistry; B.S. Randolph-Macon College (1997), Ph.D. The Pennsylvania State University (2001).
- Laurie A. Massery**, 2012, Associate Professor of Spanish; B.A. University of Massachusetts (1999), M.A. University of Massachusetts (2004), Ph.D. University of Florida (2009).
- April C. Mattei**, 2015, Visiting Assistant Professor of Chemistry; B.S. Randolph-Macon College

- (2010), Ph.D. Virginia Commonwealth University (2016).
- James T. McLeskey, Jr.**, 2015, Professor of Engineering Physics; B.S. College of William & Mary (1986), M.S. University of Illinois at Urbana-Champaign (1989), Ph.D. University of Virginia (2003).
- John W. McManus**, 2014, Assistant Professor of Computer Science; B.A. Randolph-Macon College (1984), M.S. College of William & Mary (1986), Ph.D. College of William & Mary (1992).
- Richard J. Meagher, Jr.**, 2009, Associate Professor of Political Science; B.A. Muhlenberg College (1993), M.A. City University of New York (2003), Ph.D. City University of New York (2008).
- Rebecca R. Michelsen**, 2005, Associate Professor of Chemistry; B.A. Occidental College (1996), Ph.D. University of Minnesota (2002).
- Todd S. Munson**, 2003, Professor of Asian Studies; B.A. University of Massachusetts (1991), M.A. Indiana University (2000), Ph.D. Indiana University (2004).
- Consolata Mutua**, 2018, Assistant Professor of Communication Studies; B.A. Moi University (2002), M.A. Kean University (2007), Ph.D. University of New Mexico (2017).
- Bartolo A. Natoli**, 2014, Assistant Professor of Classics; B.A. University of Richmond (2007), M.A. University of Texas at Austin (2009), M.Ed. Colorado State University (2012), Ph.D. University of Texas at Austin (2014).
- Rance D. Necaie**, 2013, Associate Professor of Computer Science; B.S. The University of Southern Mississippi (1989), M.S. The University of Southern Mississippi (1991), Ph.D. College of William & Mary (1998).
- Lauren Nossett**, 2017, Visiting Assistant Professor of German; B.A. University of Georgia (2007), M.A. University of Georgia (2010), Ph.D. University of California (2016).
- Shelby Oxenford**, 2018, Assistant Professor of Japanese; B.A. University of California (2009), M.A. University of California (2013), Ph.D. University of California, Berkeley (2018).
- Susan W. Parker**, 2004, Associate Dean of Academic Affairs and Professor of Psychology; B.A. University of Richmond (1997), Ph.D. University of Minnesota (2002).
- Amber Peacock**, 2013, Assistant Professor of Education; B.A. Texas Tech University (1991), M.S. Texas Tech University (1993), M.Ed. James Madison University (1995), Ph.D. Virginia Commonwealth University (2015).
- 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).
- Donald C. Polaski**, 2013, Assistant Professor of Religious Studies; B.A. Furman University (1986), M.A. Duke University (1987), M.D. Southern Baptist Theological Seminary (1990), Ph.D. Duke University (1997).
- 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).
- Benjamin S. Ramage**, 2013, Assistant Professor of Biology; B.S. University of Massachusetts (2001), Ph.D. University of California (2011).
- Patricia Reagan**, 2008, Professor of Spanish; B.A. Hood College (2002), M.A. University of Virginia (2004), Ph.D. University of Virginia (2008).
- Renee Reisenweaver**, 2018, Visiting Instructor of Physics and Teacher-in-Residence; B.S. Grove City College (1992), M.S. College of William & Mary (1994).
- Adrian C. Rice**, 1999, Dorothy and Muscoe Garnett Professor of Mathematics; Professor of Mathematics; B.S. University College, London (1992), M.S. King's College, London (1993), Ph.D. Middlesex University (1997).
- Cedar Riener**, 2009, Associate Professor of Psychology; B.A. Harvard University (1998), Ph.D. University of Virginia (2007).
- Michelle Rittenhouse**, 2012, Visiting Instructor of Mathematics; B.S. University of Pittsburgh (1989), M.S. Virginia Commonwealth University (2008).
- William Roberts**, 2005, Instructor of Communication Studies; B.A. Furman University (1969), M.Ed. James Madison University (1984).
- Raina Stefanova Robeva**, 2015, Professor of Mathematics; B.S. Sofia University (1983), M.S. Sofia University (1985), Ph.D. University of Virginia (1997).
- 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. University of Florida (2006).
- Thomas C. Rose**, 2018, Assistant Professor of Classics; B.A. University of North Carolina at Chapel Hill (2000), M.A. East Carolina University (2004), M.A. University of Iowa (2010), Ph.D. University of Iowa (2015).
- Alisa J. Rosenthal**, 2019, Provost and Vice President for Academic Affairs and Professor of Political Science; B.A. Beloit College (1994), M.A. University of Wisconsin-Madison (1995), Ph.D. University of Wisconsin-Madison (2001).
- Cynthia Rubenstein**, 2018, Founding Chair of the Nursing Department; B.S.N. University of Virginia (1992), M.S.N. Virginia Commonwealth University (1997), Ph.D. Villanova University (2010).
- Nicholas J. Ruppel**, 2013, Associate Professor of Biology; B.S. Miami (OH) University (2001), Ph.D. Indiana University (2008).
- Ray C. Schmidt**, 2017, Visiting Assistant Professor of Biology; B.S. South Dakota State University (2005), M.S. Texas A&M University (2008), Ph.D. Tulane University (2014).

Directory

- 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, Charles J. Potts Professor of Social Science and Professor of English and Communication Studies; B.S. Duquesne University (1972), M.A. Pennsylvania State University (1974), Ph.D. Pennsylvania State University (1979).
- Edward D. Showalter**, 2001, Professor of Management; B.A. Randolph-Macon College (1984), M.B.A. Virginia Commonwealth University (1990), Ph.D. Virginia Commonwealth University (1997).
- Paul J. Sikkar**, 2011, Instructor of Accounting; B.S. George Mason University (1988), M.B.A. James Madison University (1990).
- Kristina M. Soric**, 2018, Visiting Assistant Professor of Spanish; B.A. University of Toledo (2008), M.A. The Ohio State University (2012), Ph.D. The Ohio State University (2017).
- George F. Spagna, Jr.**, 1986, Associate Professor of Physics and Director of the Bassett Internship Program; 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, Professor of Biology; B.S. University of Northern Iowa (1993), Ph.D. Washington University (1998).
- Brian Sutton**, 2005, Professor of Mathematics; B.S. Virginia Tech (2001), Ph.D. Massachusetts Institute of Technology (2005).
- Adrianna L. Tam**, 2019, Assistant Professor of Music and Director of Choral Activities; B.S. Massachusetts Institute of Technology (2011), M.M. Yale School of Music & Institute of Sacred Music (2013), M.A. Universität für Musik und darstellende Kunst (2016), D.M.A. University of Michigan School of Music, Theatre & Dance (2019).
- Sandrine F. Teixidor**, 2004, Professor of French; Université de Paris VII (1996), M.A. Ohio University (1998), Ph.D. Duke University (2004).
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Stuart Royall, B.A.
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Shelly Slapshak, B.S.
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Director of Campus Safety
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Operations Manager
Davis Bailey, A.A.S.
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Danny Blackburn
Communications Operator
Renee Booker
Patrol Sergeant

JoAnn Carlino
Patrol Officer
Jennifer Duffey
Patrol Sergeant
Lauren Elwood
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Clint Glasco
Patrol Officer
Dennis Hawk
Part-time Parking Officer
Anita Hilditch
Part-time Patrol Officer
Maurice Kiely
Assistant Director of Campus Safety
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Communications Operator
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Joy Stamper
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Brenda Stanley
Part-time Communications Operator
Kerri Watson
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Vanessa Wagner
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The Robert Emory Blackwell Professor of Humanities is named in honor of Dr. Blackwell, the distinguished 10th president of Randolph-Macon College. Professor Robert Emory Blackwell was elected president and held the position until his death in 1938. He entered Randolph-Macon at the age of 14 as a member of the first student body in Ashland. Except for one year of study in Europe, he spent 70 years on campus as a student, instructor, professor, and president.

