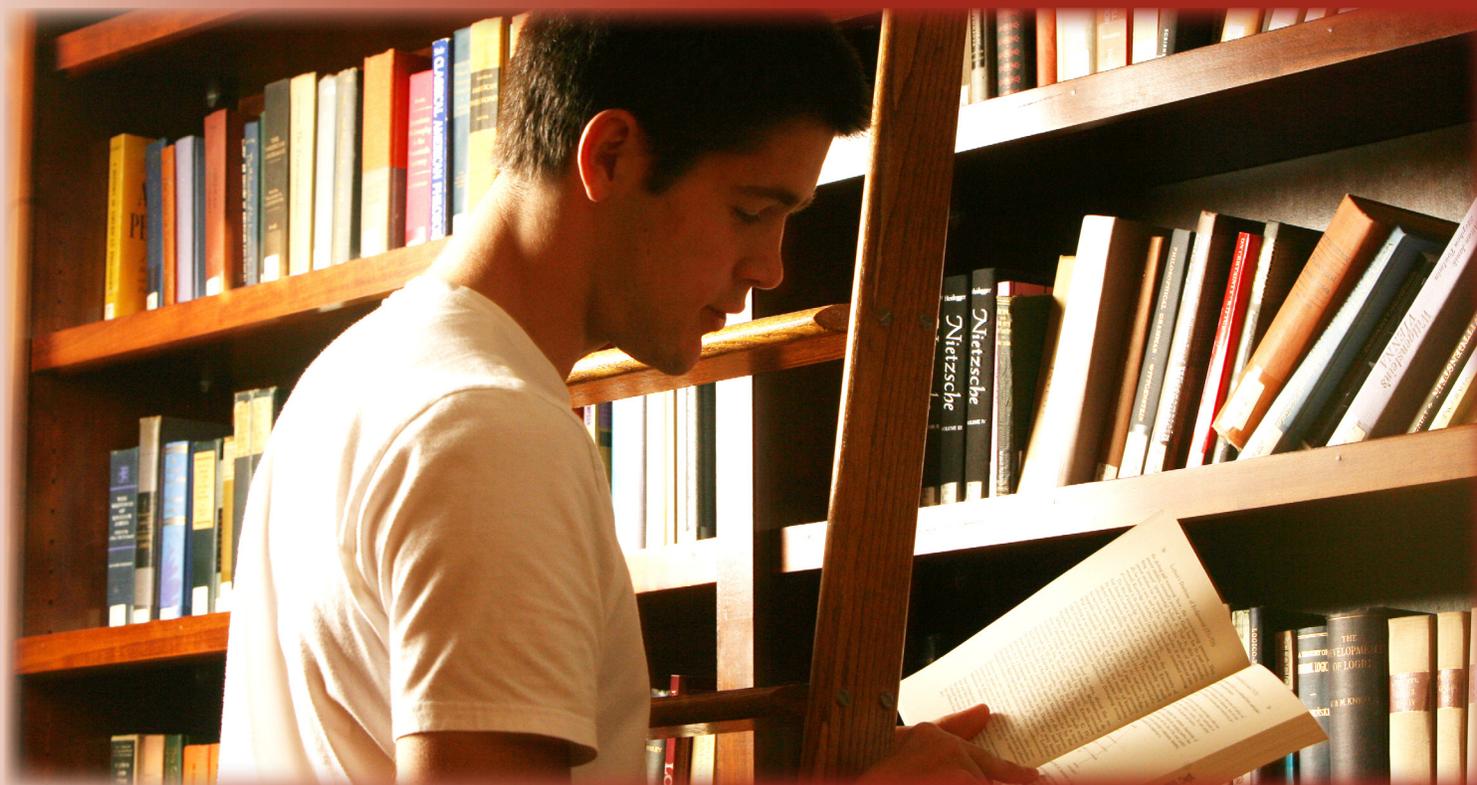


2010-2011

# UNDERGRADUATE COURSE CATALOG



William & Mary



*The College of*

**WILLIAM & MARY**

***2010-2011***

***Undergraduate Course Catalog***

***Announcement for the  
Three Hundred and Eighteenth Year***

**Williamsburg, Virginia 23185  
(757) 221-4000**

# GENERAL STATEMENT OF POLICY

Bulletin of The College of William and Mary—Undergraduate Catalog Issue

August 2010

The College of William and Mary does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, disability or age in its programs and activities. All inquiries regarding non-discrimination policies should be addressed to:

Tammie H. Currie  
Director of Equal Opportunity  
The College of William and Mary  
Hornsby House  
P. O. Box 8795  
Williamsburg, VA 23187-8795  
(757) 221-2615

*Note: The catalog provides announcements for the 2010-2011 academic year. It is current until August 2011. The College reserves the right to make changes in the regulations, charges and curricula listed herein at any time.*

## CATALOGS ARE ISSUED FOR OTHER COLLEGE PROGRAMS AS FOLLOWS:

School of Business  
School of Education  
Graduate Studies in Arts and Sciences  
School of Marine Science  
Marshall-Wythe School of Law

## The Honor System

Among the most significant traditions of the College of William and Mary is its student administered Honor System. The spirit and essence of the Honor System have existed at the College for more than 200 years and are embodied in the Honor Code. It asserts that honor and personal integrity are fundamental attributes essential of the climate of trust which must exist in a community of scholars. The Code is an agreement, accepted by each student who enrolls, not to lie, cheat or steal or to tolerate such behavior in others. Self-administered by elected peers, the Honor System is supported strongly by the Faculty and the Administration. Detailed information about the Honor System may be found in the *Student Handbook*.

## Accreditation

The College of William and Mary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, post-master's certificate, doctoral, and first professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of William and Mary.

## CORRESPONDENCE DIRECTORY

To facilitate prompt attention, inquiries should be addressed to the following at the College of William and Mary, P.O. Box 8795, Williamsburg, Virginia 23187-8795.

### ACADEMIC AFFAIRS

Michael R. Halleran, *Provost*

### ADMISSION - UNDERGRADUATE

Henry R. Broadus, *Dean of Admission*

### ADMISSION - GRADUATE STUDIES

S. Laurie Sanderson  
*Dean of Research and Graduate Studies, Arts and Sciences*

James M. Olver  
*Assistant Dean for MBA Programs, School of Business*

Thomas J. Ward, *Associate Dean, School of Education*

Faye Shealy, *Associate Dean, Marshall-Wythe School of Law*

### ALUMNI AFFAIRS

Karen R. Cottrell, *Executive Vice President, Society of the Alumni*

### AUXILIARY SERVICES

Karen K. Davis, *Director*

### BOOKSTORE

Cathy Pacheco, *Manager*

### CAMPUS POLICE

Donald R. Challis, *Chief*

### DEVELOPMENT, ANNUITIES AND GIFTS

Sean M. Pieri, *Vice President for University Development*

### EQUAL OPPORTUNITY

Tammy H. Currie, *Director of Equal Opportunity*

### FEES AND EXPENSES

Edmund A. Brummer, III, *Director of Financial Operations*

### GENERAL BUSINESS MATTERS

Samuel E. Jones, *Vice President for Finance*

Anna B. Martin, *Vice President for Administration*

### INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS

Courtney M. Carpenter  
*Associate Provost for Information Technology*

### INTERNATIONAL STUDIES

, *Director of the Reves Center*

### OMBUDSPERSON

Tatia D. Granger, *University Ombudsperson*

### RECORDS AND TRANSCRIPTS

Sara L. Marchello, *University Registrar*

### STRATEGIC INITIATIVES, UNIVERSITY GOVERNANCE, RELATIONS AND PUBLICATIONS

James R. Golden, *Vice President for Strategic Initiatives*

### STUDENT EMPLOYMENT, STUDENT LOANS, FINANCIAL AID

Edward P. Irish, *Director of Student Financial Aid*

### STUDENT LIFE

Virginia Ambler, *Vice President for Student Affairs*

### SWEM LIBRARY

Beatriz B. Hardy, *Interim Dean, University Libraries*

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## UNDERGRADUATE ACADEMIC CALENDAR 2010-2011

### *2010 Fall Semester*

August 20-24	Orientation Period (Friday-Tuesday)
August 25	Beginning of Undergraduate Classes (Wednesday)
August 25	Beginning of Add/Drop Period (Wednesday)
August 27	Opening Convocation (Friday)
September 3	Last Day for Add/Drop (Friday)
October 1-3	Family Weekend (Friday-Sunday)
October 9-12	Fall Break (Saturday-Tuesday)
October 21-24	Homecoming (Thursday-Sunday)
November 24-28	Thanksgiving Holiday (Wednesday-Sunday)
December 3	End of Undergraduate Classes (Friday)
December 4-5	Reading Period (Saturday-Sunday)
December 6-10	Examinations (Monday-Friday)
December 11-12	Reading Period (Saturday-Sunday)
December 13-15	Examinations (Monday-Wednesday)

### *2011 Spring Semester*

January 15-18	Orientation Period (Saturday-Tuesday)
January 19	Beginning of Undergraduate Classes (Wednesday)
January 19	Beginning of Add/Drop Period (Wednesday)
January 28	Last Day for Add/Drop (Friday)
February 5	Charter Day (Saturday)
March 5-13	Spring Break (Saturday-Sunday)
April 29	End of Undergraduate Classes (Friday)
April 30-May 1	Reading Period (Saturday-Sunday)
May 2-6	Examinations (Monday-Friday)
May 7-8	Reading Period (Saturday-Sunday)
May 9-11	Examinations (Monday-Wednesday)
May 15	Commencement (Sunday)

### *2011 Summer Sessions*

May 31	Beginning of Session I (Tuesday)
July 1	End of Session I (Friday)
July 5	Beginning of Session II (Tuesday)
August 5	End of Session II (Friday)

**\*\*\*For Advising and Registration dates and course and examination schedules, visit [www.wm.edu/registrar](http://www.wm.edu/registrar).**

## THE COLLEGE

### Mission Statement

The College of William and Mary, a public university in Williamsburg, Virginia, is the second-oldest institution of higher learning in the United States. Established in 1693 by British royal charter, William and Mary is proud of its role as the Alma Mater of generations of American patriots, leaders and public servants. Now, in its fourth century, it continues this tradition of excellence by combining the best features of an undergraduate college with the opportunities offered by a modern research university. Its moderate size, dedicated faculty and distinctive history give William and Mary a unique character among public institutions, and create a learning environment that fosters close interaction among students and teachers.

The university's predominantly residential undergraduate program provides a broad liberal education in a stimulating academic environment enhanced by a talented and diverse student body. This nationally acclaimed undergraduate program is integrated with selected graduate and professional programs in five faculties — Arts and Sciences, Business, Education, Law and Marine Science. Masters and doctoral programs in the humanities, the sciences, the social sciences, business, education and law provide a wide variety of intellectual opportunities for students at both graduate and undergraduate levels.

At William and Mary, teaching, research and public service are linked through programs designed to preserve, transmit and expand knowledge. Effective teaching imparts knowledge and encourages the intellectual development of both student and teacher. Research of the highest quality supports the educational program by introducing students to the challenge and excitement of original discovery, and is a source of the knowledge and understanding needed for a better society. The university recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research and public service are all integral parts of the mission of William and Mary.

### The Phi Beta Kappa Society

On December 5, 1776, a small group of William and Mary students founded the Phi Beta Kappa Society, which has since become the nation's premier academic honor society. Alpha of Virginia, as the founding chapter came to be known, inducted fifty members during its first brief period of existence (1776-1781). Among them were William Short, later a distinguished diplomat and close associate of Thomas Jefferson, and John Marshall, subsequently Chief Justice of the Supreme Court. Chapters of Phi Beta Kappa were established at Yale and Harvard, which gave the Society continuity and growth it might not otherwise have had, for in 1781, with the approach of the British army, Alpha of Virginia was suspended. After a brief revival period (1851-1861), the chapter was resurrected in 1893, the 200th anniversary of the founding of William and Mary. In the meantime, chapters of the Society had been established at many other institutions and had come together as the United Chapters of Phi Beta Kappa, now the Phi Beta Kappa Society, with which Alpha of Virginia is affiliated.

The primary purpose of Alpha of Virginia is to encourage and recognize the achievements of William and Mary undergraduates, and twice each year, the Chapter elects to membership a small number of senior students who are B.A. and B.S. candidates and have demonstrated outstanding scholarship, breadth of intellectual interests and good character.

### The College of William and Mary Diversity Statement

The College of William and Mary in Virginia is a community of teachers, students, and staff who share our national ideals of human equality, democracy, pluralism, and advancement based on merit. We give life to these principles—and prepare women and men to be citizens of the wider world—when we value diverse backgrounds, talents, and points of view.

As a community, William and Mary believes that cultural pluralism and intellectual freedom introduce us to new experiences, stimulate original ideas, enrich critical thinking, and give our work a broader reach.

We cannot accomplish our mission of teaching, learning, discovery, and service without such diversity.

William and Mary belongs to all Virginians, to the nation, and to the world. Yet our College, like our country, failed for many years to open the door of opportunity to all people. In recent decades, William and Mary has made itself a more diverse community, and thus a better one. Structures and habits that create injustices, however, have yet to be fully banished from American society. We are committed to establishing justice.

The College of William and Mary strives to be a place where people of all backgrounds feel at home, where diversity is actively embraced, and where each individual takes responsibility for upholding the dignity of all members of the community.

### Code of Ethics

Integrity is one of the core values of the College of William and Mary. Thus, we are committed to lawful and ethical behavior in all of the university's activities. At William and Mary, we insist that all members of the university community — our board members, employees, students, and volunteers — comply with all laws, regulations, policies and ethical norms applicable to them. More generally, we are to be honest, fair, and trustworthy ourselves and to take care that other members of the university community are also.

We, as members of the William and Mary community, will:

1. Obey the laws, regulations, and policies applicable to our university activities.
2. Protect and preserve university resources and ensure their proper use.
3. Avoid both conflicts of interest and the appearance of such conflicts.
4. Safeguard confidential information.
5. Make procurement decisions impartially and objectively.
6. Maintain effective internal controls to safeguard the regularity and integrity of our activities.
7. Treat other people with dignity and respect, ensuring there is no discrimination or harassment at William and Mary.
8. Report any illegal or unethical action that comes to our attention, so the university can investigate and take corrective steps.

### GOALS

*In fulfilling its mission, William and Mary adopts the following specific goals:*

- to attract outstanding students from diverse backgrounds;
- to develop a diverse faculty which is nationally and internationally recognized for excellence in both teaching and research;
- to provide a challenging undergraduate program with a liberal arts and sciences curriculum that encourages creativity, independent thought, and intellectual depth, breadth and curiosity;
- to offer high quality graduate and professional programs that prepare students for intellectual, professional and public leadership;
- to instill in its students an appreciation for the human condition, a concern for the public well-being and a life-long commitment to learning; and
- to use the scholarship and skills of its faculty and students to further human knowledge and understanding, and to address specific problems confronting the Commonwealth of Virginia, the nation and the world.

### Presidents of the College

JAMES BLAIR, 1693-1743  
WILLIAM DAWSON, 1743-1752  
WILLIAM STITH, 1752-1755  
THOMAS DAWSON, 1755-1760  
WILLIAM YATES, 1761-1764  
JAMES HORROCKS, 1764-1771  
JOHN CAMM, 1771-1777  
JAMES MADISON, 1777-1812  
JOHN BRACKEN, 1812-1814  
JOHN AUGUSTINE SMITH, 1814-1826  
WILLIAM H. WILMER, 1826-1827  
ADAM EMPIE, 1827-1836  
THOMAS RODERICK DEW, 1836-1846  
ROBERT SAUNDERS, 1847-1848

JOHN JOHNS, 1849-1854  
BENJAMIN S. EWELL, 1854-1888  
LYON G. TYLER, 1888-1919  
JULIAN A.C. CHANDLER, 1919-1934  
JOHN STEWART BRYAN, 1934-1942  
JOHN EDWIN POMFRET, 1942-1951  
ALVIN DUKE CHANDLER, 1951-1960  
DAVIS YOUNG PASCHALL, 1960-1971  
THOMAS ASHLEY GRAVES, JR., 1971-1985  
PAUL ROBERT VERKUIL, 1985-1992  
TIMOTHY JACKSON SULLIVAN, 1992-2005  
GENE RAY NICHOL, JR., 2005-2008  
W. TAYLOR REVELEY III, 2008-

### Chancellors of the College

HENRY COMPTON, BISHOP OF LONDON, 1693-1700  
THOMAS TENISON, ARCHBISHOP OF CANTERBURY, 1700-1707  
HENRY COMPTON, BISHOP OF LONDON, 1707-1713  
JOHN ROBINSON, BISHOP OF LONDON, 1714-1721  
WILLIAM WAKE, ARCHBISHOP OF CANTERBURY, 1721-1729  
EDMUND GIBSON, BISHOP OF LONDON, 1729-1736  
WILLIAM WAKE, ARCHBISHOP OF CANTERBURY, 1736-1737  
EDMUND GIBSON, BISHOP OF LONDON, 1737-1748  
THOMAS SHERLOCK, BISHOP OF LONDON, 1749-1761  
THOMAS HAYTER, BISHOP OF LONDON, 1762  
CHARLES WYNDHAM, EARL OF EGREMONT, 1762-1763  
PHILIP YORKE, EARL OF HARWICKE, 1764  
RICHARD TERRICK, BISHOP OF LONDON, 1764-1776  
GEORGE WASHINGTON, FIRST PRESIDENT OF THE UNITED STATES, 1788-1799  
JOHN TYLER, TENTH PRESIDENT OF THE UNITED STATES, 1859-1862  
HUGH BLAIR GRIGSBY, HISTORIAN 1871-1881  
JOHN STEWART BRYAN, NINETEENTH PRESIDENT OF  
THE COLLEGE OF WILLIAM AND MARY, 1942-1944  
COLGATE W. DARDEN, JR., GOVERNOR OF VIRGINIA, 1946-1947  
ALVIN DUKE CHANDLER, TWENTY-FIRST PRESIDENT OF  
THE COLLEGE OF WILLIAM AND MARY, 1962-1974  
WARREN E. BURGER, FIFTEENTH CHIEF JUSTICE OF THE UNITED STATES, 1986-1993  
MARGARET THATCHER, FORMER PRIME MINISTER OF GREAT BRITAIN, 1993-2000  
HENRY A. KISSINGER, FORMER SECRETARY OF STATE, 2000-2005  
SANDRA DAY O'CONNOR, ASSOCIATE JUSTICE OF THE UNITED STATES SUPREME COURT, 2005-

### Honorary Fellows of the College

HIS ROYAL HIGHNESS, THE PRINCE OF WALES, 1981  
HER ROYAL HIGHNESS, PRINCESS MARGRIET OF THE NETHERLANDS, 1989

## Board of Visitors

*As of July 1, 2010*

The Board of Visitors is the governing authority of The College of William and Mary. In executing its duties, the Board is guided by the laws and policies of the Commonwealth of Virginia. It strives to preserve the ideals and traditions of the institutions under its jurisdiction, including the student-administered Honor System. The Board appoints the President of the College of William and Mary; and it appoints academic officers, faculties, and other employees essential to the effective operation of all the institutions under its control. Appointed by and accountable to the Governor, the seventeen members of the Board of Visitors serve for terms of four years each. Annually the Rector appoints the President of the Student Assembly of William and Mary and, in consultation with the Committee on Academic Affairs, appoints a full-time faculty member from among the former presidents of the William and Mary Faculty Assembly, to the positions of non-voting, advisory representatives on the Board of Visitors. The Board approves the Mission Statement and Goals of the College.