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, Jr. Professorship 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 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.

The Stavros Niarchos Professorship in Classics was established in 2009 by the Niarchos Foundation to benefit the classics department, in general, and supports, specifically, the work of Randolph-Macon's excavations in the Agora (ancient marketplace) in Athens, Greece.

The Noë-Kilgore Award, established several years ago by an anonymous alumnus of the college, honors Randolph-Macon College faculty emeriti. The award is named in honor of retired Randolph-Macon professors Bill Noë and Pete Kilgore.

The Karl Peace Fellowship in Mathematics was established in 2015 with a gift from Karl E. Peace, a noted scientist, researcher, professor, philanthropist, and former tenured professor of mathematics at Randolph-Macon College. The Fellowship provides funds to help Randolph-Macon College attract, recruit, and retain outstanding faculty in the Department of Mathematics by making available to them both funds and awards established explicitly to encourage their further outstanding accomplishments at Randolph-Macon.

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.

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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 accomplishment 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 1914, of Greenville, North Carolina,

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 Jacai Colson '09 Memorial Endowment for The EDGE was established by L. Alexander Morrison, Jr., a 1997 Randolph-Macon alumnus. To demonstrate his appreciation for the caliber of education he received while a student and his belief in the mission of the college, Mr. Morrison established this fund to provide financial resources for the college's Center for Personal and Career Development, also known as *The Edge*, in memory of alumnus Jacai Colson '09, a police officer who was killed in the line of duty in March 2016.

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 Larry C. Haun Endowed Piano Fund was established in 2013 by Larry C. Haun '61 and will be used to support the maintenance of the existing pianos on campus, the acquisition of new or used ones as needed, and the restoration of already existing pianos.

The G. Zeb and Elizabeth B. Holt Endowed Fund for Economics/Business was established in 2011 by Zeb and Beth Holt to provide ongoing support of the Department of Economics and Business at Randolph-Macon College. As a 1971 alumnus of the College, Zeb and his wife, Beth, are committed to the quality education offered to students at Randolph-Macon and, accordingly, they endowed this fund to help enhance the experience of students interested in pursuing careers in business.

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.

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The Fund for International Study Abroad was established by Stacey A. Dash, a 1993 Randolph-Macon alumna. While a student, Ms. Dash took a study abroad course to France, and it made a profound impression on her life. In gratefulness for the experience and to offer this opportunity to future Randolph-Macon students, this fund is to assist students with the costs associated with study abroad. Preference is given to a student that needs a chance to see something new, be inspired and might not have the financial means or academic standing to qualify for other funding.

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.

The Loving-McManus Endowed Fund for Computer Science was established in 2012 by John McManus '84 and Mary Loving McManus '84 and will be used to broaden students' exposure to research opportunities in computer science, allowing greater ability to entertain creative project ideas of faculty and students.

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 was established 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 Alumni 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 Susan H. Donavant Award – 2017

The Yellow Jacket Salute – 1999

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Student Prizes and Awards

The following prizes and awards are presented annually, unless otherwise noted.

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.

The 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 Brylkyne 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 pre-ministerial 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 Barbara S. Doggett French Fellowship Fund was established in 2015 by her husband, Robert V. Doggett, Jr. '57, to memorialize and perpetuate Barbara's love of the French language. The fellowship is a merit based competitive award supporting study by a French student while residing in a French-speaking country.

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 Jerry Garris Student Research Award in Chemistry was established in 2015 by Randolph-Macon Chemistry Professor Dr. Serge H. Schreiner, and his wife, Linda, in honor of Dr. Jerome "Jerry" H. Garris, a highly-respected, former provost and dean at Randolph-Macon who established the SURF program at the college. The Garris Award is given to an outstanding chemistry student.

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.

The 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.

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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, established in 2004-05 by Pepper and Stuart Laughon, is presented annually to a student organization or individual making significant contributions to enrich the lives of others. Frank E. "Pepper" Laughon, Jr. '59, was devoted to all-things Yellow Jacket. Serving on the Randolph-Macon Board of Trustees, Student Affairs Committee, Athletic Committee, and Greek Alumni Advisory Board, Pepper always put students first. Stuart Laughon's steadfast support of the Yellow Jackets further evidences the Laughons' dedication to enriching the lives of our students.

The Eugene Thomas and Carolyn Macleod Long Award in Philosophy provides an annual award for rising seniors who have demonstrated significant promise in the philosophy of religion. Should there not be such a student in any particular year then the award may be made to a student who has demonstrated significant promise in the history of philosophy. Although most recipients of the award are likely to be majors in philosophy, majors in other subjects who have demonstrated significant promise in philosophy may be considered.

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.

Klein-Maloney Fellowship, established in 2010 by Sabra Klein '92 and her husband, Drew Maloney '91, supports students who are interested in research opportunities in the lab sciences.

The Joe and Marilyn Mattys Award was created in 2013 by friends, colleagues, former students, and current students in honor of Joe and Marilyn Mattys on the occasion of Joe Mattys' retirement from Randolph-Macon College. Since coming to Randolph-Macon in 1990, Joe Mattys has served as an active leader, faculty member, theatre director, and chair of the arts department. The Mattys Award is given to an outstanding theatre student.

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

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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 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 '78 and W. Porter Harvey,

Jr. Endowed Student Award, established in memory of Janet Harvey Trivette '78, is awarded to a student who is completing 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, a 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 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.

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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 Ragland Family Book Fund was created in 2017 by Ian Ragland '17 and the Ragland family. The fund pays for textbooks and other course materials for a deserving Randolph-Macon student.

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 was 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 in 1983 by Hardaway '39 and Mavis Abernathy in memory of their parents. 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 Richard T. Abernathy Scholarship, established in 2014 by his three children, benefits a current Randolph-Macon student who is striving to succeed at the college and beyond. The student will have a strong academic record and will have led a life of service through volunteer work. Dick Abernathy, a member of the Class of 1962, lived life vigorously as he overcame the challenges of Multiple Sclerosis. The award is intended to encourage and reward individuals who are motivated to succeed even in the face of challenges, and to recognize the spirit of dignity and grace that Mr. Abernathy typified and encouraged in others.

The A. A. Adkins Scholarship was established in 1939 through a gift from Berryman 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.

The Buddy and Ann Allen Scholarship created in 2007 by Buddy Allen, Class of 1962, and his wife, Ann, 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 Mary Love Jones Allen Memorial Scholarship was established in 2011 by Billy R. Allen in memory of her mother-in-law, Mary Love Jones Allen. Mrs. Allen generously gave of her encouragement and financial resources to support musical endeavors in the Wakefield, Virginia, community. This scholarship will honor Mary's legacy by being awarded to students from Sussex or Surry County, Virginia.

The Ames Family Scholarship was established in 2005 from the Estate of J. Lewis Ames '33 and from a gift

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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 in 1983 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 L. 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 Applewhite Endowed Scholarship Fund was established in 2008 by Dan Applewhite '83.