### Board of Visitors Officers

Henry C. Wolf '64, J.D. '66	<i>RECTOR</i>
John W. Gerdelman '75	<i>VICE RECTOR</i>
Janet M. Brashear '82	<i>SECRETARY</i>

### Board of Visitors Members

*Term expires June 30, 2010*

Charles A. Banks III	<i>GLOUCESTER, VA</i>
Thomas E. Capps	<i>RICHMOND, VA</i>
Sarah I. Gore '56	<i>NEWARK, DE</i>
Suzann W. Matthews '71	<i>McLEAN, VA</i>

*Term expires June 30, 2011*

John W. Gerdelman '75	<i>WILLIAMSBURG, VA</i>
Kathy Y. Hornsby '79	<i>WILLIAMSBURG, VA</i>
Anita O. Poston, J.D. '74	<i>NORFOLK, VA</i>
Henry C. Wolf '64, J.D. '66	<i>VIRGINIA BEACH, VA</i>

*Term expires June 30, 2012*

Janet M. Brashear '82	<i>VIRGINIA BEACH, VA</i>
Colin G. Campbell	<i>WILLIAMSBURG, VA</i>
Timothy P. Dunn '83	<i>RECTORTOWN, VA</i>
R. Philip Herget III	<i>ALEXANDRIA, VA</i>
Robert E. Scott, J.D. '68	<i>NEW YORK, NY</i>

*Term expires June 30, 2013*

Dennis H. Liberson '78	<i>GREAT FALLS, VA</i>
Michael Tang '76	<i>ELK GROVE VILLAGE, IL</i>
John Charles Thomas	<i>RICHMOND, VA</i>
Jeffrey B. Trammell '73	<i>WASHINGTON, DC</i>

*2010-2011 Student Representatives*

Christina E. Scott	<i>COLLEGE OF WILLIAM AND MARY</i>
Johnathan R. Malbon	<i>RICHARD BLAND COLLEGE</i>

*2010-2011 Faculty Representatives*

Alan J. Meese '86	<i>COLLEGE OF WILLIAM AND MARY</i>
Steven E. Martin	<i>RICHARD BLAND COLLEGE</i>

## Standing Committees and Standing Committee Chairs of the Board of Visitors

*As of July 1, 2010*

### Executive Committee

Henry C. Wolf, Chair; John W. Gerdelman, Vice Chair; Janet M. Brashear, Secretary; Charles A. Banks III; R. Philip Herget III; Anita O. Poston; Jeffrey B. Trammell

### Richard Bland College Committee

Kathy Y. Hornsby, Chair; Sarah I. Gore, Vice Chair; Dennis H. Liberson; Anita O. Poston; Jeffrey B. Trammell

### Committee on Academic Affairs

Anita O. Poston, Chair; Colin G. Campbell, Vice Chair; Sarah I. Gore; Kathy Y. Hornsby; Robert E. Scott

### Committee on Administration

John W. Gerdelman, Chair; R. Philip Herget III, Vice Chair; Dennis H. Liberson; Robert E. Scott; John Charles Thomas; Jeffrey B. Trammell

### Committee on Audit

Thomas E. Capps, Chair; Colin G. Campbell, Vice Chair; Timothy P. Dunn; John Charles Thomas

### Committee on Buildings and Grounds

Janet M. Brashear, Chair; Suzann M. Matthews, Vice Chair; Kathy Y. Hornsby; Anita O. Poston; Michael Tang; John Charles Thomas

### Committee on Financial Affairs

Charles A. Banks III, Chair; Robert E. Scott, Vice Chair; Colin G. Campbell; Thomas E. Capps; Timothy P. Dunn; John W. Gerdelman; R. Philip Herget III

### Committee on Athletics

Sarah I. Gore, Chair; John W. Gerdelman, Vice Chair

### Committee on Development and Alumni Affairs

R. Philip Herget III, Chair; Timothy P. Dunn, Vice Chair; Charles A. Banks III; Janet M. Brashear; Suzann W. Matthews; Michael Tang

### Committee on Strategic Initiatives

Jeffrey B. Trammell, Chair; Janet M. Brashear, Vice Chair

### Committee on Student Affairs

John Charles Thomas, Chair; Suzann W. Matthews, Vice Chair

## DIRECTORY OF ADMINISTRATIVE OFFICES

### Office of the President

W. Taylor Reveley, III	<i>President</i>
Michael J. Fox	<i>Chief of Staff and Secretary to the Board of Visitors</i>
Cynthia A. Brauer	<i>Executive Assistant to the President</i>
W. Fanchon Glover	<i>Assistant to the President for Diversity and Community Initiatives</i>
Louise L. Kale	<i>Executive Director of the Historic Campus</i>
Kiersten L. Boyce	<i>Coordinator of Legal Affairs</i>

### Office of the Provost

Michael R. Halleran	<i>Provost</i>
	<i>Executive Assistant to the Provost</i>
Kathleen F. Slevin	<i>Vice Provost for Academic Affairs</i>
Dennis M. Manos	<i>Vice Provost for Research and Graduate Professional Studies</i>
Earl T. Granger, III	<i>Associate Provost for Enrollment</i>
Susan L. Bosworth	<i>Associate Provost for Institutional Analysis and Effectiveness</i>
Courtney M. Carpenter	<i>Associate Provost for Information Technology and Chief Information Officer</i>
Adam Anthony	<i>Director of the Washington Office</i>
John F. Donaldson	<i>Assistant to the Provost for Legal Affairs</i>

### Faculty of Arts and Sciences

Carl J. Strikwerda	<i>Dean of Faculty</i>
Margaret L. Fonner	<i>Director of Administration and Finance for Arts and Sciences</i>
Susan Peterson	<i>Dean of Undergraduate Studies</i>
S. Laurie Sanderson	<i>Dean of Research and Graduate Studies</i>
Joel D. Schwartz	<i>Dean of Honors and Interdisciplinary Studies</i>
Teresa V. Longo	<i>Dean for Educational Policy</i>

### Mason School of Business

Lawrence B. Pulley	<i>Dean</i>
Jon Krapfl	<i>Associate Dean</i>
William T. Geary	<i>Assistant Dean for the BBA Program</i>
James M. Olver	<i>Assistant Dean for MBA Program</i>
Prabhu Aggarwal	<i>Assistant Dean for Executive and Professional Programs</i>
G. Thomas White	<i>Assistant Dean for Accounting Programs</i>
David M. Murray	<i>Assistant Dean for Information Technology</i>

### School of Education

Virginia L. McLaughlin	<i>Dean</i>
Thomas J. Ward	<i>Associate Dean for Academic Programs</i>
Christopher Gareis	<i>Associate Dean for Teacher Education and Professional Services</i>

### Marshall-Wythe School of Law

Davison M. Douglas	<i>Dean</i>
Eric Kades	<i>Vice Dean</i>
I. Trotter Hardy, Jr.	<i>Associate Dean, Technology</i>
Lizabeth A. Jackson	<i>Associate Dean, Administration/Registrar</i>
Faye F. Shealy	<i>Associate Dean, Admission</i>
Robert Kaplan	<i>Associate Dean, Career Services</i>
Sarah Kellam	<i>Associate Dean, Development/Alumni Affairs</i>

### School of Marine Science

John T. Wells	<i>Dean</i>
Iris C. Anderson	<i>Dean, Graduate Studies</i>
Roger L. Mann	<i>Director, Research and Advisory Services</i>

### Omohundro Institute of Early American History and Culture

Ronald Hoffman	<i>Director</i>
Christopher Grasso	<i>Visiting Editor, William and Mary Quarterly</i>

### Reves Center for International Studies

*Director of the Reves Center  
Director of Global Education*

### Earl Gregg Swem Library

Beatriz B. Hardy	<i>Interim Dean of University Libraries</i>
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### Muscarella Museum of Art

Aaron DeGroft	<i>Director of the Muscarella Museum of Art</i>
	<i>Assistant Director and Curator</i>
Amy Gorman	<i>Curator of Education</i>

### Office of Administration

Anna B. Martin	<i>Vice President for Administration</i>
Martha Sheets	<i>Senior Planner</i>
Donald R. Challis	<i>Chief of Campus Police</i>
Earleen H. O'Roark	<i>Associate Vice President for Human Resources</i>
Linda N. Orr	<i>Director, Procurement</i>

### Office of Admission

Henry R. Broaddus	<i>Dean of Admission</i>
Kimberly B. van Deusen	<i>Associate Dean of Admission</i>
Deborah L. Basket	<i>Associate Dean of Admission</i>
Stacey A. Richardson	<i>Associate Dean of Admission</i>

### Office of Equal Opportunity

Tammy H. Currie	<i>Director of Equal Opportunity</i>
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### Office of Finance

Samuel E. Jones	<i>Vice President for Finance</i>
Glenda E. White	<i>Director of the Budget</i>
Edmund A. Brummer	<i>Director of Financial Operations</i>
William D. Copan	<i>Assistant Vice President for Investment Administration</i>
F. Brian Hiestand	<i>Chief Investment Officer for the Endowment Association</i>

### Office of Financial Aid

Edward P. Irish	<i>Director</i>
Patricia Kelly	<i>Associate Director</i>

### Office of Intercollegiate Athletics

Edward C. Driscoll, Jr.	<i>Director</i>
Steven L. Cole	<i>Associate Director</i>

### Office of Internal Audit

Michael L. Stump	<i>University Auditor</i>
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**Office of Strategic Initiatives**

James R. Golden *Vice President for Strategic Initiatives*  
 Michael J. Connolly *Director of Federal Relations*  
 Frances C. Bradford *Associate Vice President for Government  
 Relations*  
 Susan Evans *Director of Creative Services*  
 Brian W. Whitson *Director of University Relations*  
 Leonard L. Sledge *Director of Economic Development*

**Office of Student Affairs**

Virginia M. Ambler *Vice President for Student Affairs*  
 Patricia Volp *Dean of Students*  
 Mark Constantine *Assistant Vice President, Campus Life*  
 Mary E. Schilling *Director, Career Services*  
 Deborah Boykin *Director, Residence Life*  
 Vernon J. Hurte *Director, Center for Student Diversity*

**Office of University Development**

Sean M. Pieri *Vice President for University Development*  
 Teresa L. Munford *Associate Vice President for Development*  
 Neysa Rosario *Associate Vice President for Development*

**Office of University Ombudsperson**

Tatia D. Granger *University Ombudsperson*

**Office of the University Registrar**

Sara L. Marchello *University Registrar*  
 Kimberly Momballou *Associate Registrar*

**Society of the Alumni**

Karen R. Cottrell *Executive Vice President*

## OFFICERS OF INSTRUCTION

- W. Taylor Reveley, III** (1998), *President and John Stewart Bryan Professor of Law*, A.B., Princeton University; J.D., University of Virginia.
- Michael R. Halleran** (2009), *Provost and Professor of Classical Studies*, A.B. Kenyon College; A.M. and Ph.D., Harvard University.
- 
- Ismail H. Abdalla** (1982), *Professor of History, Emeritus*, B.A. and M.A., University of Khartoum; Ph.D., University of Wisconsin.
- Henry Aceto, Jr.** (1970), *Professor of Biology, Emeritus and Professor of Marine Science, Emeritus*, B.S., State University of New York at Albany; M.S., University of California-Berkeley; Ph.D., University of Texas.
- Fred L. Adair** (1970), *Professor of Education, Emeritus*, B.S. and Ph.D., University of North Carolina; M.A.T., Duke University.
- Joseph S. Agee** (1958), *Professor of Kinesiology, Emeritus*, A.B. and M.Ed., College of William and Mary.
- Nathan Altshuler** (1960), *Professor of Anthropology, Emeritus*, A.B., University of Michigan; Ph.D., Harvard University.
- Herbert M. Austin** (1977), *Professor of Marine Science, Emeritus*, B.S., Grove City College; M.S., University of Puerto Rico; Ph.D., Florida State University.
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- Carol E. Ballingall** (1965), *Professor of Anthropology, Emerita*, A.B., Wayne State University; M.A., University of Chicago.
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- Lawrence C. Becker** (1989), *William R. Kenan, Jr., Professor of Humanities and Professor of Philosophy, Emeritus*, B.A., Midland College; M.A. and Ph.D., University of Chicago.
- Lawrence S. Beckhouse** (1968), *Professor of Sociology, Emeritus*, A.B., Knox College; M.A. and Ph.D., Vanderbilt University.
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- John E. Donaldson** (1966), *Ball Professor of Law, Emeritus*, A.B., University of Richmond; J.D., College of William and Mary; LL.M. Georgetown University.
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- Armand J. Galfo** (1958), *Professor of Education, Emeritus*, A.B., M.Ed. and Ed.D., University of Buffalo.
- William E. Garland, Jr.** (1972), *Associate Professor of Education, Emeritus*, B.A., University of New Hampshire; M.S., Utah State University; D.A., Carnegie-Mellon University.
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- George W. Harris** (1981), *Chancellor Professor of Philosophy, Emeritus*, B.A. and M.A., Baylor University; Ph.D., University of Texas.
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- Satoshi Ito** (1965), *Professor of Sociology, Emeritus*, A.B., California State College, Long Beach; M.A. and Ph.D., University of North Carolina at Chapel Hill.
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- Ludwell H. Johnson, III** (1955), *William E. Pullen Professor of History, Emeritus*, A.B. and Ph.D., Johns Hopkins University.
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- Sidney H. Lawrence** (1961), *Professor of Mathematics, Emeritus*, A.B., M.A. and Ph.D., University of Virginia.
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- Roger W. Smith** (1967), *Professor of Government, Emeritus*, A.B., Harvard College; M.A. and Ph.D., University of California-Berkeley.
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- William H. Starnes, Jr.** (1989), *Floyd Dewey Gottwald, Sr., Professor of Chemistry, Emeritus*, B.S., Virginia Polytechnic Institute; Ph.D., Georgia Institute of Technology.
- Paul K. Stockmeyer** (1971), *Professor of Computer Science, Emeritus*, A.B., Earlham College; M.A. and Ph.D., University of Michigan.
- Howard Stone** (1948), *Professor of Modern Languages and Literatures, Emeritus*, A.B., Pomona College; M.A., Claremont Graduate School and University Center; Ph.D., University of California-Berkeley.
- George V. Strong** (1967), *Professor of History, Emeritus*, A.B., M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Timothy J. Sullivan** (1972), *President of the College, Emeritus*, A.B., College of William and Mary; J.D., Harvard University.
- Vinson H. Sutlive, Jr.** (1972), *Professor of Anthropology, Emeritus*, A.B., Asbury College; B.D., Vanderbilt School of Religion; M.A., Scarritt College; Ph.D., University of Pittsburgh.
- Jesse S. Tarleton** (1970), *Professor of Business, Emeritus*, B.S., Pennsylvania State University; M.B.A., College of William and Mary; Ph.D., Cornell University.
- Thaddeus W. Tate, Jr.** (1961), *Forrest D. Murden, Jr. Professor of History, Emeritus*, A.B. and M.A., University of North Carolina at Chapel Hill; Ph.D., Brown University.
- Dennis L. Taylor** (1991), *Professor of Marine Science, Emeritus*, B.A., University of Pennsylvania; Ph.D., University of Wales.
- C. Richard Terman** (1963), *Professor of Biology, Emeritus*, A.B., Albion College; M.S. and Ph.D., Michigan State University.
- N. Bartlett Theberge, Jr.** (1974), *Professor of Marine Science, Emeritus*, B.S. and J.D., College of William and Mary; LL.M., University of Miami.
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- Hans O. Tiefel** (1975), *Professor of Religion, Emeritus*, B.A., Wake Forest University; M.Div., Yale Divinity School; M.A. and Ph.D., Yale University.
- Franco Triolo** (1975), *Associate Professor of Modern Languages and Literatures, Emeritus*, B.A. and M.A., University of Maryland; C.F., Universita di Padova; Ph.D., University of Illinois.
- Kathryn R. Urbonya** (1997), *Professor of Law, Emerita*, B.A., Beloit College; M.A. and J.D., University of North Dakota, Grand Forks.
- Marion G. Vanfossen** (1967), *Professor of Sociology, Emeritus*, A.B., Blackburn College; M.A., Pennsylvania State University; Ph.D., Emory University.
- Jack D. VanHorn** (1970), *Associate Professor of Religion, Emeritus*, A.B., Ohio Wesleyan University; M.A. and Ph.D., Columbia University.
- Joyce VanTassel-Baska** (1987), *Jody and Layton Smith Professor of Education, Emerita*, B.Ed., M.Ed., M.A. and Ed.D., University of Toledo.
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- Carl W. Vermeulen** (1966), *Associate Professor of Biology, Emeritus*, A.B., Hope College; M.S. and Ph.D., University of Illinois.
- Hans C. von Baeyer** (1968), *Chancellor Professor of Physics, Emeritus*, A.B., Columbia College; M.S., University of Miami; Ph.D., Vanderbilt University.
- J. Dirk Walecka** (1989), *Governor's Distinguished CEBAF Professor of Physics, Emeritus*, B.A., Harvard College; Ph.D., Massachusetts Institute of Technology.
- H. Campbell Walker** (1969), *Professor of History, Emerita*, A.B., College of William and Mary; M.A., Yale University.
- Wanda A. Wallace** (1991), *John N. Dalton Professor of Business, Emerita*, B.B.A. and M.P.A., Texas Christian University; Ph.D., University of Florida, C.P.A., C.M.A., C.I.A.
- Alan J. Ward** (1967), *Class of 1936 Professor of Government, Emeritus*, B.S., University of London; M.A. and Ph.D., University of Connecticut.
- Stewart A. Ware** (1967), *Professor of Biology, Emeritus*, B.S., Millsaps College; Ph.D., Vanderbilt University.
- Junius Ernest Warinner III** (1963), *Assistant Professor of Marine Science, Emeritus*, B.S. and M.A., College of William and Mary.
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## 12 • OFFICERS OF INSTRUCTION

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- Robert E. Welsh** (1963), *Chancellor Professor of Physics, Emeritus*, B.S., Georgetown University; Ph.D., Pennsylvania State University.
- Mildred Barrett West**, (1959), *Professor of Kinesiology, Emerita*, B.S., Georgia State College for Women; M.A., University of Maryland.
- Richard L. Wetzel** (1975), *Professor of Marine Science, Emeritus*, B.S. and M.S., University of West Florida; Ph.D., University of Georgia.
- Ronald C. Wheeler** (1972), *Associate Professor of Education Emeritus*, B.S., Western Illinois University; M.Ed., University of Pittsburgh; Ph.D., University of Minnesota.
- Peter D. Wiggins** (1971), *Professor of English, Emeritus*, A.B., M.A. and Ph.D., Columbia University.
- Edgar W. Williams** (1979), *Associate Professor of Music, Emeritus*, B.A., Duke University; M.A., Columbia University; M.F.A. and Ph.D., Princeton University.
- John Alden Williams** (1988), *William R. Kenan Professor of Humanities and Professor of Religion, Emeritus*, B.A., University of Arkansas; M.A. and Ph.D., Princeton University.
- Stuart L. Williams** (1972), *Professor of Business, Emeritus*, B.A., Yale University; Ph.D., Syracuse University.
- John H. Willis, Jr.** (1959), *Professor of English, Emeritus*, A.B., University of Virginia; M.A. and Ph.D., Columbia University.
- Lawrence L. Wiseman** (1971), *Professor of Biology, Emeritus*, A.B., Hiram College; M.A. and Ph.D., Princeton University.
- Frank J. Wojcik** (1965), *Assistant Professor of Marine Science, Emeritus*, B.S., University of Massachusetts; M.S., University of Alaska.
- Burton M. Woodward** (1969), *Associate Professor of Business, Emeritus*, A.B., M.B.A. and Ph.D., University of Florida.
- L. Donelson Wright** (1982), *Chancellor Professor of Marine Science, Emeritus*, B.S., University of Miami; M.A., University of Sydney; Ph.D., Louisiana State University.
- James M. Yankovich** (1974), *Professor of Education Emeritus*, B.A., University of Richmond; M.Ed., University of Virginia; Ed.D., University of Michigan, Ann Arbor.
- 
- Berhanu Abegaz** (1982), *Professor of Economics*, B.A., Princeton University; M.A. and Ph.D., University of Pennsylvania.
- Christopher J. Abelt** (1985), *Professor of Chemistry*, B.S., University of Wisconsin at Madison; Ph.D., University of California-Los Angeles.
- Dorothea Lachon Abraham** (2004), *Assistant Professor of Business*, B.S., United States Military Academy at West Point; M.B.A., Old Dominion University; Ph.D., University of Georgia.
- David P. Aday, Jr.** (1978), *Professor of Sociology*, B.A., Fort Hays State University; M.A., M.Phil. and Ph.D., University of Kansas.
- Prabhu K. Aggarwal** (1992), *Associate Professor of Business*, B.Tech., Indian Institute of Technology, M.B.A. and Ph.D., University of Washington.
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- Matthew J. Allar** (2009), *Assistant Professor of Theatre, Speech and Dance*, B.A., Muhlenburg College; M.F.A., New York University.
- Jonathan D. Allen** (2009), *Assistant Professor of Biology*, B.S., Bates College; Ph.D., University of North Carolina at Chapel Hill.
- Standish K. Allen, Jr.** (1997), *Professor of Marine Science*, B.A., Franklin and Marshall College; M.S., University of Maine, Orono; Ph.D., University of Washington.
- M. Lee Alexander** (2010), *Visiting Assistant Professor of English*, B.A., Beloit College; M.A. and Ph.D., Indiana University.
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- Brent B. Allred** (1999), *Associate Professor of Business*, B.S. and M.B.A., Brigham Young University; Ph.D., Pennsylvania State University.
- Iris C. Anderson** (1993), *Francis Thornton West Professor of Marine Science*, B.S., Colby College; S.M., Massachusetts Institute of Technology; Ph.D., Virginia Commonwealth University.
- Lisa R. Anderson** (1997), *Professor of Economics*, B.S. and M.A., Virginia Commonwealth University; M.A. and Ph.D., University of Virginia.
- Anita M. Angelone** (2007), *Assistant Professor of Modern Languages and Literatures*, B.A. and M.A., University of Texas at Austin; Ph.D., New York University.
- Sarah E. Annunziato** (2006), *Visiting Assistant Professor of Modern Languages and Literatures*, B.A., Smith College; Ph.D., Johns Hopkins University.
- Vivian Appler** (2009), *Visiting Instructor of Theatre, Speech and Dance*, B.A., College of William and Mary; M.A., University of London.
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- Jonathan F. Arries** (1995), *Associate Professor of Modern Languages and Literatures*, B.A., University of Wisconsin-Eau Claire; M.A. and Ph.D., University of Wisconsin-Madison.
- Richard Ash** (2004), *Clinical Associate Professor of Business*, B.S., Boston University; J.D., Fordham University.
- Jane Ashworth** (1992), *Lecturer in English*, B.A. and M.A., West Virginia University.
- Vladimir Atanasov** (2005), *Assistant Professor of Business*, B.A. and M.A., University of National and World Economy; Ph.D., Pennsylvania State University.
- Seth A.M. Aubin** (2006), *Assistant Professor of Physics*, B.S., Yale University; Ph.D., State University of New York at Stony Brook.
- Todd D. Averett** (1998), *Professor of Physics*, B.S., Arizona State University; Ph.D., University of Virginia.
- Carey K. Bagdassarian** (1997), *Associate Professor of Chemistry and University Professor for Teaching Excellence*, B.A. and M.S., New York University; Ph.D., University of California-Los Angeles.
- Christopher M. Bailey** (1996), *Professor of Geology*, B.S., College of William and Mary; M.A. and Ph.D., Johns Hopkins University.
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- Hyunu Ban** (2008), *Visiting Assistant Professor of Mathematics*, B.S., and M.S., Chonnam National University; Ph.D., Florida Atlantic University.
- Angela M. Banks** (2006), *Assistant Professor of Law*, B.A., Spelman College; Master of Letters, University of Oxford, Wolfson College; J.D., Harvard Law School.
- James P. Barber** (2009), *Assistant Professor of Education*, B.A., Grand Valley State University; M.A., Bowling Green State University; Ph.D., University of Michigan.
- Jayne W. Barnard** (1985), *James G. Cutler Professor of Law*, B.S., University of Illinois; J.D., University of Chicago.
- Timothy L. Barnard** (2005), *Visiting Assistant Professor of American Studies and English*, B.A., Colby College; M.A., College of William and Mary.
- Elizabeth L. Barnes** (1997), *Associate Professor of English and American Studies* B.A., Westmont College; M.A. and Ph.D., University of California-Santa Barbara.
- William D. Barnes** (1975), *Professor of Art and Art History*, B.F.A., Drake University; M.F.A., University of Arizona.
- Robert C. Barnett** (1997), *Associate Professor of Psychology*, B.A., University of Alberta; M.A. and Ph.D., State University of New York at Binghamton.
- Jamie C. Bartlett** (1999), *Associate Professor of Music*, A.B., Mount Holyoke; M.M., Eastman School of Music; A.Mus.D., University of Wisconsin-Madison.
- George M. Bass, Jr.** (1976), *Associate Professor of Education*, B.A., Yale University; Ph.D., University of Minnesota.
- Arnab K. Basu** (1998), *Professor of Economics*, B.Sc., University of Calcutta; M.A., University of Delhi; M.A. and Ph.D., Johns Hopkins University.
- Cynthia A. Battie** (2010), *Visiting Professor of Biology*, B.S., University of California-Irvine; Ph.D., University of California-Los Angeles
- James E. Bauer** (1994), *Professor of Marine Science*, B.A., Boston University; M.S., State University of New York at Stony Brook; Ph.D., University of Maryland.
- Deborah C. Bebout** (1993), *Professor of Chemistry*, B.S., Harvey Mudd College; Ph.D., Cornell University.
- Aaron Beck** (2009), *Assistant Professor of Marine Science*, B.Sc., Coastal Carolina University; Ph.D., State University of New York, Stony Brook.
- James W. Beers** (1977), *Professor of Education*, B.A., Johns Hopkins University; M.A. and Ph.D., University of Virginia.
- Varun A. Begley** (1999), *Associate Professor of English*, B.A., Washington University; M.A. and Ph.D., Cornell University.
- Kveta E. Benes** (2004), *Associate Professor of History*, B.A., Wellesley College; M.A. and Ph.D., University of Washington-Seattle.
- Donna M. Bilkovic** (2001), *Research Assistant Professor of Marine Science*, B.S. and M.S., University of Michigan; Ph.D., College of William and Mary.
- Michael L. Blakey** (2001), *NEH Professor of Anthropology and American Studies*, B.A., Howard University; M.A. and Ph.D., University of Massachusetts-Amherst.
- Paula Blank** (1992), *Margaret L. Hamilton Professor of English*, B.A., Wesleyan University; A.M. and Ph.D., Harvard University.
- Brian W. Blouet** (1989), *Fred Huby Professor of Geography and International Education*, B.A. and Ph.D., University of Hull.
- Benjamin B. Bolger** (2008), *Visiting Assistant Professor of Sociology*, B.A., University of Michigan; M.Sc., University of Oxford, Ph.D., Harvard University.
- Vladimir Bolotnikov** (1998), *Professor of Mathematics*, B.S. and M.S., Kharkov State University; Ph.D., Ben-Gurion University.

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- John F. Boschen** (1988), *Brinkley-Mason Professor of Business*, B.S., University of North Carolina at Chapel Hill; M.A., University of Delaware; Ph.D., Brown University.
- Gail Bossenga** (2004), *Associate Professor of History*, B.A., Calvin College; M.A. and Ph.D., University of Michigan.
- Greg J. Bowers** (2008), *Assistant Professor of Music*, B.A., Lewis and Clark College; M.M., Yale University; M.A., State University of New York, Stony Brook.
- Bruce A. Bracken** (2000), *Professor of Education*, B.S., College of Charleston; M.A. and Ph.D., University of Georgia.
- Eric L. Bradley** (1971), *Professor of Biology*, A.B., San Fernando Valley State College; Ph.D., University of California-Santa Barbara.
- James R. Bradley** (2004), *Cabell Faculty Fellow and Professor of Business*, B.M.E.E., General Motors Institute; M.B.A., Dartmouth College; Ph.D., Stanford University.
- Kathleen J. Bragdon** (1990), *Professor of Anthropology*, B.A., Cornell University; M.A. and Ph.D., Brown University.
- Joanne M. Braxton** (1980), *Frances L. and Edwin L. Cummings Professor of English and the Humanities*, B.A., Sarah Lawrence College; M.A. and Ph.D., Yale University.
- Deborah A. Bronk** (2000), *Professor of Marine Science*, B.S., University of Miami; Ph.D., University of Maryland.
- Chandos Brown** (1988), *Associate Professor of History and American Studies*, B.S., University of New Mexico; M.A. and Ph.D., Harvard University.
- Marley R. Brown, III** (2009), *Visiting Associate Professor of Anthropology*, B.A. and Ph.D., Brown University.
- John M. Brubaker** (1983), *Associate Professor of Marine Science*, A.B., Miami University; Ph.D., Oregon State University.
- Mark J. Brush** (2006), *Assistant Professor of Marine Science*, B.S., Cornell University; Ph.D., University of Rhode Island.
- Herrington J. Bryce** (1986), *Life of Virginia Professor of Business*, B.A., Mankato State University; Ph.D., Syracuse University.
- Carla O. Buck** (1986), *Associate Professor of Modern Languages and Literatures*, B.A., University of Missouri; M.A. and Ph.D., University of Kansas.
- Joshua A. Burk** (2002), *Associate Professor of Psychology*, B.S., University of California-Davis; M.A. and Ph.D., University of New Hampshire.
- Christy L. Burns** (1992), *Associate Professor of English*, A.B., Cornell University; Ph.D., Johns Hopkins University.
- Howard J. Busbee** (2005), *Clinical Professor of Business*, B.A., J.D., and M.L.&T., College of William and Mary.
- Lynda L. Butler** (1979), *Chancellor Professor of Law*, B.S., College of William and Mary; J.D., University of Virginia.
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- Bruce B. Campbell** (1999), *Associate Professor of Modern Languages and Literatures*, B.A., Bowdoin College; M.A. and Ph.D., University of Wisconsin.
- Donald E. Campbell** (1989), *CSX Professor of Economics and Public Policy*, B.A., Queens University; Ph.D., Princeton University.
- Craig N. Canning** (1973), *Associate Professor of History*, A.B., University of Utah; M.A. and Ph.D., Stanford University.
- Elizabeth A. Canuel** (1993), *Professor of Marine Science*, B.S., Stonehill College; Ph.D., University of North Carolina at Chapel Hill.
- Lan Cao** (2000), *Boyd Fellow and Professor of Law*, B.A., Mount Holyoke College; J. D., Yale Law School.
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- Carl E. Carlson** (1972), *Class of 1962 Professor of Physics*, A.B. and Ph.D., Columbia University.
- Ryan B. Carnegie** (2002), *Research Assistant Professor of Marine Science*, B.A., Rutgers University, M.A., Virginia Institute of Marine Science; Ph.D., University of Maine.
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- Martha A. Case** (1994), *Associate Professor of Biology*, B.S. and Ph.D., Michigan State University.
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- Randolph M. Chambers** (2000), *Professor of Biology, Professor of Marine Science, and Director of the Keck Environmental Field Laboratory*, B.A., Gettysburg College; M.S., University of Amherst; Ph.D., University of Virginia.
- Roy B. Chan** (2009), *Assistant Professor of Modern Languages and Literatures*, B.A., University of Washington; Ph.D., University of California-Berkeley.
- Dorothy A. Chansky** (2000), *Assistant Professor of Theatre, Speech and Dance*, A.B., Smith College; M.A., The Catholic University of America; Ph.D., New York University.
- John M. Charles** (1980), *Professor of Kinesiology and Health Sciences*, M.S., Henderson State College; Ed.D., University of Oregon.
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- Nikos Chrisochoides** (2000), *Professor of Computer Science*, B.S., Aristotle University; M.S. and Ph.D., Purdue University.
- Nicholas Christoff** (2009), *Assistant Professor of Military Science*, B.A., Rider College; M.B.A., University of California-Los Angeles; M.B.A., Vanderbilt University.
- Gjergji Cici**, (2006), *Assistant Professor of Business*, B.S. and Ph.D., University of Minnesota.
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- Clayton M. Clemens** (1985), *Chancellor Professor of Government*, B.A., College of William and Mary; M.A. and Ph.D., Tufts University.
- Olivier Coibion** (2007), *Assistant Professor of Economics*, B.A., University of California-Berkeley; M.A. and Ph.D., University of Michigan.
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- Nancy Combs** (2004), *Cabell Research Professor of Law*, B.A., University of Portland; J.D., Boalt Hall School of Law, University of California-Berkeley.
- Magali C. Compan** (2004), *Associate Professor of Modern Languages and Literatures*, L.E.A. and D.E.A., Universite Montpellier III; Ph.D., University of Michigan.
- John W. Conlee** (1968), *Professor of English*, A.B., University of Southern California; M.A. and Ph.D., University of Illinois.
- Tomoko Hamada Connolly** (1988), *Professor of Anthropology*, B.A., Vassar College; M.A., Keio University; Ph.D., University of California-Berkeley.
- William E. Cooke** (1995), *Professor of Physics*, B.S., College of William and Mary; Ph.D., Massachusetts Institute of Technology.
- Frederick C. Corney** (2003), *James Pinckney Harrison Professor of History*, B.A., University of Bradford; M.A., Carleton University; Ph.D., Columbia University.
- Timothy M. Costelloe** (2001), *Class of 1952 Term Distinguished Associate Professor of Philosophy*, B.S., Victoria University; Ph.D., Emory University.
- Daniel A. Cristol** (1996), *Professor of Biology*, B.S., Cornell University; Ph.D., Indiana University-Bloomington.
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- Tracy L. Cross** (2009), *Jody and Layton Smith Professor of Education*, B.S., M.S., Ed.S., and Ph.D., University of Tennessee, Knoxville.
- Elizabeth Currans** (2008), *Visiting Assistant Professor of Women's Studies*, B.A., Colorado State University; M.A., University of Oregon; Ph.D., University of California-Santa Barbara.
- Danielle M. Currier** (2008), *Visiting Assistant Professor of Sociology*, B.A., Grinnell College; M.S., Virginia Commonwealth University; Ph.D., University of Connecticut.
- Philip H. Daileader** (1999), *Associate Professor of History*, B.A., Johns Hopkins University; M.A. and Ph.D., Harvard University.
- Michael A. Daise** (2001), *Walter G. Mason Professor of Religious Studies*, B.A., Drew University; M.Div., Philadelphia Theological Seminary; Th.M. and Ph.D., Princeton Theological Seminary.
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- Sarah L. Day** (2006), *Assistant Professor of Mathematics*, B.S. and M.S., Emory University; Ph.D., Georgia Institute of Technology.
- Gary C. DeFotis** (1980), *Professor of Chemistry*, B.S., University of Illinois; Ph.D., University of Chicago.
- Sharon H. deFur** (1998), *Professor of Education*, B.A., College of William and Mary; M.Ed., Loyola College; Ed.D., George Washington University.
- Wouter Deconick** (2010), *Assistant Professor of Physics*, M.S., University of Gent, Belgium; Ph.D., University of Michigan, Ann Arbor.
- Rachel Gross Delbos** (2010), *Visiting Instructor of Mathematics*, B.S., Long Island University; M.S., Louisiana State University.
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- Michael R. Deschenes** (1995), *Professor of Kinesiology and Health Sciences*, B.S., University of Maine; M.A. and Ph.D., University of Connecticut.