The W. L. Avery Ministerial Scholarship, established in 1959 in accordance with the will of W. L. Avery, a businessman in Surrey County, provides aid to Methodist ministerial students.

The Harry Lee Bain, Sr. Scholarship Fund was established in 1983 by his late wife in his memory. Bain, a businessman from Capron, Virginia, was a member of the Class of 1912. He was the father of Harry (Class of 1942), grandfather of Ridley (Class of 1973), and great-grandfather of Bain Ford (Class of 2001).

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 member of the Class of 1954. The scholarship is to be awarded to students who have demonstrated financial need.

The Bassett Scholarship was established in 2009 by Bassett Furniture Industries to honor the memory of Charles C. Bassett, III, who was a member of the Randolph-Macon College Board of Trustees from 1986 to 1998. Preference is given to a student who resides within 50 miles of Martinsville, Virginia.

The William B. Beauchamp Memorial Scholarship Fund was established in 1963 by Bayard and Elizabeth Beauchamp, parents of William B. Beauchamp.

The Bishop W. B. Beauchamp Memorial Scholarship Fund was established by Monumental United Methodist Church, Portsmouth, Virginia in memory of Rev. Beauchamp, a member of the Class of 1890.

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

member of the 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 in 1963 by Mr. William C. Blakey, a member of the Class of 1907. He was vice president of Weekly Reader.

The J. William Blincoe Scholarship was established in 2003 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 Board of Associates Leadership Scholarship was established in 2007 by the Board of Associates. It is awarded to a student who demonstrates significant leadership potential.

The W. Franklin Boldridge Scholarship in Chemistry was established in 2012 through a bequest from Dr. Boldridge, Class of 1939, an alumnus and former Randolph-Macon College chemistry professor.

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 Macon and Joan Brock Scholarship was established in 2013 at the Hampton Roads Community Foundation by Macon and Joan Brock. It is awarded to a student attending Randolph-Macon from the South Hampton Roads area of Virginia.

The Alexander G. Brown Memorial Scholarship Fund was given by his daughter, Mrs. H. Seldon Taylor, in his honor. Brown was a Methodist minister and a trustee and treasurer of Randolph-Macon College in the 1870's. He died in 1900.

The James W. Buchanan Scholarship was established in 1990 in memory of James W. Buchanan, Class of 1977, by his family and the Richmond Alumni Club. On the admissions staff at Randolph-Macon College for years, it is fitting that a scholarship was created in his name to recognize other outstanding young men and women and help them attend college. The scholarship benefits a student from the greater Richmond area.

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The Colonel A. S. Buford Scholarship was created in 1964 through an estate gift from Kate B. Saunders, daughter of Col. Buford, in his memory. Buford attended Randolph-Macon and was a lawyer and politician.

The Frank and Elizabeth Walker Burruss Scholarship Fund was established in 1953 by the children of Rev. Frank and Elizabeth Walker Burruss in honor of their mother and father.

The James T Butler, Jr. Scholarship, established in 2000 by Anne D. Butler, the widow of Jimmy Butler, Class of 1964 and 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, Class of 1928. Butterworth was a Richmond orthopedic surgeon. He died in 1978.

The Bishop James Cannon, Jr. Ministerial Scholarship Fund was established in 1962 by his daughter, Virginia Cannon Stockham and the Colonial Dames of America, Alabama Chapter, in memory of her parents Bishop Cannon and his wife, Laura Virginia Bennett. This scholarship is for the benefit of pre-ministerial students.

The Dr. Noland M. Canter, Jr. Endowed Scholarship Fund was established in 2011 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 Bachelor of Science in Biology and eventually went on to become Chief Radiologist at Rockingham Memorial Hospital in Harrisonburg, Virginia. 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 Harry M. Canter Memorial Scholarship Fund was established in 1982 by his grandson, Harry Canter Kuykendall, Class of 1953.

The E. S. Carlton Scholarship Fund was established in 1925 by Centenary United Methodist Church, Richmond, Virginia. Carlton (1866-1922) was the resident director of Imperial Tobacco of Great Britain and a director of Dan River Cotton Mills.

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 Harvey Cavan Scholarship was established in 2014 through a bequest from his estate.

The Francis and Miranda Childress Foundation Scholarship, established in 1997 by the Francis and Miranda Childress Foundation and Val Lee, Class of 1987, is awarded annually to a student with demonstrated financial need.

The Georgina Childs Scholarship and The Marcelle Prat de Jouvenel Scholarship were established by the late Hon. J. Rives Childs, Class of 1912. They provide, in alternating years, a semester study at the University of Nice for a Randolph-Macon student and a semester study at Randolph-Macon for a student from the University of Nice.

The Lucy B., John W., and Georgina Childs Scholarship Fund was established in 1971 by the late Hon. J. Rives Childs, class of 1912 in memory of his parents and wife.

The Robert G. Clarke Scholarship was established in 1953 through bequests from Carrie Lee Clarke and Fannie L. Brown.

The Class of 1957 Scholarship was created in 2006 through gifts from alumni, family, and friends in honor of the Class of 1957's 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 1981 Scholarship was established in 2006 by its members. It is awarded to a student with financial need with preference to legacies of members of the Class of 1981.

The Class of 1982 Scholarship was created in 2008 to honor the 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 Pittard Clements and John Halligan Clements, a member of the Class of 1952 and chair of Randolph-Macon College's

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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., Class of 1966, to provide annual scholarships to academically promising, financially needy students.

The Compton Family Scholarship was created in 2009 to honor 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. Family member, Leslie M. John, is a member of the Class of 2005.

The Laird L. Conrad Memorial Scholarship Fund was established in 1978 by Mrs. Laird L. Conrad in memory of her husband who was a member of the Class of 1904.

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, Class of 1906.

The Walter and Beese Craigie Scholarship established in 2007 is awarded to students based on academic merit and/or 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 Clifford J. and Helen M. F. Culley Scholarship Fund was established in 2018 by Clifford J. Culley a member of the Class of 1973 and Helen M. F. Culley. The scholarship is to be awarded to a student who has demonstrated financial need.

The William Neal Cunningham Memorial Fund was established in 1970 by family, friends, and classmates in memory of William "Bill" Cunningham '68. Cunningham was killed in the Vietnam War. The scholarship is to be awarded to a junior or senior who has an interest non-medical biology. Preference will be given to students interested in environmental studies and/or ecology.

The Vincent E. Daniel Scholarship Fund was established in 1994 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 Dean of the College.

The Judge Burbage Latane DeJarnette Scholarship was established in 1939 by Edmund T. DeJarnette, Class of 1918 in honor of his uncle.

The Edmund T. DeJarnette Scholarship Fund was created in 1978 by Fred G. Pollard, former Virginia Lt. Governor, to honor his father-in-law. It gives preference to Hanover County students. DeJarnette was a member of the Class of 1918.

The Rosamond Berry DeJarnette Scholarship Fund was established in 1966 in accordance with the will of Mrs. Rosamond Berry DeJarnette. It benefits students with financial need.

The Devany Honors Scholarship was established in 2014 through a bequest from the estate of Walter L. Devany III who died in 2007. The scholarship is named for his parents, Judge Walter L. Devany, Jr., Class of 1908, and Jacqueline Epes Devany.

The Russell B. DeVine Memorial Scholarship Fund was established in 1971 by Mrs. Russell B. DeVine in memory of Russell B. DeVine, class of 1912. Preference is given to a student studying American history.