## 16 • OFFICERS OF INSTRUCTION

- David A. Dessler** (1984), *Associate Professor of Government*, B.A., University of Oklahoma; M.A. and Ph.D., Johns Hopkins University.
- William Detmold** (2008), *Assistant Professor of Physics*, B.S. and Ph.D., University of Adelaide.
- Neal E. Devins** (1987), *Ernest Goodrich Professor of Law and Lecturer in Government*, A.B., Georgetown University; J.D., Vanderbilt University.
- Tanujit Dey** (2008), *Assistant Professor of Mathematics*, M.S., University of Kalyani; Ph.D., Case Western University.
- Robert J. Diaz** (1977), *Professor of Marine Science*, B.A., LaSalle College; M.S. and Ph.D., University of Virginia; D.H.C., Goteborg University.
- Rebecca M. Dickhut** (1988), *Professor of Marine Science*, B.S., St. Norbert College; M.S. and Ph.D., University of Wisconsin.
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- Michael F. DiPaola** (1998), *Chancellor Professor of Education*, B.A., College of William and Mary; M.A., Montclair State College; M.Ed., William Paterson College; Ed.D., Rutgers University.
- Scott Dodson** (2009), *Associate Professor of Law*, B.A., Rice University; J.D., Duke University.
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- Susan V. Donaldson** (1985), *National Endowment for the Humanities Professor of English and American Studies*, A.B., University of North Carolina at Chapel Hill; M.A. and Ph.D., Brown University.
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- Davison M. Douglas** (1990), *Dean, Marshall-Wythe School of Law and Arthur Briggs Hanson Professor of Law*, A.B., Princeton University; M.A.R., Yale Divinity School; J. D. and Ph.D., Yale University.
- Randall Drake** (1998), *Lecturer of Kinesiology and Health Sciences*, B.S. Ed., State University of New York; M.S., Old Dominion University.
- J. Emmett Duffy** (1993), *Loretta and Lewis Glucksman Professor of Marine Science*, B.S., Spring Hill College; M.S., University of Maine at Orono; Ph.D., University of North Carolina at Chapel Hill.
- Charles D. Duke** (2002), *VMEC Professor of Physics*, B.S., Duke University; Ph.D., Princeton University.
- James G. Dwyer** (2000), *Arthur Briggs Hanson Professor of Law*, B.A., Boston College; J.D., Yale Law School; Ph.D., Stanford University.
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- John C. Eisele** (1994), *Associate Professor of Modern Languages and Literatures*, B.A., M.A. and Ph.D., University of Chicago.
- Laura W. Ekstrom** (1998), *Associate Professor of Philosophy*, B.A., Stanford University; M.A. and Ph.D., University of Arizona.
- Melvin P. Ely** (1995), *William R. Kenan, Jr. Professor of Humanities and Professor of History*, A.B., M.A. and Ph.D., Princeton University; M.A., University of Texas at Austin.
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- Joshua Erlich** (2004), *Associate Professor of Physics*, S.B. and Ph.D., Massachusetts Institute of Technology.
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- Mary C. Fabrizio** (2005), *Associate Professor of Marine Science*, B.S., Fordham University; Ph.D., University of Rhode Island.
- Norman J. Fashing** (1973), *Professor of Biology*, A.B. and M.A., California State University-Chico; Ph.D., University of Kansas.
- Maryse Fauvel** (1992), *Professor of Modern Languages and Literatures*, M.A. and Ph.D., University of Wisconsin-Madison.
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- Benjamin Fiedor** (2007), *Visiting Instructor of Philosophy*, B.A., University of California-Davis.
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- Richard G. Flood** (1976), *Frank L. Batten Associate Professor for Distinguished Teaching in the MBA Program*, B.S., Indiana University; Ph.D., University of Florida.
- Catherine A. Forestell** (2007), *Assistant Professor of Psychology*, B.Sc., University of New Brunswick; M.Sc. and Ph.D., Dalhousie University.
- Mark H. Forsyth** (2000), *Dorman Family Term Distinguished Associate Professor of Biology*, B.A., University of Maine; Ph.D., University of Connecticut.
- Victoria Ann Foster** (1992), *Professor of Education*, B.A. and M.A., University of Alabama; Ed.D., North Carolina State University.
- Beth A. Freeborn** (2004), *Assistant Professor of Economics*, B.A., M.A. and Ph.D., University of Virginia.
- Christopher Freiman** (2010), *Instructor of Philosophy*, B.A. Duke University.
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- Nanette S. Fritschmann** (2010), *Assistant Professor of Education*, B.S. and M.B.A., Woodbury University; M.S. California State University, Fullerton; Ph.D., University of Kansas.
- Julie Galambush** (1993), *Associate Professor of Religious Studies*, B.A., Yale University; M. Div., Yale Divinity School; Ph.D., Emory University.
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- Ram Kumar Ganeshan** (2000), *Professor of Business*, B.S., Birla Institute of Technology and Science; M.S., University of North Carolina at Chapel Hill; Ph.D., Pennsylvania State University.
- Christopher R. Gareis** (2001), *Associate Professor of Education*, B.A., Washington and Lee University; M.A.Ed., Ed.S., and Ed.D., College of William and Mary.
- Joan S. Gavalier** (1994), *Professor of Theatre, Speech and Dance*, A.B., College of William and Mary; M.A., Ohio State University.
- William T. Geary** (1978), *Associate Professor of Business*, B.S. and M.A.S., University of Illinois; Ph.D., Northwestern University.
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- Kemi George** (2009), *Visiting Instructor of Government*, B.A. Ohio Wesleyan University.
- G. Scott Gibson** (2005), *Associate Professor of Business*, B.S. and Ph.D., Boston College.
- Denise R. Gill** (2010), *Visiting Instructor of Music*, B.M., University of Illinois at Urbana-Champaign; M.A., University of California-Santa Barbara.
- John B. Gilmour** (1995), *Professor of Government*, A.B., Oberlin College; M.A., University of Virginia; Ph.D., University of California-Berkeley.
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- Jonathan Glasser** (2009), *Visiting Assistant Professor of Anthropology*, B.A., Cornell University; M.A. and Ph.D., University of Michigan.
- Leah F. Glenn** (2006), *Assistant Professor of Theatre, Speech and Dance*, B.A., Goucher College; M.F.A., Southern Methodist University.
- Parke Godfrey** (2001), *Assistant Professor of Computer Science*, B.S., University of North Carolina at Chapel Hill; M.S., Georgia Institute of Technology; Ph.D., University of Maryland.
- Alan H. Goldman** (2002), *William R. Kenan, Jr. Professor of Humanities and Professor of Philosophy*, B.A., Yale University; Ph.D., Columbia University.
- Jacob L. Goodson** (2009), *Visiting Instructor of Religious Studies*, B.A., Oklahoma Baptist University; M.T.S., Garrett-Evangelical Theological Seminary.
- Leslie W. Grant** (2008), *Visiting Assistant Professor of Education*, B.A., James Madison University; M.S. Ed., Old Dominion University; Ed.S., George Washington University; Ph.D., College of William and Mary.
- Christopher Grasso** (1999), *Professor of History*, B.A. and M.A., Southern Connecticut State University; M.A. and Ph.D., Yale University.
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- George W. Grayson** (1968), *Class of 1938 Professor of Government*, A.B., University of North Carolina; M.A. and Ph.D., Johns Hopkins University; J.D., College of William and Mary.
- Michael S. Green** (2006), *Professor of Law*, B.A., University of California-Berkeley, Ph.D., Yale University; J.D., Yale Law School.
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- H. Katherine Guthrie-Sokolowsky** (2006), *Assistant Professor of Business*, B.A., University of California-Davis; M.A. and Ph.D., University of Michigan.
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- Cindy Hahamovitch** (1993), *Professor of History*, B.A., Rollins College; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Robert C. Hale** (1987), *Professor of Marine Science*, B.S., Wayne State University; Ph.D., College of William and Mary.
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- I. Trotter Hardy, Jr.** (1982), *Professor of Law*, B.A., University of Virginia; M.S., American University; J.D., Duke University.
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- Henry W. Hart** (1986), *Mildred and J.B. Hickman Professor of English and Humanities*, A.B., Dartmouth College; D.Phil., Oxford University.
- Troy W. Hartley** (2008), *Research Associate Professor of Marine Science*, B.S., University of Vermont; M.A., George Mason University; Ph.D., University of Michigan.
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- Clyde A. Haulman** (1969), *Professor of Economics*, A.B., M.S. and Ph.D., Florida State University.
- William J. Hausman** (1981), *Chancellor Professor of Economics*, A.B., College of William and Mary; M.A. and Ph.D., University of Illinois.
- Daifeng He** (2009), *Assistant Professor of Economics and Public Policy*, B.A., and M.A., Shanghai University of Economics and Finance; M.A., Oregon State University; Ph.D., Washington University in St. Louis.
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- James S. Heller** (1988), *Professor of Law*, B.A., University of Michigan; M.L.S., University of California-Berkeley; J.D., University of San Diego.
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- Ronald L. Hess, Jr.** (2001), *Associate Professor of Business*, B.A., James Madison University; M.B.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.
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- Laura A. Heymann** (2005), *Associate Professor of Law*, B.A., Yale University; J.D., University of California-Berkeley.
- Robert L. Hicks** (2000), *Associate Professor of Economics*, B.A., North Carolina State University; Ph.D., University of Maryland.
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- Gina L. Hoatson** (1986), *Professor of Physics*, B.S. and Ph.D., University of East Anglia.
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- John M. Hoenig** (1997), *Professor of Marine Science*, B.S., Cornell University; M.S. and Ph.D., University of Rhode Island.
- Gotz Hoeppe** (2009), *Assistant Professor of Anthropology*, B.Sc., Georg-August-Universität, M.S., University of New Mexico, Ph.D., Freie Universität Berlin.
- Mark J. Hofer** (2005), *Dorman Family Term Distinguished Associate Professor of Education*, B.S., University of Notre Dame; M.S., Butler University; Ph.D., University of Virginia.
- Tobias Hofmann** (2007), *Visiting Instructor of Government*, B.A. and M.A., University of Konstanz.
- Ronald Hoffman** (1992), *Professor of American History*, B.A., George Peabody College; M.A. and Ph.D., University of Wisconsin.
- Steven E. Holliday** (1995), *Associate Professor of Theatre, Speech, and Dance*, A.B., University of Chicago; M.A., Northwestern University; M.F.A., New York University.
- David L. Holmes, Jr.** (1965), *Walter G. Mason Professor of Religious Studies*, A.B., Michigan State University; M.A., Columbia University; M.A. and Ph.D., Princeton University.
- Angela M. Holt** (2008), *Visiting Instructor of Music*, B.M.E., M.M., Cincinnati College, Conservatory of Music.
- Lu Ann A. Homza** (1992), *Professor of History*, B.A., Scripps College; M.A. and Ph.D., University of Chicago.
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- Anne C. Hudley** (2005), *William and Mary Professor of Community Studies and Assistant Professor of English*, B.A., Harvard University; Ph.D., University of Pennsylvania.
- Jason P. Hulbert** (2005), *Visiting Assistant Professor of Economics*, B.A., University of Kentucky; M.A. and Ph.D., University of Virginia.
- Brian C. Hulse** (2006), *Associate Professor of Music*, B.M., University of Utah; M.M., University of Illinois at Urbana; Ph.D., Harvard University.
- Pamela S. Hunt** (1997), *Professor of Psychology*, B.A., Framingham State College; M.A. and Ph.D., State University of New York.
- William E. Hutton** (1997), *Associate Professor of Classical Studies*, B.A., Pennsylvania State University; M.A. and Ph.D., University of Texas at Austin.
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- Georgia L. Irby-Massie** (2003), *Associate Professor of Classical Studies*, B.A. and M.A., University of Georgia; Ph.D., University of Colorado.
- Joe N. Irvin** (2008), *Assistant Professor of Military Science*, B.A., University of Wisconsin-Madison; M.S., Thomas A. Edison State College.
- James H. Irving, II**, (2006), *Assistant Professor of Business*, B.S. and M.S., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.
- Marlene K. Jack** (1974), *Professor of Art and Art History*, A.B., Knox College; M.F.A., University of Minnesota.
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- Denise M. Jones** (2000), *Associate Professor of Business*, B.S.B.A., Bryant College; M.B.A., University of Colorado, Denver; Ph.D., University of Colorado, Boulder.
- Kelly A. Joyce** (2002), *Associate Professor of Sociology*, B.A., Brown University; Ph.D., Boston College.
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- Colleen Kennedy** (1988), *Associate Professor of English*, B.A., University of Texas; M.A. and Ph.D., University of California-Irvine.
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- Kyung H. Kim** (2008), *Assistant Professor of Education*, B.S. Kyungpook National University; M.S. and Ph.D., Korea University; Ph.D., University of Georgia.
- Rex K. Kincaid** (1984), *Professor of Mathematics*, B.A., DePauw University; M.S. and Ph.D., Purdue University.
- Barbara J. King** (1988), *Chancellor Professor of Anthropology*, B.A., Rutgers University; M.A. and Ph.D., University of Oklahoma.
- Michele R. King** (2000), *Visiting Instructor of Theatre, Speech, and Dance*, B.A., Christopher Newport University; M. A., Radford University.
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- Charles H. Koch, Jr.** (1979), *Dudley W. Woodbridge Professor of Law*, B.A., University of Maryland; J.D., George Washington University; LL.M., University of Chicago.
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- Steven Alan Kuehl** (1993), *Professor of Marine Science*, B.A., Lafayette College; B.S. and Ph.D., North Carolina State University.
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- Katherin H. Levitan** (2006), *Assistant Professor of History*, B.A., Barnard College; M.A. and Ph.D., University of Chicago.
- Robert Michael Lewis** (2000), *Wilson and Martha Claiborne Stephens Term Distinguished Associate Professor of Mathematics*, B.A., M.A. and Ph.D., Rice University.
- Chi-Kwong Li** (1988), *Walter F. C. Ferguson Professor of Mathematics*, B.A. and Ph.D., University of Hong Kong.
- Qun Li** (2004), *Associate Professor of Computer Science*, B.S., Changsha Institute of Technology; M.S., Southeast University; Ph.D., Dartmouth University.
- Bradley P. Lindsey** (2006), *Assistant Professor of Business*, B.A. and M.S., Brigham Young University; Ph.D., University of North Carolina at Chapel Hill.
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- Romuald N. Lipcius** (1986), *Professor of Marine Science*, B.S., University of Rhode Island; Ph.D., Florida State University.
- Liping Liu** (2010), *Visiting Instructor of Modern Languages and Literatures*, B.A., Anhui University; M.A., Dartmouth College; Ed.D., Harvard University.
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- Karen D. Locke** (1989), *W. Brooks George Professor of Business*, B.Sc., University College, University of London; Ph.D., Case Western Reserve University.
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- Teresa V. Longo** (1988), *Associate Professor of Modern Languages and Literatures*, B.A. and M.A., University of Montana; Ph.D., University of Wisconsin-Madison.
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- Jennifer R. Loux** (2010), *Visiting Assistant Professor of History*, B.A., College of William and Mary; Ph.D., Johns Hopkins University.
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- Gunter Luepke** (1999), *Professor of Applied Science*, B.A. and Ph.D., University of Göttingen.
- David J. Lutzer** (1987), *Chancellor Professor of Mathematics*, B.S., Creighton University; Advanced Diploma, Oxford University; Ph.D., University of Washington.
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- Henry E. Mallue, Jr.** (1975), *Professor of Business*, B.S.B.A. and J.D., University of Florida; M.B.A., University of Central Florida; Ed.D., Oklahoma State University.
- Linda A. Malone** (1988), *Marshall-Wythe School of Law Foundation Professor of Law*, B.A., Vassar College; J.D., Duke University; LL.M., University of Illinois.
- Roger L. Mann** (1985), *Professor of Marine Science*, B.S., University of East Anglia; Ph.D., University of Wales.
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- Dennis M. Manos** (1992), *CSX Professor of Applied Science and Professor of Physics*, B.S., Case Institute of Technology; Ph.D., Ohio State University.
- Chadia Mansour** (2010), *Visiting Instructor of Modern Languages and Literatures*, B.A., Institute of Human Sciences of Tunis; M.A., Old Dominion University.
- Weizhen Mao** (1990), *Associate Professor of Computer Science*, B.S., Tsinghua University; M.A. and Ph.D., Princeton University.
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- Paul Marcus** (1992), *R. Hugh and Nollie Haynes Professor of Law*, A.B. and J.D., University of California-Los Angeles.
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- Juanita Jo Matkins** (2004), *David and Carolyn Wakefield Term Distinguished Associate Professor of Education*, B.S., Towson University; M.Ed. and Ed.D., University of Virginia.
- Justin B. May** (2007), *Assistant Professor of Economics*, B.A., Emory University; M.A. and Ph.D., University of Michigan.
- Charles R. McAdams, III** (1995), *Professor of Education*, B.S., M.Ed. and Ed.D., North Carolina State University.
- Raymond W. McCoy** (1989), *Associate Professor of Kinesiology and Health Sciences*, B.S., Pennsylvania State University; M.S., University of California-Los Angeles; Ph.D., University of Southern California.
- Scott McCoy** (2003), *Associate Professor of Business*, B.A., Flagler College; M.S., Middle Tennessee State University; Ph.D., University of Pittsburgh.
- Gail A. McEachron** (1989), *Professor of Education*, B.A. and M.A., Arizona State University; Ph.D., University of Texas at Austin.
- John J. McGlennon** (1974), *Professor of Government*, B.A., Fordham University; M.A. and Ph.D., Johns Hopkins University.
- Charles F. McGovern** (2003), *Associate Professor of History and American Studies*, B.A., Swarthmore College; A.M. and Ph.D., Harvard University.
- Peter McHenry** (2009), *Assistant Professor of Economics and Public Policy*, B.S., Vanderbilt University; M.A., M. Phil. and Ph.D., Yale University.
- Melissa P. McInerney** (2008), *Assistant Professor of Economics*, B.A., Carleton College; M.P.P., Georgetown Public Policy Institute; Ph.D., University of Maryland.
- Robert D. McKeown** (2010), *Governor's Distinguished CEBAF Professor of Physics*, B.A. SUNY-Stony Brook; Ph.D., Princeton University.
- Virginia L. McLaughlin** (1983), *Dean of the School of Education and Chancellor Professor of Education*, B.A., College of William and Mary; M.A., George Peabody College for Teachers; Ed.D., Memphis State University.
- Jacquelyn Y. McLendon** (1992), *Professor of English*, B.A., Temple University; M.A. and Ph.D., Case Western Reserve University.
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- Jeffrey K. Nelson** (2003), *Cornelia B. Talbot Term Distinguished Associate Professor of Physics*, B.S. and Ph.D., University of Minnesota-Twin Cities.
- Scott R. Nelson** (1995), *Leslie Legum and Naomi Legum Professor of History*, B.A., M.A., and Ph.D., University of North Carolina at Chapel Hill.
- Christine L. Nemacheck** (2002), *Alumni Memorial Term Distinguished Associate Professor of Government*, B.A., University of Michigan; M.A. and Ph.D., George Washington University.
- Erika J. Nesholm** (2009), *Visiting Assistant Professor of Classical Studies*, B.A., Williams College; M.A. and Ph.D., University of Washington.
- Michael C. Newman** (1998), *A. Marshall Acuff, Jr. Professor of Marine Science*, B.A. and M.S., University of Connecticut; M.S. and Ph.D., Rutgers University.
- John B. Nezlek** (1978), *Professor of Psychology*, A.B., Duke University; Ph.D., University of Rochester.
- Michael P. Nichols** (1994), *Professor of Psychology*, B.A., University of Wisconsin-Madison; Ph.D., University of Rochester.
- Deborah S. Noonan** (1983), *Lecturer in Computer Science*, B.A., University of Maryland; M.S., College of William and Mary.
- Robert E. Noonan** (1976), *Professor of Computer Science*, A.B., Providence College; M.S. and Ph.D., Purdue University.
- Neil L. Norman** (2008), *Visiting Assistant Professor of Anthropology*, B.A., Flagler College; M.A., University of South Carolina; M.A. and Ph.D., University of Virginia.
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- Irina B. Novikova** (2006), *Assistant Professor of Physics*, Diploma, Moscow State Engineering Physics Institute; Ph.D., Texas A&M University.
- Amy C. Oakes** (2006), *Assistant Professor of Government*, B.A., Davidson College; M.A. and Ph.D., Ohio State University.
- John H. Oakley** (1980), *Forrest D. Murden, Jr. Professor of Classical Studies*, B.A., M.A. and Ph.D., Rutgers University.
- James M. Olver** (1988), *Associate Professor of Business*, B.A., M.B.A. and Ph.D., University of Virginia.
- Nathan B. Oman** (2006), *Associate Professor of Law*, B.A., Brigham Young University; J.D., Harvard University.
- Robert J. Orth** (1975), *Professor of Marine Science*, B.A., Rutgers University; M.A., University of Virginia; Ph.D., University of Maryland.
- Konstantinos Orginos** (2005), *Assistant Professor of Physics*, B.Sc., University of Patras; M.Sc. and Ph.D., Brown University.
- Iyabo F. Osiapem** (2007), *Visiting Assistant Professor of English*, B.A., Southern Methodist University; M.S., Southern Polytechnic University; Ph.D., University of Georgia.
- Graham C. Ousey** (2005), *Professor of Sociology*, B.S., Radford University; M.A., College of William and Mary; Ph.D., Louisiana State University.
- Brent E. Owens** (1996), *Professor of Geology*, B.S., University of Kentucky; M.S., University of Massachusetts; Ph.D., Washington University.
- Christopher L. Owens** (2004), *Associate Professor of Theatre, Speech and Dance*, B.A., University of Washington; M.F.A., Southern Methodist University.
- Gul Ozyegin** (1996), *Associate Professor of Sociology and Women's Studies*, B.Sc., Middle East Technical University; M.A. and Ph.D., Temple University.