The Dinwiddie Family Scholarship was established in 2006 through gifts from the Anna M. Day Foundation in memory of Joseph Gray Dinwiddie Jr. '42 and William Walter Dinwiddie '47.

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 Barbara S. Doggett French Fellowship Fund was established in 2015 by her husband, Robert V. Doggett, Jr. '57, to memorialize and perpetuate Barbara's love of the French language. The fellowship is a merit based competitive award supporting study by a French student while residing in a French-speaking country.

The Susan H. and Michael C. Donavant Scholarship was created in 2018 by Susan and Mike Donavant on the occasion of Susan's retirement after 40 years of service and Mike's constant participation and support of Randolph-Macon programs. The scholarship was established to demonstrate their commitment to the quality liberal arts education offered to students at Randolph-Macon College.

The Barelay and Rob DuPriest Scholarship 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 '58 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 1961 by Mrs. A. I. DuPont, in memory of Dr. William Henry Edwards, a Randolph-Macon College graduate (Class of 1879) and minister in the Virginia United Methodist Conference.

The Leroy S. Edwards Scholarship Fund was established in 1954 through a bequest from Landon E. Edwards (brother to Leroy Edwards) to aid a student majoring in history. Leroy Edwards was an alumnus, Class of 1859, of Randolph-Macon College and a veteran of the Civil War. His father, John Edwards, was a trustee of Randolph-Macon College during the Boydton period. Leroy S. Edwards, Jr. was also an alumnus of Randolph-Macon College, Class of 1901, and his estate added to the scholarship fund.

The Marvin D. Evans Scholarship was created in 2016 through a bequest from The Reverend Evans, a member of the Class of 1949. Evans was a Unitarian Universalist minister in Seattle, Washington.

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 50th Reunion Scholarship was established in 2008 by the Class of 1958 to honor their 50th reunion.

The Charlotte Diane Fitzgerald Memorial Scholarship was established in 1996 as a memorial to Charlotte Fitzgerald, associate professor of sociology at Randolph-Macon College from 1982 to 1996. It 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.

The Floyd-Mehri Scholarship Fund, established in 2002, is made possible through the generosity of Robin Anne Floyd, Class of 1985 and Cyrus Mehri of Washington, D.C. The scholarship is awarded to a female student with financial need and majoring in the social

sciences. Preference is given to students from South or North Carolina. The scholarship is renewable, provided the student maintains good academic standing.

The Vernon T. Forehand Scholarship Fund, established in 1981 by Vernon T. Forehand, Sr. '39, benefits students from the Chesapeake area.

The A. S. Forrest Scholarship was established in 1985 by Aldrich 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, Virginia. 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 class of 1902, Richard Hynson Forrester, Jr., class of 1957 and Rachen Forrester Sterling, class of 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 J. G. Fry Men's Bible Class of Boulevard United Methodist Church in 1957, is now part of the General Ministerial Scholarship Fund.

The James D. Garland, Sr. and Helen E. Garland Scholarship was established in 2003 by Patricia Ann Garland, a 1989 graduate of Randolph-Macon College, to honor her parents, James D. Garland, Sr., and Helen E. Garland. The award provides 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, MD '51 Scholarship was created in 1999 by friends and family to provide an annual scholarship to outstanding students who aspire to enter

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the medical field. Preference is given to students from Virginia Beach, Virginia.

The Robert Allen Gibbons Scholarship Fund was established in 1989 by Mr. and Mrs. H. K. Gibbons, in memory of their son, a member of the Class of 1952.

The Robert E. Gill Scholarship was established in 1961 by the Wesley Bible Class, of 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 class of 1913 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 '48 Scholarship was established in 2001 through the bequests 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 Gorham Scholarship was established in 2015 by William C. Gorham, Jr., Class of 1967, and his wife Sally, and amended in 2019 to benefit students in the nursing program.

The John W. Graham III Scholarship was established in 1989 by Gail and John W. Graham, Jr., in memory of their son, a member of the Class of 1989. It is awarded to a student pursuing a degree in history.

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 Garland Gray Foundation Scholarship was established in 1993 by Charles and Betty Duff, parents of Elmon Duff '88 to benefit natives of Virginia with financial need.

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 Greene Memorial Scholarship was established in 1983 by the bequest of Mrs. Kittie Green. She was the widow of alumnus Sam Greene, Class of 1919, a 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 Haga Family Scholarship, named for Alonzo B. Haga '31, Ralph L. Haga '27, and Ralph Leonard Haga '51, was established in 2012 by Nancy Anderson Haga, Laura Haga Rice, Elizabeth Gordon Haga, Perry and Mary Haga Doermann, and Bryan M. and Diane T. Haga. The scholarship will benefit students with academic promise and financial need who also demonstrate characteristics of leadership and commitment, exhibited by the Haga men, towards developing the minds and characters of Randolph-Macon students.

The Nancy S. Haley and Dr. Joseph B. Haley Scholarship, established anonymously in their memories in 1988, is awarded to an entering freshman, with preference given to graduates of Patrick Henry High School in Hanover County, Virginia. Dr. Haley was a professor of Greek from 1921 to 1957 and Nancy Sydnor Haley was the college's first professional librarian.

The Armand Hammer Scholarship Fund was established in 1974 by Dr. Hammer, chairman of Occidental Petroleum Corporation.

The Charles W. Hardwicke Scholarship Fund was established in 1922 by Charles W. Hardwicke, a prominent Richmond businessman and the founder of the Richmond Methodist Mission Association. Hardwicke was a colleague of Randolph-Macon College President Starr (1899-1902).

The Porter Hardy, Jr. Scholarship Fund was established by the Honorable Porter Hardy, Jr., Class of 1922 and a member of the U.S. House of Representatives from 1947 to 1969.

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 its 50th anniversary, is awarded annually to a Hanover County student.

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 Gordon F. Harrell, M.D. Scholarship was established in 2003 as an annual scholarship in memory of Dr. Gordon Harrell, Class of 1941, by his widow, Emma Lee Harrell. The scholarship benefits students planning a career in pre-medicine or healthcare.

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 George R. Hill Scholarship

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The Mary Byrd McNeal Hurst Scholarship in Religious Studies was established in 2018 by Robin Wingerd Hurst '83 and Kenneth McNeal Hurst '84. The Hurst Scholarship will be awarded to a full-time student majoring in religious studies who intends to pursue a career in Christian ministry or Christian mission work.

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, Class of 1968, is a member of the College's Board of Trustees.

The Mary Lou Jenkins Scholarship Fund was established in 1983 through a bequest of Mary Lou Jenkins.

The Rosewell Jenkins Scholarship Fund was established in 1983 by the will of Rosewell Jenkins, Class of 1918.

The Robert Edward and Isie Epes Jones Scholarship Fund was established in 2000 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 in 1910 by the children of Mr. and Mrs. William Mordecai Jones, in honor of their father and mother.

The Kagey Family Scholarship was established in 2013 by seven alumni members of the Kagey family: Bill '63, Bob '66, Jim '73, David '91, Wendy '91, Steven '97, and Anne '08.

The Henry S. Kearney Memorial Scholarship Fund was established by Dr. Frank Kearney in 1966 as a memorial to his son, Henry, a Randolph-Macon student, who was a member of the Class of 1969.

The John A. Kern Scholarship Fund was established in 1960 by Alfred A. Kern and his brother, Bishop Paul B. Kern, in honor of their father, Dr. John A. Kern, 8th president of Randolph-Macon College.

Dr. Jay W. Khim Scholarship for Korean Studies was established in 1993 to benefit students with an interest in Korea.

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 L. Marie Lamberth Scholarship was established in 1987 with a bequest from Miss Lamberth, a friend of the college.

The Samuel Summerfield Lambeth and Eugenia Richards Lambeth Endowment Fund was established in 1996 according to the will of Dr. Lambeth class of 1934, to honor his wife and as a memorial to him. The scholarship benefits students with financial need.

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 Langdon Scholarship

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 Frank E. "Pepper" and Stuart Laughon Scholarship was established in 2007 by Frank E. "Pepper" Laughon '59 and his wife Stuart to recognize and promote student leadership and community service. Awarded to rising sophomores, juniors, and seniors.

The Franklin J. Lawson '53 Scholarship Fund was established in 1966 through a bequest from Walter Pope Lawson, in his brother's memory.

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.

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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 Georganne and Stephen Long Scholarship was established in 2006 by Stephen P. Long, M.D. '82 and Georganne Y. Long, M.D. in honor of their parents, Dolores and Paul Long and Winfred 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 Richard S. Luckett Jr. Scholarship was established in 2016 by Sam Luckett III '77 in memory of his father, who was a member of the Class of 1942.

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 in 2007 through a gift honoring Catherine Dorrance Malone and recognizing her graduation from Randolph-Macon College. The award provides students with need-based or merit scholarships.

The Herbert M. Martin Scholarship was established in 1945 by Mrs. Martin and the members of Calvary United Methodist Church, Danville, Virginia, in memory of Mr. Martin, Class of 1892.

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 Sadie and John Mason Scholarship was established in 2016 by John H. Mason, Jr., Class of 1956. The scholarship is to be awarded to a student who

has demonstrated financial need, with first preference given to a student from Harrisonburg High School in Harrisonburg, Virginia; and second preference given to a student from John I. Burton High School in Norton, Virginia.

The Dr. Marshall and Mrs. Alice McCabe Pre-Medical Scholarship was established in 2014 by Allison McCabe O'Brien, a member of the Class of 1977, and Melanie McCabe White, in honor of their parents. Dr. McCabe spent 35 years in the Army Medical Corps and retired with the rank of Major General. He then spent 14 years as the Medical Director of Amoco Production Company in Houston, Texas. Mrs. McCabe supported him in all his endeavors and instilled in their children the importance of education and love of family. The McCabes exemplify intelligence, compassion, leadership and service, and this scholarship honors them and these traits.

The John M. McCardell III '04 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 1928 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, Jr. 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 James L. Miller Scholarship was established in 2007 by James L. Miller, Randolph-Macon College Class of 1952, in memory of his wife of fifty-five years, Page M. Miller, whom he met at the Kappa Alpha House at Randolph-Macon College. The scholarship will assist academically-promising and financially-needy students from Winchester, Frederick County, and Norfolk, Virginia. Mr. Miller grew up in Winchester, Virginia and was a graduate of Handley High School, but resided and practiced law in Norfolk, Virginia for over fifty years.

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 W. Schuyler Miller, Sr. and Stanley H. and 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. '63 and Gladys S. Rayner.

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 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 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 Mattie K. Muller Scholarship Fund, established in 1951 by Mrs. Frank L. Day in memory of her sister, Mrs. Mattie K. Muller, benefits Randolph-Macon students from the state of Maryland.

The Michael G. Murphy and Rachael L. Gardner Scholarship Fund was established in 2015 by Betty S. Gardner to honor her grandchildren, Michael Gardner Murphy, Class of 2008, and Rachael Laine Gardner, Class of 2015. Michael was awarded The Coke S. and Adele C. Sheffey Scholarship in History while majoring in history and double minoring in art history and classical studies. This scholarship honors Michael's courage, strength, and optimism as he faced extraordinary physical challenges after becoming a T-9 paraplegic during his junior year in college. Rachael majored in environmental studies and minored in economics and was a member of Randolph-Macon's varsity field hockey team. This scholarship also honors Rachael's competitiveness and determination as a varsity field hockey player along with her other accomplishments and congeniality as a student-athlete during her time at Randolph Macon.

The Owen Nalle Memorial Scholarship was established in 1976 by Mrs. Owen Nalle to aid students in international studies.

The George L. Neville Scholarship Fund was created in 1923 by Miss Nellie Neville and Mrs. George Day in memory of their father.

The Harvey A. Neville Scholarship Fund was established in 1974 by Carol Prichett, in honor of Harvey A. Neville class of 1918. Additional funds have been added by Mr. Geoffrey Neville, Sr., Harvey's son. It provides a scholarship for students from New England.

The Charles B. Nunn, Jr. and Helen Parker Nunn Scholarship was established in 1999 by Reverend Charles Nunn, a member of the class of 1953 and the retired executive director of missions for the Richmond Baptist Association.

The Traylor Nunnally and Charles Wirth Memorial Scholarship was established in 2009 through gifts made by the family and friends of Mr. Nunnally and Mr. Wirth. Both men were members of the Class of 1997 and were active members in the Phi Delta Fraternity before a car accident took their lives during a trip to Europe. The scholarship will benefit a deserving student who is in good academic standing.

The Thomas W. Ogden, Jr. '27 - Lambda Chi Alpha Scholarship was established in 1994 in memory of Thomas W. Ogden Jr., Class of 1927. It 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 was 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 in 1980 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 Centel Foundation - Fred W. Palmore, Jr. '39 Scholarship was created in 1990 in honor of Fred W. Palmore, Jr., Class of 1939. This scholarship provides aid to students in need who live in Hanover, Goochland, and Louisa counties.

The H. Burnell Pannill Scholarship in English 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 in Classics was established in 2015 through a bequest

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from Mrs. Pannill, a friend of the college and widow of Professor Pannill.

The H. Burnell and Mary Alleta Pannill Scholarship in History was established in 2015 through a bequest from Mrs. Pannill, a friend of the college and widow of Professor Pannill.

The H. Burnell and Mary Alleta Pannill Scholarship, established in 1985 by Mrs. Pannill, annually provides financial assistance to academically-promising students whose primary interest is the study of literature.

The John Barton Payne Scholarship was established in 1920 by Judge John Barton Payne, in honor of his parents, Dr. Amos and Mrs. Elizabeth Barton Payne. Judge Payne was a founder of the Virginia Museum of Fine Arts and Secretary of the Interior under Woodrow Wilson. He later became Chairman of the American Red Cross.

The Persinger Memorial Scholarship Fund was established in 1949 by Epworth United Methodist Church, Norfolk, Virginia, in memory of Reverend Benjamin M. Persinger, D.D., Class of 1928.

The Julie and John Peters Scholarship Fund was established in 2013 in Julie's memory by her husband and family. The Reverend Dr. John B. Peters, a member of the class of 1970, was nurtured by the Randolph-Macon faculty and staff in responding to the call of ordained ministry. He was the recipient of United Methodist scholarships provided through the Virginia Conference. His wife Julie Keyser Peters was a constant supporter and encourager as they shared ministry together. She was an active parish nurse, teacher, and missionary. This scholarship will benefit pre-ministerial students who are seeking to grow in their spiritual journey of faith and are discerning God's call to the ministry in the United Methodist Church and the world.

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 in 1958 by Samuel E. Pope, Class of 1926, in memory of his father and mother, Franklin Pierce Pope and Hattie Drewry Pope.

The Charles J. Potts Scholarship was established in 1995 by a bequest from Charles J. Potts '32 for 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, Cecil, Class of 1976, who died in a car accident in 1981.

The William Kellon Quick Scholarship was established in 2016 by Reverend William K. Quick, Class of 1954. Quick was the Pastor Emeritus of Metropolitan UMC in Durham, North Carolina.