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- Richard H. Palmer** (1980), *Professor of Theatre, Speech, and Dance*, A.B., Princeton University; M.A. and Ph.D., University of Iowa.
- Vassiliki Panoussi** (2005), *Associate Professor of Classical Studies*, B.A., University of Athens, Ph.D., Brown University.
- Susan Park** (2009), *Research Assistant Professor of Marine Science*, B.A. and M.A., University of Pennsylvania; Ph.D., University of Delaware.
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- Stacey L. Pelika** (2007), *Assistant Professor of Government*, B.A., Carleton College; M.A., Stanford University; M.A. and Ph.D., University of Wisconsin-Madison.
- Michael R. Pennington** (2010), *Governor's Distinguished CEBAF Professor of Physics*, B.S. University of Edinburgh; Ph.D., Westfield College, University of London.
- Charles F. Perdrisat** (1966), *Professor of Physics*, B.S., University of Geneva; D.Sc., Federal Institute of Technology.
- Alfredo Pereira** (1995), *Thomas Arthur Vaughan, Jr. Memorial Professor of Economics*, Bacharelato and Licenciatura, Technical University of Lisbon; M.A. and Ph.D., Stanford University.
- James E. Perry, III** (1991), *Professor of Marine Science*, B.S., Murray State University; Ph.D., College of William and Mary.
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- Robert D. Pike** (1992), *Garrett-Robb-Guy Professor of Chemistry*, B.S., George Washington University; Ph.D., Brown University.
- Constance J. Pilkington** (1990), *Associate Professor of Psychology*, B.A., Knox College; M.S. and Ph.D., University of Georgia.
- Hermine D. Pinson** (1992), *Associate Professor of English*, B.A., Fisk University; M.A., Southern Methodist University; Ph.D., Rice University.
- Jeremy Pope** (2010), *Assistant Professor of History*, B.A., University of Virginia; M.A. and Ph.D., Johns Hopkins University.
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- Monica Brzezinski Potkay** (1989), *Associate Professor of English*, B.A. and M.A., Loyola University of Chicago; Ph.D., University of Virginia.
- Laura E. Pouloutides** (2008), *Assistant Professor of Business*, B.B.A., University of Texas at Austin; M.B.A., University of Houston; Ph.D., University of North Carolina at Chapel Hill.
- John C. Poutsma** (1999), *Margaret L. Hamilton Professor of Chemistry*, B.S., Furman University; Ph.D., Purdue University.
- Rashna Prakash** (2007), *Assistant Professor of Business*, B.Com., Hindu College, University of New Delhi; M.B.A., University of Rochester; M.S., Massachusetts Institute of Technology; Ph.D., Emory University.
- Katherine K. Preston** (1989), *David N. and Margaret C. Bottoms Professor of Music*, B.A., Evergreen State College; M.A., University of Maryland, College Park; Ph.D., City University of New York.
- Richard Price** (1994), *Duane A. and Virginia S. Dittman Professor of American Studies, Anthropology and History*, A.B. and Ph.D., Harvard University.
- Sally Price** (1994), *Duane A. and Virginia S. Dittman Professor of Anthropology and American Studies*, A.B., Harvard University; Ph.D., Johns Hopkins University.
- Alexander V. Prokhorov** (2002), *Associate Professor of Modern Languages and Literatures*, B.A., Moscow State University; M.A. and Ph.D., University of Pittsburgh.
- Elena V. Prokhorova** (2003), *Assistant Professor of Modern Languages and Literatures*, B.A., Moscow State University; M.A. and Ph.D., University of Pittsburgh.
- Lawrence B. Pulley** (1985), *Dean, School of Business and T. C. and Elizabeth Clarke Professor of Business*, B.A., College of William and Mary; Ph.D., University of Virginia.
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- Amy A. Quark** (2009), *Assistant Professor of Sociology*, B.A., Luther College, University of Regina; M.S. and Ph.D., University of Wisconsin-Madison.
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- Rama S. Ramamurthy** (2006), *Visiting Senior Lecturer of Business*, B.A. and M.A., University of Madras, Holy Cross College; M.A., M.B.A. and M.A.S., University of Illinois at Urbana-Champaign.
- Deborah L. Ramer** (2007), *Visiting Instructor of Education*, B.A., James Madison University; M.Ed. and Ed.S., University of Virginia.
- Marc Lee Raphael** (1989), *Sophia and Nathan S. Gumenick Professor of Judaic Studies*, B.A., University of California-Los Angeles; B.H.L., Hebrew Union College, Los Angeles; M.A., Hebrew Union College, Cincinnati; Ph.D., University of California-Los Angeles.
- Ronald B. Rapoport** (1975), *John Marshall Professor of Government*, B.A., Oberlin College; M.A. and Ph.D., University of Michigan.
- Anne K. Rasmussen** (1993), *Associate Professor of Music and University Professor for Teaching Excellence*, B.A., Northwestern University; M.A., University of Denver; Ph.D., University of California-Los Angeles.
- William G. Reay** (1997), *Research Associate Professor of Marine Science*, B.S., George Mason University; M.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.
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- Gary W. Rice** (1984), *Associate Professor of Chemistry*, B.S., James Madison University; Ph.D., Iowa State University.
- Lawrence J. Ring** (1985), *Executive MBA Alumni Professor of Business*, B.S., M.S. and Ph.D., Purdue University.
- John D. Riofrio** (2009), *Assistant Professor of Modern Languages and Literatures*, B.A., Emory University; M.A. and Ph.D., University of Wisconsin-Madison.
- Patricia E. Roberts** (2008), *Clinical Assistant Professor of Law*, B.A., Randolph-Macon Woman's College; J.D., College of William and Mary.
- Franklin E. Robeson** (1978), *Hays T. Watkins Professor of Business*, B.S., University of Cincinnati; M.B.A. and D.B.A., Indiana University.
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- Regina Root** (2002), *Class of 1963 Term Distinguished Associate Professor of Modern Languages and Literatures*, B.A. and M.A., University of Iowa; Ph.D., University of California-Berkeley.
- Ronald H. Rosenberg** (1981), *Chancellor Professor of Law*, B.A., Columbia University; M.R.P. and J.D., University of North Carolina at Chapel Hill.
- Enrico Rossi** (2010), *Assistant Professor of Physics*, B.S. and M.S., Turin Polytechnic, Italy; Ph.D., University of Texas at Austin.
- George T. Rublein** (1966), *Associate Professor of Mathematics*, B.S., St. Mary's University; M.S. and Ph.D., University of Illinois.
- Brett H. Rushforth** (2008), *Assistant Professor of History*, B.A., University of Utah; M.A., Utah State University; Ph.D., University of California-Davis.
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- Linda C. Schaffner** (1988), *Professor of Marine Science*, B.A., Drew University; M.A. and Ph.D., College of William and Mary.
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- Robert H. Stowers** (1994), *Lecturer of Business*, B.S. and M.Ed., American International College; Ed.D., Rutgers University.
- Carl J. Strikwerda** (2004), *Dean of the Faculty of Arts and Sciences and Professor of History*, B.A., Calvin College; M.A., University of Chicago; Ph.D., University of Michigan.
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## 28 • OFFICERS OF INSTRUCTION

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## SERVICES

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Connie Kearns McCarthy, Dean of University Libraries  
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- Chemistry Library, 1022 Integrated Science Center, (757) 221-2094
- Geology Library, 219 McGlothlin-Street Hall, (757) 221-2094
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- Education/Learning Resource Center (757) 221-2311 <http://education.wm.edu/centers/lrc/> • Wolf Law Library (757) 221-3255, <http://law.wm.edu/library/about/index.php>
- William J. Hargis, Jr. Library at the Virginia Institute of Marine Science (804) 684-7116, <http://www.vims.edu/library/>

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**Paul H. Showalter** (2005), *Reference Librarian and Library Instruction Coordinator*, B.A., Virginia Polytechnic Institute and State University; M.S., University of North Carolina-Chapel Hill.

**Jean Sibley** (2009), *Serials Librarian*, B. A., Douglass College/Rutgers University; M.S., University of Florida; M.L.I.S., Florida State University.

**Debra R. Weiss** (2004), *Director of Technology*, B.S., Indiana University of Pennsylvania; M.S.L.S., University of North Carolina-Chapel Hill.

**Donald J. Welsh** (1989), *Head, Reference Services*, B.A., University of South Carolina; M.S.L.S., University of North Carolina-Chapel Hill; M.L.A., Boston University.

**Hope H. Yelich** (1983), *Reference Librarian and Coordinator of Public Relations and Publications*, A.B., Mount Holyoke College; M.A., The College of William and Mary; M.S.L.S., The Catholic University of America.

**Alan F. Zoellner** (1984), *Reference and Government Librarian*, B.A., Carthage College; M.A., M.L.S. and Ph.D., Indiana University.

**Student Health Center – 221-4386**

**Dr. Virginia D. Wells, Director**

**Fall/Spring Hours:**

Monday, Tuesday, Thursday, Friday 8:00 a.m. - 5:00 p.m.;  
Wednesday 10:00 a.m. - 5:00 p.m. and  
Saturday 9:00 a.m. - 1:00 p.m. (limited service only)

**Fall, Spring & Winter Break and Summer Hours:**

Monday, Tuesday, Thursday, Friday 7:45 a.m. - 4:00 p.m.  
Wednesday 10:00 a.m. - 4:00 p.m. No weekend hours

**Mailing address:**

The College of William and Mary  
Student Health Center  
PO Box 8795  
Williamsburg, VA 23187

**E-mail:** [sthlt@wm.edu](mailto:sthlt@wm.edu)

**Website:** [www.wm.edu/health](http://www.wm.edu/health)

The Student Health Center provides high-quality, primary medical care for full-time students. The Health Center delivers a wide variety of services, many of which are covered by the Student Health Fee included in the Tuition and General Fee. There is fee for office visits, as well as a fee for certain services, labs, pharmacy and medical supplies. A list of fees can be found on our website. All matters between a student and the Health Center staff are confidential and except in the case of life threatening situations, medical emergencies, severe emotional or psychological distress, or when required and/or permitted by law, information will not be released without the student's written consent.

Virginia state law requires all full-time students who are enrolling for the first time in a four-year public institution to provide a health history and an official immunization record. The College further requires all full-time students (including previously matriculated students) as well as any other student eligible for services as determined by their department (i.e. Language House tutors, PTUG/Flex Track students with full time hours, students with an approved underload, transfer students, or Psy. D. students) to provide documentation of the same immunization requirements AND a physician documented medical history performed within the twelve months preceding his/

her enrollment. This form will not be accepted if the physician completing and signing the form is a family member. Previously enrolled students who are reentering as full-time students after an absence of less than 3 years must update their Immunizations to meet current requirements. Additionally, enrolled students who are reentering as full-time students after an absence from campus of greater than 3 years must submit a new history, physical, tuberculosis screening and must update immunizations to meet the current requirements. If the absence is greater than 10 years, then the entire form needs to be resubmitted. This information MUST be submitted on William and Mary's Health Evaluation Form which is available at <http://www.wm.edu/health/pdfs/healthevaluationform.pdf>. In order to be eligible for medical care, graduate and undergraduate students must have paid a Health Fee for the current semester and met the Health Evaluation Form requirements including a physician documented medical history and submission of an official immunization record. Failure to comply with this requirement will result in the following actions: prevention from registering for classes; ineligibility for non-urgent medical care at the Student Health Center; and may also result in eviction from the residence halls and/or removal from campus (depending on the medical issue); and will include referral for judicial action for violation of the Student Code of Conduct.

The College requires all full-time undergraduate and graduate students admitted Fall 2006 or after and all F-1 and J-1 international students to have health insurance coverage throughout the school year as a condition of enrollment. These students will be enrolled in the college-endorsed Student Health Insurance Plan and the cost will be billed to their student account in two installments (fall and spring semester) UNLESS proof of other adequate health insurance coverage is furnished. Students who already have health insurance for the entire academic year must submit a waiver request by the posted deadline each academic year and the waiver request must be approved to avoid being enrolled in the Student Health Insurance Plan. All other full-time undergraduate and graduate students admitted prior to fall 2006 are not required by the College to have health insurance coverage but are eligible to enroll in the college-endorsed Student Health Insurance Plan on a voluntary basis. It is the student's responsibility to verify whether or not the charge has been billed to your student account. If there is a billing error, you should contact the Student Insurance Coordinator immediately. To access the waiver or enrollment request forms and for more information about the insurance requirement or the college-endorsed insurance plan, please visit [www.wm.edu/health/insurance](http://www.wm.edu/health/insurance).

## Health Education

**Sarah Menefee**, Health Educator  
Campus Center 155 - 221-2195  
Hours: by appointment  
E-mail: [sarah.menefee@wm.edu](mailto:sarah.menefee@wm.edu)

The Office of Health Education serves provides relevant, reliable health information to the College community through a wide range of services. The Office of Health Education raises awareness through events and campaigns, instructs educational programs, provides one-on-one consultations, advises the Health Outreach Peer Educators (H.O.P.E.), and collaborates with other offices and departments on campus to promote health. The Office of Health Education has three areas of focus: alcohol and substance abuse prevention, sexual health, and mental health and wellness.

## Counseling Center

**Warrenetta C. Mann, Psy.D.**  
Director  
Spalding University

**Felicia Brown-Anderson, Psy.D.**  
Staff Psychologist, Coordinator of Diversity Initiatives  
James Madison University

**Deidre Connelly, Ph.D.**  
Senior Staff Sport Psychologist  
University of Virginia

**Donna G. Haygood-Jackson, Ed.D.**  
Senior Staff Counselor  
The College of William and Mary

**Patrick S. Hudgins, Psy.D.**  
Staff Psychologist  
Virginia Consortium in Clinical Psychology

**Becca Marcus, M.S.W., L.C.S.W.**  
Senior Staff Social Worker  
University of Illinois at Champaign-Urbana

**Susanna S. Owens, Ph.D.**  
Staff Psychologist  
Virginia Commonwealth University

**Janice A. Pattis, Ed.S.**  
Senior Staff Counselor  
The College of William and Mary

**Lynelle M. Ragland, Ph.D.**  
Staff Psychologist  
University of North Carolina, Chapel Hill

**Robert Reis II, Ph.D.**  
Staff Psychologist  
University of North Dakota

**Carina Sudarsky-Gleiser, Ph.D.**  
Assistant Director, Director of Training  
Ohio State University

**Robin Casey, M.A., Psychology Intern**  
Argosy University -Atlanta

**Evie Gerber, M.A., Psychology Intern**  
University of Maryland

**Austin Shedden, M.A., Psychology Intern**  
Argosy University - Atlanta

**James Lolley, Psychology Trainee**  
Virginia Consortium in Clinical Psychology

**Alex Dryden, Psychology Trainee**  
Virginia Consortium in Clinical Psychology

**Carmen Breen-Lopez, Psychology Trainee**  
Virginia Consortium in Clinical Psychology

**Lorraine Bartlett, Office Manager**  
Adelphi University

**Bernice Szabo, Office Services Specialist**

## Disability Services

Disability Services strives to create a comprehensively accessible living and learning environment to ensure that students with disabilities are viewed on the basis of ability by considering reasonable accommodation on an individual and flexible basis. The decision to request accommodation is voluntary and a matter of individual choice. Students seeking accommodation are strongly encouraged to contact Disability Services and submit all supporting documentation early to allow adequate time for planning.

### Documentation of Disability

Documentation serves two primary purposes. First, it establishes that the individual has a disability, and therefore is protected from discrimination. Second, documentation must describe the current functional impact of the disability so that potential accommodations can be identified.

All documentation of disability should consist of an evaluation by an appropriate professional that is not older than three years from the date of the first accommodation request. Included must be a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the disability as it relates to the accommodation request. As appropriate to the disability, the documentation should also include the following elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria used including specific test results and standardized test scores, as well as the examiner's narrative interpretation.
- A description of the current functional impact of the disability. This may be in the form of an examiner's narrative, and/or an interview, but must have a rational relationship to diagnostic assessments. For learning disabilities, current documentation is defined using adult norms.
- A statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
- A history of previous accommodations and their impact.
- The credentials of the diagnosing professional(s), if not clear from the letterhead or other forms. Please note that diagnosing professionals cannot be family members or others with a close personal relationship with the individual being evaluated.

Documentation of cognitive impairment such as Specific Learning Disability, Attention Deficit Disorder, or physical, medical, and psychological disorders affecting learning must include a comprehensive report of psycho-educational or neuropsychological evaluation meeting specified documentation criteria. (See <http://www.wm.edu/offices/deanofstudents/services/disabilityservices/index.php> for a list of criteria.) IEP or 504 plans will not be considered sufficient documentation unless also accompanied by a current and complete comprehensive report. Documentation prepared for specific non-educational venues such as the Social Security Administration or the Department of Veterans Affairs may not meet these criteria. Records from school divisions concerning students exiting from special education services under the Individuals with Disabilities Education Act (IDEA) will be given due consideration in determining the presence of a qualifying disability and making accommodation decisions. All documentation of disability is considered confidential and will not be released without a student's prior written consent. Beyond the more objective determination of a disability and its impact provided by external documentation, the College recognizes that input from the individual with a disability is

also a rich and important source of information on the impact of disability and on the effectiveness of accommodations. Accommodation decisions are made on a case by case basis, considering the impact of a particular student's disability within the specific context of a college-level academic environment.

For more information please contact:

Disability Services  
P.O. Box 8795  
College of William and Mary  
Williamsburg, VA 23187-8795  
(757) 221-2510  
(757) 221-2538 FAX

## Global Education Office (GEO): International Students, Scholars, and Programs

Located on the second floor of the Reves Center, GEO is the "international office" of the College, serving the needs of students, scholars, and faculty (and their dependents) from abroad. For international students, we provide immigration advising services; issue I-20s and DS-2019s for F-1 and J-1 student visas; assist with government agencies (e.g. Social Security Administration, Department of Motor Vehicles); organize events, trips and programs, and advocate the concerns of international students with offices on and off campus.

Except for official university holidays, GEO is open throughout the year, Monday through Friday, 11 am - 5 pm.

Tel. 757-221-3594; Fax 757-221-3597; globe@wm.edu; www.wm.edu/offices/revescenter/issp

## Study Abroad

William and Mary has long recognized its responsibility to provide a global perspective to its curriculum so students gain the international understanding necessary to be informed citizens. The College encourages students to view study abroad as an educational objective. When planned in advance and integrated into a student's on-campus academic plan, study abroad can be integral to the liberal arts education, providing cultural enrichment, personal development and intellectual challenge.

William & Mary currently has tuition exchange agreements with the University of Adelaide (Australia), the Vienna University of Economics and Business (Austria), McGill University (Canada), the universities of Exeter, Manchester, and Nottingham (England), Institut d'Etudes Politiques de Lille (France), the University of Münster (Germany), Akita International, Kanazawa and Keio universities (Japan), Yonsei University (South Korea), Leiden University (The Netherlands), St. Andrews University (Scotland), National University of Singapore, and Assisted enrollment agreements are in place between the College and Universidad Nacional La Plata (Argentina), the University of Adelaide (Australia), Oxford University (England), St. Andrews University (Scotland), Universidad Pablo de Olavide (Spain) and Peking University (China).

Summer study abroad programs are sponsored by the College in Beijing, China; Cádiz, Spain; Cambridge, England; Cape Town, South Africa; Florence, Italy; Galway, Ireland; Goa, India; Hometown, Barbados; ; MontPELLier, France; Morelia, Mexico; Potsdam, Germany; Prague, Czech Republic; Rome and Pompeii, Italy; Siracusa, Italy; and St. Petersburg, Russia.

Students interested in learning about these programs and other foreign study opportunities should visit the website ([www.wm.edu/offices/revescenter](http://www.wm.edu/offices/revescenter)), contact the GEO by email ([wmabroad@wm.edu](mailto:wmabroad@wm.edu)) or phone (757-221-3594). You may also visit the office located in the Reves Center for International Studies. For information on credits earned through study abroad, see section "Transfer Credit for Enrolled Students."

## ADMISSION TO THE COLLEGE

Within the limits of its facilities and its obligations as a state university, The College of William and Mary offers the possibility of admission to all qualified students without regard to sex, race, color, age, religion, national origin, sexual orientation, or disability.

### Undergraduate Admission

Seeking students with diverse backgrounds, interests and abilities, and welcoming applications from all interested students, the College evaluates each application on its own merits.

Application materials, including detailed information regarding undergraduate admission, may be obtained by consulting the College's website ([www.wm.edu](http://www.wm.edu)) or by writing to the Office of Undergraduate Admission, The College of William and Mary, P.O. Box 8795, Williamsburg, Virginia, 23187-8795. Applications for the freshman class are due (postmarked or submitted online) by November 1 for Early Decision candidates and January 1 for Regular Decision candidates. Acceptance under Early Decision is binding.

Transfer applicants should apply by November 1 for the spring semester and March 1 for the fall semester.

Acceptance of an application submitted after these dates will be considered in terms of positions available in the class at the time the application is received. No one will be admitted as a degree candidate later than one week prior to registration.

College policy prohibits the awarding of a second baccalaureate degree.

### Notification to Applicants

Early Decision letters are mailed by early December. Regular Decision letters are mailed by April 1. Letters to spring semester transfer applicants are mailed the first week of December, and letters to fall semester transfers are mailed by early May. Prior to enrollment, all students must submit official copies of their final transcripts.

### Secondary School Preparation

Since more students apply than can be accommodated, the College uses a selective process of admission. Through this holistic process, the applicant's total educational record is considered in relation to other students applying in an attempt to admit those with the strongest academic and personal credentials. Most candidates have pursued as strong a college preparatory program as is available to them. Advanced Placement, International Baccalaureate, honors and accelerated courses are strongly weighted in the evaluation process. Candidates for admission typically have completed the following courses at the secondary level:

English: Four years (literature and strong training in writing)

Mathematics: Four years

Foreign Language (Ancient or Modern): Four years of one foreign language recommended

History and Social Science: At least three years

Science (with laboratory): At least three years

Elective Courses: Advanced mathematics, history, natural science, English, music, art, drama and other humanities.

Candidates from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma as a minimum.

### Tests of the College Entrance Examination Board

Freshman applicants are required to take either the SAT or the ACT. SAT II Subject Tests are not required to complete an application, but can be helpful in the review process.

Students can meet the College's foreign language requirement either by completing the fourth level of one foreign language in secondary school or by scoring 600 or above in the subject test in a modern foreign language or 650 or above in Latin. Students intending to continue a foreign language should see the "Foreign Language Requirement" section for placement information.

### Admission of Undergraduate Transfer Students

A transfer student is anyone who wishes to enroll in an undergraduate degree program at William and Mary and has attended another college or university after graduation from high school. Students admitted as freshman will not receive the benefits of transfer admission based on completion of additional credits prior to or after matriculation at William and Mary.

Transfer students are admitted for both the fall and the spring semesters. In order to enroll at the College, transfer applicants must be in good standing and eligible to return to their last institution of full-time attendance. Students who have completed less than a full year of college coursework at the time of application must submit SAT or ACT scores (unless the student has been out of high school for more than five years).

### Admission Prior to the Completion of High School

The College may admit as freshmen a limited number of students with outstanding records at the end of their junior year in high school. The Admission Committee expects that these students have exhausted their high school curriculum. Such students are encouraged to seek diplomas from their secondary schools after completing their freshman year, and they may be required to visit the campus for a personal interview as part of the admission process.

### Concurrent Courses

The College allows qualified local students to take courses for college credit concurrently with their secondary school program. Initial approval should be requested through the high school administration prior to the filing of the unclassified application, which may be secured from the Office of Undergraduate Admission. Admission as a concurrent student does not guarantee subsequent admission as a degree-seeking student.

### Flexible Degree Track (FlexTrack) Admission for Nontraditional Students

Transfer and Freshman applicants may be eligible for admission as FlexTrack students if they live in the Williamsburg area, meet the usual admission standards of the College and can show compelling reasons why full-time status is not feasible. In determining whether FlexTrack status is warranted, consideration will be given to the applicant's background. A FlexTrack student must earn a minimum of 12 hours each year (two semesters and a summer term) from the date of enrollment and must complete all degree requirements in effect at the time of enrollment, and all major requirements in effect at the time of the declaration of major. FlexTrack students are limited to no more than 10 credit hours in their

first semester at the College. Students who believe they meet these standards because their status has changed since matriculation as a full-time student may petition the Committee on Academic Status for FlexTrack student status. Any FlexTrack students who wish to have their status changed to full-time may also petition the Committee on Academic Status. The Dean of Students Office must be notified in advance of semesters away and those students who do not comply must reapply for FlexTrack student status when they wish to return.

A maximum of 20 FlexTrack students will be admitted in any one year, each assigned to an advisor who will stress the importance of building a coherent program. FlexTrack students will not be eligible for residence hall accommodations.

### **Deferred Enrollment for Admitted Freshmen**

Students who are offered admission to the freshman class may request a deferral of their enrollment for one year by notifying the Office of Undergraduate Admission of their intentions in writing. Students admitted during Early Decision or admitted from the waitlist are ineligible for deferred enrollment. Admitted freshmen who are approved for this option must commit to enrolling the following fall and must submit a re-open application by February 15. These students will be guaranteed space if they satisfy previous requirements made as conditions of their original admission and do not enroll as a degree-seeking student at another institution. They must have an honorable record in the intervening year. Assurance of future admission does not apply to students who enroll as degree-seeking at another institution; in such cases, it will be necessary to consider the student as a transfer applicant.

### **Admission to Unclassified/Non-Degree Status**

During the Fall and Spring semesters, unclassified (also called non-degree-seeking) status is limited to: 1) students who have already earned baccalaureate degrees (official transcript required), 2) students on official visiting status from another college or university, and 3) concurrent high school students. Students in the first two categories should apply for unclassified status through the Office of the University Registrar. Current high school students seeking concurrent enrollment should inquire through their guidance offices to the Office of Undergraduate Admission.

Unclassified/non-degree status is granted for one semester only; therefore, students must reapply every semester. Visiting students may attend William and Mary for one semester only. Unclassified/non-degree applications must be received no later than one week prior to the first day of classes. Unclassified/non-degree students are bound by all rules and regulations of the College and its Honor Code.

### **Unclassified Status: Admission to Graduate Programs**

In special circumstances, individuals who wish to take graduate courses in the Faculty of Arts and Sciences (courses numbered 500 and above) but not enter as a degree-seeking student may be allowed to do so. Such prospective students must first present evidence to the Office of the University Registrar that they have graduated from an accredited institution of higher education. In addition, individuals must be approved by the respective graduate department or program. Interested students should contact the Office of the University Registrar to request an unclassified application. International exchange students should make contact with the Reves Center for International Studies.

### **Visiting Students**

Students enrolled full-time at other institutions may request to attend William and Mary for one semester provided they have permission from the sending college and they plan to return. Such students must submit the following materials to the Office of the University Registrar: (1) an unclassified/non-degree application; (2) transcripts of all college work; and (3) a letter from the advisor or registrar at the sending school stipulating permissible courses which will transfer to that institution. Visiting students should be aware that course offerings and housing opportunities may be limited.

### **Readmission**

Students who are in good standing with the College but have not been in attendance for one or more semesters must submit an application for readmission to the Office of the Dean of Students and be readmitted before they are permitted to register for classes. Students should apply for readmission as soon as possible after making the decision to resume their studies at the College. Applications must be received before August 1 for fall semester, December 15 for spring semester, or May 1 for summer sessions. Students who are not in good standing with the College should refer to the section on Reinstatement within Academic Regulations. This process does not apply to former students who have since matriculated as degree-seeking students at other institutions. These students must apply as transfer students through the Office of Undergraduate Admission.

### **Admission to Audit Status**

Students, including senior citizens, who wish to audit courses with no credit should contact the Office of the University Registrar to obtain the appropriate forms for permission to audit. Forms are also available on the Registrar's website at [www.wm.edu/registrar](http://www.wm.edu/registrar).

### **Admission to the Summer Sessions**

In summer only, the college may also enroll non-baccalaureate-degree-holders for non-degree coursework without the formality of the visiting student requirement that exists in Fall and Spring. Applicants should visit the University Registrar's web site at [www.wm.edu/registrar](http://www.wm.edu/registrar) for course offerings and application forms. Concurrent high school students must apply through the Office of Undergraduate Admission. Others should apply through the Office of the University Registrar. Admission to a summer session does not entitle the student to admission to the regular session or degree status unless an application is submitted and approved by the Office of Undergraduate Admission according to the regular application schedule. Summer school students are bound by all regulations of the College and its Honor Code.