The Randolph-Macon College Need-Based Scholarship was established in 2007 with a gift from Dr. George B. Oliver '49 and Cornelia D. Oliver. Dr. Oliver was a former Randolph-Macon College Isaac Newton Vaughan Professor of History and a member of the Class of 1949. This scholarship will give support to students with demonstrated financial need.

The Cecil Alexander Reid, Jr. Endowed Scholarship was established in 2013 by Cecil A. Reid, Jr., a member of the Class of 1952 to commemorate his time as a student and librarian at the college and to honor his commitment to the quality liberal arts education offered to students at Randolph-Macon College. This scholarship benefits students from the Southside Virginia Counties of Amelia, Brunswick, Greensville, Mecklenburg, Nottaway, Southampton, Surry, and Sussex.

The Stewart F. Reid Scholarship was established in 2015 by Janet Reid in memory of her husband and in honor of the Reid family, including their daughter, Laura Reid Liebert, Class of 1992. Reid was the owner of Reid Funeral Home and a former mayor of Ashland.

The Webster S. Rhoads Scholarship was originally established in 1925 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 was established in 2000 through a bequest gift from Frank Ricciardi, Class of 1935. It 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 bequest from the Martha Owens Rice trust fund. 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. at the time. 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 in 1984 by Roland P. Riddick, D.D., Class of 1922, 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 Dr. Edwin T. Rucker, college physician from 1882-1889, and his son, the late Dr. M. Pierce Rucker.

The Bob and Anne Saunders Scholarship was established in 2007 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 Scanlon-Kilduff® Scholarship was established in 2011 by William B. and Lee W. Kilduff in honor of Professor of History James E. Scanlon. Dr. Scanlon began teaching at Randolph-Macon in 1968 and made a profound impact on the life of William Kilduff and countless other students. William Kilduff is a member of the Class of 1974 and currently serves on the College's Board of Trustees.

The William and Susan Schick Leadership Scholarship was established in 2007 by William and Susan Schick, members of the Class of 1984, to demonstrate their commitment to the quality liberal arts education offered to students at Randolph-Macon College.

The Scruggs Family Scholarship was established in 2014 by James T. Scruggs, a member of the Class of 1957. The income from this fund shall be used for scholarships to full-time students that are in good academic standing, are upper classman, are studying for a degree in a field of the humanities and who have demonstrated financial need as determined by the Financial Aid Office 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, a member of the Class of 1919. The scholarship supports academically-promising students from Boydton, Virginia and adjacent counties.

The Short Pump Ruritan-Civic Foundation Scholarship was established in 2014. This scholarship benefits

students from Western Henrico who are community college, two-year college transfers or nontraditional students.

The Dr. Shelton Hardaway Short III and Dr. Jean Renner Short Scholarship was established in 2001 by Dr. Shelton H. Short, III and Dr. Jean Renner Short to provide annual scholarships to academically-promising, financially needy students from Southside Virginia or north-central North Carolina.

The Simpson-Cottrell Scholarship, established in 1993 by Grellet '30 and Dorothy Cottrell Simpson, in memory of their parents, benefits students engaged in research, with preference to those studying history, literature, or philosophy.

The T. McNider 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 George O. Sledge Scholarship was established in 2015 by Ann W. Sledge in memory of her husband, George O. Sledge, Class of 1956, a faithful and loyal alumnus of Randolph-Macon College.

The Gertrude Hatcher Sloan Scholarship Fund was established by alumni and friends in 1965. Mrs. Sloan served Randolph-Macon as the Alumni Secretary from 1937 until her retirement in 1965.

The Annie I. Smith Pre-Ministerial Fund was established in 1969, in accordance with the will of Annie I. Smith, as a scholarship for worthy students intending to go into the Methodist ministry.

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. It was established in 1985 through a bequest from Ellen Rhodes Smith in memory of her father, Dr. Clarence A. Rhodes, Class of 1903.

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. It honors three generations of Randolph-Macon alumni including Smith's father, H.H. Smith, Jr., Class of 1930, and Smith's grandfather, H.H. Smith Sr., Class of 1898.

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The Thomas A. Smoot Memorial Scholarship was established in 1949 by Epworth United Methodist Church, Norfolk, Virginia. Reverend Smoot was one of the leading clergymen in the Virginia Conference and pastor of Epworth UMC before his death in 1937. He received an Honorary D.D. from Randolph-Macon in 1912.

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 Hugh F. Stephens Scholarship was established in 2008 by Allen L. Felts, Jr. '62 to benefit students with academic and leadership promise and financial need. Hugh Stephens '41 was the head coach of the Randolph-Macon baseball program from 1950-1982.

The Algernon Sydney and Mary Mildred Sullivan Scholarship 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, Class of 1921 and professor of Bible at Randolph-Macon from 1930-1968.

The Richard H. C. Taylor Scholarship was established in 2002, by family and friends, in memory of the Honorable Richard H.C. Taylor, a judge in the Circuit Court of Hanover County, Virginia, and Class of 1952.

The Wade C. Temple Scholarship was created through a bequest from the estate of Wade C. Temple, treasurer of the Petersburg District UMC for 27 years. Preference is given to economics or business students with high academic standards.

The Wade J. Temple Endowed Scholarship Fund was established in 1984 as the Wade J. Temple Prize in Physics but was converted to a scholarship at the request of the donor. In keeping with Dr. Temple's passions, first preference will be given to a student majoring in physics with second preference to a student majoring in computer science.

The Charles W. and Evelyn Fitts Thomas Scholarship Fund was established in 1991 through a bequest from Evelyn Fitts Thomas to assist students in pre-medical, pre-nursing, or scientific areas related to the healthcare 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 in 1924 by the Monumental United Methodist Church in Portsmouth, Virginia to honor James Toomer.

The Topping Scholarship was endowed in 2003 through a bequest of Louise Topping and named in the memory of her and her husband 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 T. Brook Treacle III Scholarship Fund was established in 1993 and endowed through a bequest from Elizabeth Gray Treacle, mother of Brook Treacle, a member of the Class of 1963. The Treacle Scholarship shall be awarded to a student athlete with demonstrated financial need, or to a student from Gloucester High School with demonstrated financial need. If neither of the above conditions can be met in any academic year, the college shall select the recipient based on financial need.

The James Wesley Turner Scholarship Fund was established by the Reverend 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 First Market Bank 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.

The United Methodist Church Scholarships are given each year by the Board of Education of the United

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Methodist Church, Nashville, Tennessee. The recipients of these scholarships are chosen by the college.

The John M. Van Pelt Scholarship Fund created in 2009 by Ms. Sallie V. P. Field 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 1975 in memory of Edwin D. Vaughan, M.D. '29 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 in 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.

The Ritchie Vaughan Scholarship is one of Randolph-Macon College's oldest scholarships. It was established by his mother, Mrs. Emma Lee Vaughan, in 1898 with subsequent gifts from his family. Preference is given to Hanover County students.

The James M. and Mary Dudding Vaughn Scholarship was established in 2003 by their son John, a graduate of the Class of 1966, in their honor and memory is awarded to students with financial need. The scholarship principally supports students from Botetourt County, Virginia but when there are no qualified students from Botetourt County, consideration will be given to students with financial need who are first generation college attendees, students of diverse backgrounds, those from rural areas or foreign countries, or those pursuing Randolph-Macon's nursing program.

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 and now part of Wells Fargo 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, Class of 1927, and his wife, Claudine Gates Watson, to annually benefit a worthy student or students with preference given to math/computer science majors.