## STUDENT FINANCIAL AID

The Office of Student Financial Aid administers all financial awards to undergraduates. Most assistance is based on financial need, with a limited number of academic and talent scholarships. All correspondence regarding financial awards, except those made by ROTC, should be addressed to:

Director of Student Financial Aid  
The College of William and Mary  
P.O. Box 8795  
Williamsburg, Virginia 23187-8795

The Department of Military Science provides scholarships and other financial assistance for students enrolled in the College's Army ROTC Program. Requests for information should be directed to:

Department of Military Science  
The College of William and Mary  
P.O. Box 8795  
Williamsburg, Virginia 23187-8795

### Financial Assistance

Financial assistance is available to undergraduates who need additional resources to meet the costs of education at the College. Demonstrated need is established through the analysis of the Free Application for Federal Student Aid (FAFSA). In most cases, Virginia undergraduates may expect sufficient support to enable them to attend the College for four years, while out-of-state undergraduates may in many cases expect partial support, with the level depending upon financial need and the availability of funds.

Assistance is offered for one year only, but may be renewed for each succeeding year if need continues and the student otherwise qualifies. Renewal requires the completion of the FAFSA for each succeeding year. The College's standard of satisfactory academic progress, which is generally the same as that required for continuance in the College, is outlined in the Guide to Financial Aid, available from the Office of Student Financial Aid.

Entering students include early decision, regular decision and transfers. Admitted Early decision students will be sent the Early Decision Financial Aid Application with their admission letter. Regular decision and transfer students should file the FAFSA by March 1. Returning students should file by March 15. Late applicants will be considered as long as funds are available.

### The Financial Assistance Package

The financial assistance offer may include a grant, loan and/or part-time employment. A grant is gift assistance which is not to be earned or repaid. The Perkins Loan and the Stafford Loan must be repaid following graduation, while part-time employment provides earnings during the academic session.

The application period begins in January and extends through the academic year.

### Financial Assistance for Students

#### Primary Assistance Sources

Federally funded programs include the Pell Grant, the Perkins Loan, Federal Direct Loans, the Supplemental Educational Opportunity Grant, and the College Work-Study Program. The State Student Incentive Grant is jointly funded by the Federal and State Governments. In Virginia, the program is known as the College Scholarship Assistance Program (CSAP).

Endowed scholarship funds made possible through the generosity of friends and alumni of the College provide need-based grants.

With the exception of the PLUS loan and State Grants (other than Virginia), entering students filing the FAFSA will automatically be considered for all programs listed above.

#### Special Scholarships and Programs

Grant funds controlled by the Office of Financial Aid are based on demonstrated need. However, some merit or achievement based grants are offered by various departments such as Admission and Athletics. The Alumni group, Order of the White Jacket, awards scholarships to students working in food service.

#### Studying Abroad

Students studying off campus will be eligible for financial assistance through the Office of Financial Aid.

# TUITION AND OTHER EXPENSES

THE COLLEGE RESERVES THE RIGHT TO MAKE CHANGES IN ITS CHARGES FOR ANY AND ALL PROGRAMS AT ANY TIME, AFTER APPROVAL BY THE BOARD OF VISITORS.

## Tuition and General Fees (per semester)

An undergraduate student registered for 12 hours or more will be charged the full-time rate. Tuition for summer sessions will be charged at the per credit hour rate. In addition, a one-time registration fee of \$25.00 and a one-time comprehensive fee of \$50.00 will be charged for summer sessions. Students auditing courses are subject to the same tuition and fees that apply to those courses taken for credit.

	In-State	Out-of-State
Full-time tuition and fees (12 credit hours or more)	<b>\$6,094.00</b>	<b>\$16,882.00</b>
Per credit hour	<b>260.00</b>	<b>920.00</b>

Included in the per-semester general fees noted above are the following:

Auxiliary Services	<b>\$787.50</b>
Intercollegiate Athletics	<b>705.00</b>
Debt Services	<b>97.00</b>
Student Activities	<b>202.00</b>

Students carrying an approved underload may receive a reduction in tuition but must pay the full mandatory general fees. Flexible Degree Track students will be charged based on credit hour status (full-time or part-time).

## Payments

### Payment of Student Account

Charges for tuition and fees, residence hall, meal plan and miscellaneous fees are payable by the due date each semester. Registration is not final until all fees are paid and may be canceled if a student's account is not paid in full by the due date, as established by the Office of the Bursar.

### Payment Methods

Payment may be made in U.S. dollars only by cash; check, money order or cashier's check made payable to The College of William & Mary. A check returned by the bank for any reason will constitute nonpayment and may result in cancellation of registration. The option of paying by credit card or electronic check is offered through our payment plan provider, TMS (Tuition Management Systems); however, TMS does charge a convenience fee for paying via credit card. Additional information may be obtained from the Bursar's Office website at [www.wm.edu/offices/financialoperations/sa/index.php](http://www.wm.edu/offices/financialoperations/sa/index.php)

Any past due debt owed the College, (telecommunications, emergency loans, parking, health services, library fines, etc.), may result in cancellation of registration and/or transcripts being withheld. In the event a past due account is referred for collection, the student will be charged all collection and litigation costs, as well as, the College's late payment fee.

## Tuition Payment Plans

To assist with the payment of educational costs, the College, in partnership with Tuition Management Systems (TMS), offers the option of an Interest-Free Monthly Payment Plan for the fall and/or spring semesters of the academic year. This monthly payment plan allows you to spread your expenses for tuition, room and board over a 10-month period. Information about Tuition Management Systems is mailed to all students each spring. For additional information, please contact TMS at the following address:

Tuition Management Systems, Inc.  
171 Service Avenue, Second Floor  
Warwick, RI 02886  
1-800-722-4867  
[www.afford.com](http://www.afford.com)

## Withdrawal Schedule and Refunds

### Full-time Students Who Withdraw from the College Fall/Spring Semesters

Full-time students who withdraw from the College are charged a percentage of the tuition and fees based on the school week within which the withdrawal occurs. A school week is defined as the period beginning on Monday and ending on the succeeding Sunday. The first school week of a semester is defined as that week within which classes begin. Full-time students who withdraw from the College within the first school week of the semester are eligible for a refund of all payments for tuition and fees less the required enrollment deposit for entering students or a \$50.00 administrative fee for continuing students. After week 1 of the semester, the amount of the tuition and fees charged /refunded will be determined based on the following schedule:

Week	Percentage Charged	Percentage Refunded
1	0%	100%
2	20%	80%
3	30%	70%
4	40%	60%
5	50%	50%
6	60%	40%
After week 6	100%	0%

*Students will not be eligible for any refund of tuition and general fees if required to withdraw by the College.*

Please visit Registration and Withdrawal, Withdrawal from the College on page 45 for instructions on the withdrawal process.

Refund of the room rent will be prorated based on the date the resident officially checks out of the room with required paperwork completed by a Residence Life staff member. The Freedom, Gold 19, Gold 14 and Tribe 10 meal plan adjustments will be prorated on the daily rate given the last day of usage. The Block meal plan adjustments will be based on actual meal and flex point usage. The cut-off date for receiving a refund for a meal plan follows the full-time withdrawal schedule.

For students paying through a tuition payment plan, all refunds will be determined by comparing the amount eligible for refunding to the total monthly payments made to date. Any outstanding amounts owed the College for tuition, general fees, dormitory fees or meal plan charges after deducting the eligible refund will be due immediately upon withdrawal.

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It is College policy to hold the enrolled student liable for charges incurred, therefore in the case of refunding any overpayment, refund checks will be issued in the name of the student. Students who have received financial aid may be responsible for repaying those funds (see Withdrawal Schedule for repayment schedule).

### Flexible Degree Track Students who withdraw from the College

Flex Track students who withdraw from the College within the first school week of the semester are eligible for a full refund of tuition and fees less a \$50.00 administrative fee. After the first week, the amount of the tuition and fees to be charged will follow the full-time withdrawal schedule.

*Students will not be eligible for any refund of tuition if required to withdraw from the College.*

### Flexible Degree Track Students who withdraw from a course

A Flex Track student who withdraws from a course after the add/drop period and remains registered for other academic work will not be eligible for a refund.

### Summer Sessions

Please contact student accounts at bursar@wm.edu or 757-221-1220 for withdrawal refund information for your summer session(s).

### Special Fees Refunds

Fees for special courses are determined by the demand and arrangements, which are necessary to support such courses. **Special fees are non-refundable.**

### Financial Aid Repayment Schedule

The return of Title IV funds for students with Title IV Federal Aid (Federal PELL, Federal Subsidized and Unsubsidized Stafford, Federal SEOG, Federal Work Study, Federal Perkins, Federal PLUS) who withdraw from school will be calculated in compliance with Federal regulations. A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date the student withdraws or ceases attendance.

If a student withdraws from college prior to completing 60% of a semester, the Financial Aid Office must recalculate the students eligibility for all funds received, including Title IV funds. Recalculation is based on a percent of earned aid using the following Federal Return of Title IV funds formula:

Percent of aid earned = the number of days completed up to the withdrawal date, divided by the total days in the semester. (Any break of five days or more is not counted as part of the days in the semester.)

For Title IV purposes, the withdrawal date will be the date of notification of intent to withdraw, which may be earlier than the withdrawal date for the purpose of tuition reimbursement. If a student does not formally withdraw but ceases to attend classes, the withdrawal date under Title IV will be the mid-point of the semester.

Funds are returned to the appropriate federal program based on the percent of unearned aid using the following formula:

Aid to be returned = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges.

Keep in mind that, when funds are returned, the student borrower may owe a balance to the College. If that is the case, the student should contact the Student Accounts/Bursars Office to make payment arrangements.

### Example of Return of Funds Calculation

#### Example 1: Virginia resident who lives on campus

##### Institutional Charges

Tuition	\$3215
Housing	\$2461

##### Financial Aid Package

Pell Grant	\$1500
Subsidized Loan	\$1887
State Grant	\$3086

The student withdraws on 10/20, which is day 57 out of 116 in the semester (57/116=49.1% of Title IV funds earned by the student). Title IV funds = \$3387 (\$1500 Pell + \$1887 Sub Stafford).  $\$3387 \times 49.1\% = \$1663.02$  of earned Title IV funds. The remainder of funds unearned  $\$3387 - \$1663.02 = \$1723.98$  will be returned to Federal programs. The state grant will be reduced using the same formula;  $\$3086 \times 41.1\% = \$1268.35$  earned and \$1817.65 of the state grant.

#### Example 2: Out of state student not living on campus

##### Charges

Tuition	\$10608
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##### Financial Aid Payments

Sub Stafford	\$807
Unsub Stafford	\$1860
Perkins	\$750
FA Grant	\$9076

The student withdraws on 10/27 which is day 64 out of 116 in the semester (64/116=55.2% of Title IV funds earned by the student). Title IV funds = \$3,417 (\$807 Sub Stafford + \$1860 UnSub Stafford + \$750 Perkins Loan).  $\$3,417 \times 55.2\% = \$1886.18$  of earned Title IV funds. The remainder of funds unearned  $\$3,417 - \$1886.18 = \$1530.82$  will be returned to Federal programs. The FA grant will be reduced using the same formula;  $\$9076 \times 55.2\% = \$5009.95$  earned and \$4066.05 unearned.

William and Mary must return \$1531 to the Unsubsidized Stafford Loan and \$4066.05 of the FA grant.

### Credit for Scholarships

Students who have been awarded financial aid are required to pay any amount not covered by the award by the established semester payment due date to avoid being charged a late payment fee. The Office of the Bursar must receive written notification of any outside scholarship from the organization before the credit can be given towards tuition and fees.

### Eligibility for In-State Tuition Rate

To be eligible for in-state tuition, a student must meet the statutory test for domicile as set forth in Section 23-7.4 of the Code of Virginia. Domicile is a technical legal concept. In general, to establish domicile, students must be able to prove permanent residency in Virginia for at least one continuous year immediately the first official day of classes, and intend to remain in Virginia indefinitely after graduation. Residence in Virginia for the primary purpose of attending college does not guarantee eligibility for in-state tuition. Applicants seeking in-state status must complete and submit the "Application for Virginia In-State Tuition Privileges" form by the first day of classes of the semester

for which In-state eligibility is sought. The application is evaluated and the student is notified in writing only if the request for in-state tuition is denied.

Under Virginia law, students under age 24 are rebuttably presumed to be dependent on a parent/guardian, and the parent/guardians domicile status determines the student's tuition rate.

Special rules apply to non-U.S. citizens; contact the Registrar's Office for details or visit [www.wm.edu/registrar](http://www.wm.edu/registrar).

A matriculating student whose domicile has changed may request reclassification from out-of-state to in-state. Students seeking reclassification must complete and submit the "Application for Virginia In-State Tuition Privileges" to the Office of the University Registrar. The Office of the University Registrar evaluates the application and notifies the student only if the request for in-state tuition is denied. Any student may submit in writing an appeal to the decision made, however, a change in classification will only be made when justified by clear and convincing evidence. All questions about eligibility for domiciliary status should be addressed to the Office of the University Registrar, (757) 221-2808.

In determining domicile the school will consider the following factors for the student and parent/guardian/spouse:

- Citizenship status
- Residence during the year prior to the first official day of classes
- Employment
- Property ownership
- Sources of financial support
- State to which income taxes are filed or paid
- Location of checking or passbook savings
- Social or economic ties with Virginia
- Driver's license
- Motor vehicle registration Voter registration

Credit hour surcharge - Students who qualify for in-state tuition privileges must pay a surcharge (generally calculated at out-of-state tuition rates) for courses taken after completion of 125% of the credit hours required for the degree. For example, for a bachelor's degree requiring 120 credit hours, this would mean that any credits taken beyond 150 (or 125% of 120) would be charged at the out-of-state rate. Certain exceptions apply, including AP/IB credits; see Section 23-7.4:F of the Code of Virginia for more information.

Additional information may be obtained from the William and Mary website at <http://www.wm.edu/registrar> or directly from the State Council of Higher Education for Virginia (SCHEV) at <http://www.schev.edu/>.

## Meal Plans

William and Mary Dining Services provides a comprehensive dining program featuring a variety of meal plan options to meet the needs of each student. There are three full-service dining facilities on campus: The Fresh Food Company at the Commons and RfOC Center Court in the University Center provide unlimited seconds style dining and the Marketplace Café in the Campus Center, features an à la carte food court. There are also Seven "grab-n'-go" Flex Point locations: Lodge One in the University Center, featuring Quiznos, Students' X-change, our on campus convenience store at the University Center, Java City Espresso and Convenient Store at the Commons, Dodge Room in Phi Beta Kappa Hall, Swem Library Starbucks, Freshens at the Rec Center and The Marshall-Wythe Java City Espresso sandwich shop.

William and Mary Dining Services offers students a total of seven meal plans to choose from. The Freedom Plan, an unlimited meal plan, Gold 19, Gold 14 and the Gold 10 plans provide a guaranteed number of meals per week. The Block meal plans, Block 120, Block 90 and Block 60, provide a guaranteed number of meals per semester. All of the meal plans include Flex Points. Flex Points are additional, non-taxable dollars included in the meal plan to provide flexibility and convenience. The amount of Flex Points varies according to the meal plan selected. Additional Flex Points may be purchased in increments of \$10 and added to your meal plan at anytime during the semester.

Freshmen are required to purchase the Freedom, the Gold 19, the Gold 14 plan or the Gold 10 plan. For meal plan purposes, a freshman is defined as any student who has not yet completed two semesters of full time study, is in his or her first year of residence at the College and is housed in one of the College's residence halls. All meal plans are non-transferable.

To select a meal plan prior to the official add/drop period, visit [www.wm.edu/mealplan](http://www.wm.edu/mealplan) or come into the ID Office Room 169 in the Campus Center to fill out a Meal Plan Selection Form. Students may change or cancel their meal plan through the official add/drop period at the beginning of each semester. Changes and/or cancellation after the add/drop period will result in a \$25.00 fee and must be approved by the Director of Dining Services. You can purchase a prorated meal plan and/or additional Flex Points at any time during the semester. If you purchase a prorated meal plan, you will not be permitted to cancel or make any changes to the meal plan for the remainder of the semester. Refunds or charges for adding, changing or canceling a meal plan are prorated weekly. Refunds are not permitted on additional Flex Point purchases. Additional Flex Points may be purchased at the ID Office in the Campus Center or at the Student Exchange located in the University Center.

## Barnes & Noble @ The College of William & Mary Bookstore

The College of William and Mary Bookstore offers new and used textbooks for all William and Mary courses, magazines, school and dorm supplies and William and Mary clothing and gifts. Both new and used textbooks can be sold back to the store through the buyback program. The best time to sell your books back is at the end of each semester. The Bookstore is also the source for official College class rings, graduation regalia and announcements. Located on Merchant's Square in Colonial Williamsburg, the bookstore features 125,000 general title book titles, a diverse music and DVD selection, an extensive children's department, and a 150-seat café proudly serving Starbucks Coffee. A variety of author appearances, readings, children's occasions, and other special events are held throughout the year. The Bookstore accepts cash, personal checks with a valid ID, the William and Mary Express Card, Visa, Master Card, Discover, American Express, and Barnes & Noble Gift Cards.

## William and Mary Student Identification Card

The William and Mary student identification card is the College's official form of identification prepared by the ID Office for each student. It functions as a campus meal card, library card, an entry or access card to residence halls, recreational facilities, academic buildings, and the Student Health Center. Student ID cards are not transferable and are intended for the sole use of the student to whom it is issued. An ID used by anyone other than its owner will be confiscated and the

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person using the ID may be subject to disciplinary action. Because cards provide access to secured buildings and financial accounts, lost cards should be reported immediately to the ID Office during business hours, and to Campus Police evenings and weekends. These offices can issue 24 hour temporary replacement cards at no charge to allow students time to search for misplaced ID's without losing access to accounts and buildings. This process also ensures that misplaced cards cannot be used by others. Temporary replacement cards must be returned to re-activate a new or found ID card and a \$20 charge is assessed for lost, stolen or damaged cards, and temporary cards not returned. If an ID card has been stolen and a police report has been filed, the replacement charge is waived. Undergraduates who withdraw from school must return their ID cards to the Office of the Dean of Students. For more information about the William and Mary ID card, call (757)221-2105, e-mail [wmexps@wm.edu](mailto:wmexps@wm.edu), or visit our web site at [www.wm.edu/auxiliary/idoffice](http://www.wm.edu/auxiliary/idoffice).