The Sue and Ritchie Watson Scholarship was established in 2012 in grateful recognition to Sue and

Ritchie Watson for their long-lasting impact on the life of Randolph-Macon College and its students. Alumni and friends of the college created this scholarship as a means to honor and thank the Watsons for their influence, encouragement, love of learning, and commitment to the Randolph-Macon campus and Ashland community. This scholarship is awarded to a student who excels in English with financial need.

The Charles Wesley Watts Memorial Ministerial Scholarship Fund was established in 1966 by his sisters, Miss Texie P. Watts and Miss Eliza Wingfield Watts.

The Stephen Watts Scholarship for Biology was established in 1953, in accordance with the will of Dr. Stephen H. Watts, Class of 1896, and a professor of surgery at UVA Medical School from 1907 to 1928.

The Stephen Watts Scholarship for Physics was established in 1953, in accordance with the will of Dr. Stephen H. Watts, Class of 1896, and a professor of surgery at UVA Medical School from 1907 to 1928.

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 1967 in accordance with the will of Ms. Minnie A. Webb. A world traveler and with no direct connection to the college, Ms. Webb established scholarships at a number of Methodist colleges in Virginia through her estate.

The Weidig Scholarship was established in 2008 by George and Becky Weidig, parents of K. Vaughan Weidig Clark '04.

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. and Louise Wells Scholarship Fund was established in 1960 by Central United Methodist Church, Richmond, Virginia, in honor of Luther W. Wells and his wife Louise.

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, Class of 1917, through the will of his widow, Muriel Jennings West. Established in 1986, the scholarship is awarded to a deserving student.

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The David R. Wetzel Memorial Scholarship Fund was established in 1973 by the family and friends of David R. Wetzel, Class of 1969.

The Jim Wheat Scholarship Fund was established by Wheat First Butcher Singer in honor of Jim Wheat, Chairman Emeritus of the firm who died in 1992. The company was acquired by First Union in 1997, has gone through subsequent acquisitions over the years, and is now part of Wells Fargo.

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 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. 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 established in 1990 through a bequest from 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 1977 by the Columbian Peanut Company, and members of the White family, in memory of Luther W. White, Jr., Class of 1907. In 2005, Mrs. Forrest White, his daughter-in-law, made a substantial gift to the scholarship.

The Patricia B. and Luther W. White III Scholarship Fund was established by friends in 1979 to honor Luther White, president of Randolph-Macon College from 1967 to 1979, and his wife.

The Inez Wills Wilkins Scholarship Fund was established in 1987 by Harold E. Wilkins, M.D., member of the Class of 1944, in memory of his mother. Preference is given to students from Maine, California or Virginia.

The Roy M. Williams and Katherine G. Williams Scholarship Fund was established in 1977 and is awarded to ministerial students.

The Thomas C. and Ella Williams Scholarship Fund was established in 1901 by Mrs. Ella Williams, in memory of her husband; and later by their children, in her memory.

The Richard B. and Rebecca C. Willis Scholarship Fund was established in 1995 by Rebecca C. Willis in memory of her husband, Richard, Class of 1932. 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, Virginia, 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., Class of 1941, and gifts from his family. This award benefits students who have demonstrated academic ability.

The Clarence E. and Rebecca Flipppo 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 in 1979 by his wife, Mrs. Catherine Harnsberger Woodall, in memory of her husband. Mrs. Woodall's father and grandfather attended Randolph-Macon.

The John E. and Cosmus P. Wornom Memorial Scholarship was established in 1986 in honor of their five sons: Herman E. Wornom (Class of 1923), John P. Wornom (Class of 1927), Marchant D. Wornom (Class of 1933), Paul H. Wornom (Class of 1937), 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 Wornom Scholarship was created in 2006 by Paul Howard Wornom, M.D., Class of 1937. This scholarship is awarded primarily to student's interest in in careers in medicine with financial need from the Virginia Peninsula area.

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 Otto Wright Memorial Scholarship Fund was established in 1962 in accordance with the will of Reverend Samuel O. Wright, a member of the Class of 1900.

The Edward A. Wyatt IV Scholarship Fund was established in 1986 by friends and family in memory of Edward A. Wyatt IV, Class of 1931. He was the former editor of *The Progress Index* (Petersburg, Virginia), and a 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. Dr. York is a member of the Class of 1952.

Athletic Endowments

Tim Armoska '97 Endowed Fund for Football was established in 2008 by the friends and family of Tim Armoska '91, former Randolph-Macon football player, who died tragically in 2004, to supplement and enhance the college's football program.

Robert and Hester Doggett Endowed Fund for Softball was established in 2012 by Robert V. Doggett '57 to supplement and enhance the college's softball program. Randolph-Macon College Women's Field Hockey Endowment was established in 2014 to supplement and enhance the women's field hockey program.

Randolph-Macon College Men's and Women's Swimming Endowment was established in 2013 by friends of the Randolph-Macon swimming program, to supplement and enhance both the men's and women's swimming programs.

Paul and Charlotte Webb Endowed Fund for Men's Basketball was established in 2015 to honor legendary basketball coach Paul Webb and his wife Charlotte by their friends and family, along with Coach Webb's many players and program supporters. The fund is used to supplement and enhance the men's basketball program.

Randolph-Macon College Baseball Endowment was established in 2012 by members of the 1987 Randolph-Macon College Championship Baseball Team to supplement and enhance the baseball program.

Martin Wilson '85 Endowed Fund for Men's Basketball was established in 2013 by an anonymous donor, in honor of Martin Wilson '85. The fund is used to supplement and enhance the men's basketball program by funding the student assistant coach/team manager hourly position.

Ted Keller '53 Endowed Fund for Football was established in 2016 by friends of the football program and Ted Keller and is used to supplement and enhance the football program in areas as determined by the athletic director and head football coach.

Ted Keller Endowed Fund for Men's Golf was established in 2011 by friends of the men's golf program and is used to supplement and enhance the golf program in areas as determined by the head coach and athletic director.

J. Glenn Rada '60 Endowed Fund for Men's Basketball was established in 2010 by Mary-Kate Rada Collins '90 and Jay Rada, to honor their late father, James Glen Rada '60. The fund is used to supplement and enhance the men's basketball program as determined by the head coach and athletic director.

Dr. and Mrs. Jerry Suyes, Jr. '60 Endowed Fund for Men's Basketball was established in 2012 by Dr. and Mrs. David R. "Jerry" Suyes, Jr. '60 to create a men's basketball tournament to occur on campus in which Randolph-Macon College serves as host to three non-conference teams during a two-day tournament.

Max and Susan Stith Memorial Endowment for Golf was established in 2013 in memory of Max Dalton Stith and Susan Christine Smith Stith. Distributions from the fund are used for various purposes related to the inter-collegiate golf programs at Randolph-Macon College.

Bruce Cornbrooks '71 Endowed Fund for Men's Lacrosse was established in 2010 by the friends and family of the late Bruce Cornbrooks '71. Distributions from the fund are used to supplement and enhance the college's men's lacrosse program as well as create and fund the Bruce Cornbrooks '71 Memorial Award which honors a student-athlete who exhibits the characteristics of leadership, character, and commitment.

Carroll LaHaye Endowed Fund for Women's Basketball was established in 2010 to honor Women's Basketball Head Coach Carroll LaHaye and to recognize her 500th victory at Randolph-Macon College. Distributions from the fund are used to supplement and enhance the women's basketball program.

Helmut Werner Endowed Fund for Men's Soccer was established in 2008 in honor of former Men's Soccer Head Coach Helmut Werner to support the assistant coaching position for the men's soccer program.

William R. and Patricia O'Brien Endowed Fund for Men's Soccer was established in 2012 by an anonymous donor in honor of William R. and Patricia O'Brien, to supplement and enhance the men's soccer program.

Hal Nunnally Endowed Fund for Men's Basketball was established in 2011 in memory of former Men's Basketball Coach Hal Nunnally to fund an additional assistant coaching position for the men's basketball team. The 1962 Endowed Fund was established in 2002 by the class of 1962 in honor of their 40th reunion with half of the fund supporting academic programs and the other half supporting athletic programs.

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Randolph-Macon College Athletic Endowment was established in 2007 by Ann and Buddy Allen Jr. '62 and with their \$1 million pledge, created the first endowment to benefit Randolph-Macon athletics. The distributions from this fund are used as needed each year, as determined by the athletic director, to supplement and enhance the overall athletics program at Randolph-Macon College.

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 criteria 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.

Moses D. Nunnally, Jr. Student Loan Fund was established in 2014 by the Moses D. Nunnally, Jr. Charitable Trust.

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 Manager 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 J. Earl Moreland Lectures on Asia

1987 **Joseph Yu-shek Cheng**, 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**, Fulbright Professor at Harvard and Stanford Universities, "American Studies in China."

1990 **William Theodore deBary**, Professor of East Asian Languages and Cultures, Columbia University, "The Asian Classics and the Core Curriculum."

1991 **Xiang Xianji, Columbia University**, "The Student Democracy Movement in China."

1992 **Takeshi Yamanaka**, 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 **Thelma Chow**, Instructor of Chinese, Lynchburg College; **John Goulde**, Associate Professor of Religion, Sweet Briar College; **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 **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 **Martin C.M. Lee**, Q.C., Barrister and Leader of Democratic Party of Hong Kong, "Countdown to 1997: The Future of Hong Kong."

1998 **Bernard Fong**, Writer and Journalist, "China and America, War or Peace."

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- 1999 **Wang Gungwu**, Professor and Director of the East Asia Institute and National University of Singapore, “Keeping People In or Sending People Out: China’s Historical Dilemma.”
- 2000 **Henry Rosemont Jr.**, Distinguished Professor of Liberal Arts, St. Mary’s College of Maryland, “Confucian Reflections on Freedom, Equality, and Human Rights.”
- 2001 **Ki Che Angela Leung**, Director of the Sun Yatsen Institute for Social Science and Philosophy at the Academia Sinica, Taipei, Taiwan, “Philanthropy in Traditional Society: Comparing China and Europe.”
- 2002 **Henry Chu**, Beijing Bureau Chief, Los Angeles Times, “(Un)Covering China: Reporting from the People’s Republic.”
- 2003 **Anne Allison**, Chair and Associate Professor, Department of Cultural Anthropology, Duke University, “Japanese Monsters in the Era of Millennial Capitalism.”
- 2004 **Michael E. O’Hanlon**, Senior Fellow of Foreign Policy Studies, Brookings Institution, “The Greatest Threat in a Generation? Dealing with a Nuclear North Korea.”
- 2005 **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 **Mitsuhiro Yoshimoto**, Associate Professor and Director of Graduate Studies, Department of East Asian Studies, New York University, “Why Kurosawa Now?”
- 2008 **Dorothy Ko**, Professor of History, Barnard College of Columbia University, “Footbinding and Chinese History.”
- 2009 **Matthew Strecher**, Assistant Professor of Japanese, Winona State University, “Confessions of a Haruki Murakami Addict.”
- 2010 **Tang Hao**, Fulbright Scholar-in-Residence and Associate Professor in the School of Politics and Administration, South China Normal University, “Sino-U.S. Relations in Competition and Cooperation.”
- 2011 **Marilyn B. Young**, Professor of History, New York University, “Limited Wars, Unlimited.”
- 2012 **Raj Patel**, Author and Scholar, “The Global Footprint of Asia’s Hunger.”
- 2013 **Yunsheng Huang**, Professor of Architectural History, University of Virginia, “The Internationalization of Buddhist Architecture.”
- 2014 **Jia Zhangke**, Director; **Tom Vick**, Curator of Asian Film at the Smithsonian Institution, “Chinese Cinema.”
- 2015 **Evan Osnos**, Staff Writer, *New Yorker*, “Age of Ambition: Chasing Fortune, Truth, and Faith in the New China.”
- 2016 **H.E. Chum Bun Rong**, Ambassador of the Kingdom of Cambodia to the United States, “Cambodia and the State of Cambodian-American Relations.”
- 2017 **Atsuyuki Oike**, Minister Plenipotentiary and Deputy Chief of Mission, Embassy of Japan in the United States of America, “Why US-Japan Partnership is Important in East Asia.”
- 2018 **Lisa Ko**, Author, discussed her novel *The Leavers*, finalist for the 2017 National Book Award in Fiction.
- 2019 **Pamela Tom**, Filmmaker, introduced and screened her 2017 documentary feature *Tyrus*.

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College Calendar 2019-2020

FALL TERM 2019

September 2	Monday	First day of classes
September 9	Monday	Last day to add/enroll in classes
September 13	Friday	Last day to drop a course without notation on transcript
September 21-23	Fri-Sun	Family Weekend
October 11	Friday	Reports of Unsatisfactory Progress due
October 11-13	Saturday	Homecoming
October 18	Friday	Last day to withdraw from a course with grade of W
October 18	Friday	Fall Break begins after classes & labs
October 23	Wednesday	Classes Resume
October 30	Wednesday	Registration for Spring Term begins
November 5	Tuesday	Last day to withdraw from College without all Fs
		End of 9th week of classes
November 13	Wednesday	Notice of Candidacy for Graduation (Seniors) Due
November 26	Tuesday	Thanksgiving Recess begins after classes & labs end
December 2	Monday	Classes resume
December 6	Friday	Last day of classes
December 9	Monday	Examinations begin
December 13	Friday	Examinations end
December 16	Monday	Fall Term Grades Due

JANUARY TERM 2019

January 6	Monday	Registration and Classes begin
January 8	Wednesday	Last day to add/enroll in classes AND to drop a course without notation on transcript
January 13	Monday	Fall Incomplete Grades Due
January 17	Friday	Last day to withdraw from a course with grade of W
January 24	Friday	Last day to withdraw from College without all Fs
		End of 3rd week of classes
January 31	Friday	January Term Examinations
February 3	Monday	January Term Grades Due

SPRING TERM 2020

February 10	Monday	First day of classes
February 17	Monday	Last day to add/enroll in classes
February 21	Friday	Last day to drop a course without notation on transcript
March 2	Monday	January Incomplete Grades Due
March 20	Friday	Reports of Unsatisfactory Progress due
March 27	Friday	Last day to withdraw from a course with grade of W
March 27	Friday	Spring Recess begins after classes & labs
April 6	Monday	Classes resume
April 17	Thursday	Last day to withdraw from College without all Fs
		End of 9th week of classes
April 23	Thursday	Registration for fall and January Terms begins
April 30	Thursday	Notice of Candidacy for Graduation Due (Summer 2020, Fall 2020, and January 2021 Finishers)
May 14	Thursday	Last day of classes
May 15	Friday	Reading Day
May 18	Monday	Examinations begin
May 22	Friday	Examinations end
May 23	Saturday	Baccalaureate
May 24	Sunday	Commencement
May 26	Tuesday	Spring Term Grades Due
June 22	Monday	Spring Incomplete Grades Due

11/22/2017 - Recommended by the Executive Committee

12/5/2017 - Approved by Faculty of the College



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