### William and Mary Express Account

The William and Mary Express Account is a debit account linked to the student's ID card. When deposits are made to the account, students can use their ID cards to purchase a variety of goods and services both on and off campus. Deposits to the Express account may be made at the ID Office, Office of the Bursar, Parking Services, the Student's X-Change in the University Center, Swem Library Duplicating Office, the Value Transfer Station (VTS) machine located in the lobby of Swem Library, and also online at [wmexpress.wm.edu](http://wmexpress.wm.edu). The Express Account provides a secure method of handling transactions without the concerns associated with carrying cash. The cards can be used to make purchases at the Bookstore, the Students X-Change, the Candy Counter, Dining Services, the Student Recreation Center, and to make payments at Swem Library, Telecommunications, and Parking Services. No cash withdrawals may be made. Balances are shown on receipts and/or the reader display. Funds in the W&M Express account automatically carry over from one semester to the next. Accounts will terminate upon withdrawal or graduation from the College. Balances under \$10.00 at the termination of this agreement shall revert to the College. Refunds are made by mail only after the written request is received in the ID Office within 60 days of expiration.

### Residence Hall Fees

Residence Hall fees vary depending on the specific building to which a student is assigned; the average cost per semester fee is \$2616.00. All freshman students, except those whose permanent residences are within a 30-mile radius of the College, are required to live on campus (see Student Handbook for clarification). After their freshman year, students may choose to live off campus. Residence Hall fees will be prorated on a daily basis for students acquiring on-campus housing more than two weeks after the first day of occupancy for the residence halls. Students who move out of campus housing and remain enrolled at the College will not be eligible for residence hall fee refunds unless granted a contract release by the Contract Release Committee.

### Incidental Expenses

The cost of clothing, travel and incidental expenses varies according to the habits of the individual. The cost of books depends on the courses taken. Books must be paid for at time of purchase. Checks for books should be payable to The William and Mary Bookstore.

## Deposits and Miscellaneous Fees

Application fee	\$ 60.00
Enrollment deposit	150.00
Room deposit	200.00
Orientation fee	157.00
Room damage deposit	75.00
Room change penalty fee	25.00
Graduation fee	75.00

### Application Fee

A non-refundable processing fee of \$60 is required with an application for admission to the College for undergraduate freshmen and transfer students. If the student attends the College, this fee is not applied as credit toward their tuition and fees charges. Students applying for transfer from Richard Bland College are exempt from payment of this fee.

### Enrollment Deposit

Upon acceptance for enrollment by the College, a non-refundable deposit of \$150 for transfers and freshmen is required to confirm the student's intent to enroll. The deposit is applied as a credit toward tuition and fees charges.

### Room Deposit

For returning students, a non-refundable deposit of \$200 is required by the College to request a room. This payment is made to the cashier's window and is applied as credit toward tuition, room and board charges. Although payment of this deposit does not guarantee a place on campus, the College makes every effort to accommodate all undergraduate students who desire College housing. Students already enrolled may make this deposit at any time after December 1 of the Fall semester, but it must be paid before the designated date as established by Residence Life. No rooms will be reserved for students who have not paid a room deposit by the specified date. Entering freshmen are not required to make a room reservation deposit until they have been notified of admission to the College. Transfer and former students are required to pay the deposit upon assignment to College housing.

### Orientation Fee

A non-refundable orientation fee of \$ 157.00 is required of all new undergraduate degree-seeking students. The student will be billed for the fee along with the other tuition and fees obligations.

### Room Damage Deposit

A \$75 room damage deposit is required before occupancy. This deposit is refundable upon graduation or departure from College housing provided there are not damages to the premises and the student's College account is current. Room assessments and changes are made through Residence Life.

### Room Change Penalty Fee

Students who change rooms without the approval of Residence Life will be charged a \$25 fee and will be required to move back into the original assignment.

### Graduation Fee

A non-refundable graduation fee of \$75.00 (per degree) will be charged to all students after they have filed their "Notice of Candidacy for Graduation". The student will be billed for the fee along with the other tuition and fees obligations.

### Transcript Fee

Official transcripts cost \$7 per transcript. Payment is due at the time the order is placed. Payment must be made in U.S. dollars only by cash or check made payable to The College of William and Mary. Transcripts must be requested in writing with a student's signature. Request forms are available in the Office of the University Registrar, Blow Memorial Hall, on line at [www.wm.edu/registrar/forms/index.html](http://www.wm.edu/registrar/forms/index.html), or written requests may be mailed to: The College of William and Mary, Office of the University Registrar, P.O. Box 8795, Williamsburg, VA 23187-8795, Attention: Transcripts. No transcript will be released until all financial obligations to the College are satisfied.

Current and former students enrolled since 2007 may access an unofficial transcript through Banner self-service at [my.wm.edu](http://my.wm.edu). One unofficial transcript will be generated free-of-charge upon request to the University Registrar's office per year; subsequent copies carry a \$7 fee.

### Special Fees and Programs

Additional fees are charged for Applied Music lessons, lab, art, some Kinesiology courses, etc.

The Applied Music lesson fee is \$365.00 per credit hour. Students who take music lessons during the add/drop period prior to adding or dropping an applied Music course will be charged a pro-rated fee, equal to 1/12 of the applied Music fee (\$365.00), for each lesson a student receives.

Fees for special courses are determined by the demand and arrangements, which are necessary to support such courses.

### Special fees are non-refundable.

Additional tuition and fees may be charged for some special programs at the College.

Students who plan to participate in William and Mary sponsored study abroad programs are required to register with the Global Education Office. All college students in good academic, social and financial standings are eligible to participate.

### Financial Penalties

Failure to pay in full by the established due date(s) may result in the assessment of late fees/penalties in an amount up to 10% of the outstanding account balance. Semester payment due dates are established by the Office of the Bursar. For students electing to pay tuition and fees through a tuition payment plan, the payment due date is determined by the plan selected. Failure to pay by the end of the add/drop period may also result in cancellation of all classes and/or referral to an outside collection agency.

### Late Registration Fee

- \$50 for full-time students
- \$25 for Flex Track/part time students

A student must petition the Office of the Dean of Students to register late or register again after cancellation. If approved, payment is due in full for all debts owed the College, including a late registration fee and late payment fee.

### Returned Check Fee

The return of a check issued to the College of William & Mary will result in a \$50.00 returned check fee being placed on the account of the student on whose behalf the check was presented for each returned check no matter the reason. Each account will be allowed two (2) returned checks after which payment by check will not be accepted. This includes returned electronic payments. Written notification on how to resolve the returned check(s) will be sent to the maker of the check, and to the person whose account was affected. A hold will be placed on the account affected, until the returned check has been redeemed (made good). If the returned check(s) have not been redeemed within two (2) weeks of notification, an additional \$50.00 late fee will be levied, and the College will begin its collection proceedings as stated within the guidelines of the Department of Accounts, Commonwealth of Virginia.

**Important Note:** A returned check may automatically result in a hold on the account affected, which may preclude participation in any or all of the following activities: further check writing privileges, class registration, receipt of grades, issuing transcripts, and/or diplomas.

### Returned Check Payment Methods

- 1.) Cash - Pay in person at the Bursar's Office. Obtain a cash register receipt for your records. **DO NOT MAIL CASH.**
- 2.) Certified Funds - Make cashier's check, money order, or other certified funds payable to the College of William & Mary. Include your name, ID#, current address, and phone number on the face of the check.
- 3.) Deliver in person or mail certified funds to the following address:

The College of William & Mary  
Attn: Bursar's Office / Lynne Kelly  
P.O. Box 8795  
Williamsburg, VA 23187-8795

### Parking

All motor vehicles operated or parked on College property, including motorcycles, motor scooters, moped, and vehicles with handicapped plates or hangtags, must be registered with the Parking Services Office. A decal is required to park on College property at all times beginning Monday, 7:30 a.m. through Friday, 5:00 p.m., except in metered or timed spaces as posted. Only under special circumstances and with prior written approval are freshmen and sophomores allowed to have cars on campus. Parking Services office hours are 7:45 a.m. - 4:30 p.m. Monday through Friday.

The Motorist Assistance Program (MAP) offers assistance to stranded motorists on College property 8:00 a.m.-4:00 p.m. Monday through Friday. For more information, please contact (757) 221-4764 or visit the Parking website at [www.wm.edu/parking](http://www.wm.edu/parking).

## ACADEMIC REGULATIONS

### The Honor System

Among the most significant traditions of The College of William and Mary is the student-administered honor system. The honor system is based upon the premise that a person's honor is his or her most cherished attribute. The Honor Code outlines the conduct that cannot be tolerated within a community of trust. Prohibited conduct is limited to three specific areas of lying, cheating and stealing. The Honor Code is an agreement among all students taking classes at the school or participating in the educational programs of the College (e.g., study abroad or internship activities) not to lie, cheat or steal. This agreement is made effective upon matriculation at the College and through the student's enrollment even though that enrollment may not be continuous. A complete description of rights and responsibilities can be found in the Student Handbook.

### Academic Advising

Academic advising is recognized at the College as important to the educational development of its students and as both a natural extension of teaching and an important professional obligation on the part of its faculty. Sound academic advice can make the crucial difference between a coherent and exciting education that satisfies personal and professional goals and one that is fragmented and frustrating. It helps the student address not simply course selection and scheduling but also what a liberally educated person should be and know. Because students are responsible themselves for meeting academic goals and requirements, they are urged to take full advantage of the help and information the advisor can offer. Students should take the initiative in making appointments with the faculty advisor for academic and other counsel. Freshmen are assigned an academic advisor in an area of academic interest to them by the Office of Academic Advising. Students are required to meet with their advisors to discuss academic, personal and professional goals; to review the academic regulations and requirements of the College; and to receive help in planning a specific program of study. Freshmen have three required advising meetings during the first year and must attend these meetings in order to register for the next semester. Although students may change their advisor at any time by requesting a change in the Office of Academic Advising, most students retain the same advisor during the sophomore year. After students declare their major, they are assigned an advisor by the department, program or school in which they are completing a major. Students declaring two majors are assigned an advisor in both majors. For details on when students can or must declare a major, see the Catalog section, "Requirements for Degrees, The Major".

### Class Attendance

An education system centered upon classroom instruction is obviously predicated on the concept of regular class attendance. In support of this concept, the following principles are to be observed:

1. Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings, including their last scheduled class in each of their courses preceding and their first scheduled class in each of their courses following the fall break, Thanksgiving, semester break, and spring holidays.
2. Students whose attendance becomes unsatisfactory to the extent that their course performance is affected adversely should be so informed by their instructor and reported to the Dean of Students.
3. Each student is responsible for notifying professors of absences, and faculty may call the Office of the Dean of Students to ask for verification of student illnesses. In view of the Honor Code, a student's explanation of class absence should be sufficient in most instances. If required by a professor, documentation of medical absence may be obtained from the Student Health Center.
4. Students who will miss classes due to personal difficulties or family emergencies should contact the Dean of Students Office as soon as possible.

### Final Examinations

A final examination is an important part of the evaluation of each student's work and is expected in all courses except seminars, colloquia, studio, or writing courses where final examinations may be unnecessary or inappropriate. The final examination schedule can be viewed at <http://www.wm.edu/registrar/exam-sched.php>. Except in narrowly defined circumstances, changes in the examination schedule are not allowed.

Requests to reschedule a final examination within the examination period should be filed with the Dean of Undergraduate Studies, located in Ewell Hall, Room 124. Requests may be made when a student has three scheduled final examinations in four consecutive exam periods on consecutive days, when there is a conflict between a student's scheduled examinations, or when a student wishes to take an examination with a different section of the same course.

All other requests for exceptions to the examination schedule are considered as requests to defer a final examination. These requests should be filed with the Office of the Dean of Students, located in the Campus Center, Room 109, and may be made on the basis of illness or other extenuating circumstances (such as a death or other family emergency, conflict with a religious holiday, or participation in activities by a student representing the College). Final examinations that are deferred will be scheduled for the first full week of classes of the following regular semester. Students with deferred examinations will typically receive an initial grade of "I," incomplete. In this case, the "I" grade should be changed as early in the following semester as possible.

Final examinations are rescheduled or deferred only for extraordinary and compelling reasons. Students should not assume that a request is approved until they receive written approval from the appropriate dean. Individual faculty members may not grant permission to reschedule or defer a final examination.

At times, unpredictable circumstances present themselves, such as a car breakdown or an accident on the way to a final examination. In such cases a student should contact the Office of the Dean of Students at the earliest available time to determine possible options.

### Final Exams and Tests During the Last Week of Classes

Except for final laboratory examinations (including language laboratories and Kinesiology activity classes), no tests or final examinations may be given during the last week of classes or during the period between the end of classes and the beginning of the final examination period or during any reading period. Students who are assigned tests or examinations in violation of this rule should contact the Dean of Undergraduate Studies in Ewell Hall, Room 124.

## Academic Records, Confidentiality and Privacy

**Transcripts:** Transcripts of academic records for The College of William and Mary are issued by the Office of the University Registrar only upon the student's request. A fee of seven dollars is charged for each official transcript and for unofficial transcripts after the first one. Payment may be made by cash, check or money order when ordering in person. Orders sent by mail must include payment in the form of a check or money order (U.S. funds). Official transcripts issued to students will be placed in a signed, sealed envelope and will bear the stamp "Official Transcript Issued to Student." Official transcripts usually are prepared and released within 3-5 business days. Additional time should be allowed for requests made at the end of the semester or during registration periods. Official transcripts are typically required for admission to a college or university and frequently for employment purposes.

Official transcripts must be requested in writing with the student's signature. Request forms are available online at <http://www.wm.edu/registrar/forms.php>. Requests may be mailed to: The College of William and Mary, Office of the University Registrar, Attention: TRANSCRIPTS, P.O. Box 8795, Williamsburg, Virginia 23187-8795.

Currently enrolled students and former students since 2007 may view their unofficial transcript on line via my.wm.edu and Banner Self Service.

In accordance with the 1988 Virginia Debt Collection Act, Section 2.1-735, transcripts will not be released for students who have outstanding fines or fees, nor are they viewable over the web.

**Verification of Enrollment or Degrees:** Requests for official verification of enrollment or degrees earned at the College should be addressed to the University Registrar's Office. Additional information is available on the University Registrar's web site at <http://www.wm.edu/registrar>. The College sends regular enrollment and graduation updates to the National Student Clearinghouse, which is used by many loan agencies to verify enrollment. The College cannot verify enrollment or degrees for students who have submitted a request for confidentiality.

**Privacy of Student Records:** The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. Enrolled students have the following rights under the law:

1. Enrolled students have the right to inspect their records within 45 days of the request for inspection and are entitled to an explanation of any information therein. "Records" refers to those files and their contents that are maintained by official units of the College. Generally, students have the right to review any official record that the College maintains on them. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:

- a) Confidential letters of recommendation placed in student's files before January 1, 1975, and those letters for which the student has signed a waiver of his or her right of access.
- b) Parent's confidential financial statements.
- c) Medical, psychiatric, or similar records which are created, maintained, or used only in connection with

the provision of treatment to the student and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice."

- d) Personal files and records of members of the faculty or administrative personnel, which are in the sole possession of the maker thereof, and which are not accessible or revealed to any person except a substitute.
  - e) Records of the Admissions Office concerning students admitted but not yet enrolled at the College. Letters of recommendation are removed from the admissions files before the files are forwarded to the Office of the University Registrar.
  - f) Documents submitted to the College by or for the student will not be returned to the student. Academic records received from other institutions will not be sent to third parties external to the College, nor will copies of such documents be given to the student. Such records should be requested by the student from the originating institution.
2. Students have the right to request an amendment of the education record that the student believes is inaccurate or misleading. Should a student believe his or her record is incorrect, a written request should be submitted to the appropriate College official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his or her action. Should the student not be satisfied, a hearing may be requested.
  3. Students have the right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent.
  4. Students have the right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, US Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.
  5. Disclosure to members of the College community:
    - a) "School Official" is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position; or a person or company with whom the College has contracted (such as attorney, auditor, or collection agent).
    - b) A school official must have a legitimate educational interest in order to review an education record. "Legitimate Educational Interest" is defined in the following manner: the information requested must be within the context of the responsibilities assigned to the School Official; the information sought must be used within the context of official College business and not for purposes extraneous to the official's area of responsibility or the College; information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of College employment.
  6. Directory Information: The College has designated the following information as "Directory Information" which may be released to the public without the consent of the student:
    - Student's Name
    - Current Classification
    - Address (permanent, local, and email)
    - Previous schools attended and degrees awarded

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Telephone Number  
Dates of Attendance  
Current Enrollment Status  
Degree(s) earned and date awarded  
Major(s), Minor  
Honors or Special Recognition  
Height, weight, and birth date of members of athletic teams

Students may prohibit the release of directory information by completing a 'Request for Confidentiality' form, located on the University Registrar's website at <http://www.wm.edu/registrar/forms.php>. This request must be submitted in person to the Office of the University Registrar and will remain on file indefinitely until written notice is submitted by the student to remove it.

For additional information regarding students' rights related to the release of personally identifiable information, see the University Registrar's website at <http://www.wm.edu/registrar> or the section entitled 'Statement of Rights and Responsibilities' in the Student Handbook.

7. Release of Academic, Student Conduct, and Financial Information to Parents: Students who wish their parents, guardians, and/or spouse to have access to academic, financial or student conduct information protected by FERPA may provide consent by completing the appropriate form in the Office of the Dean of Students. Students have the right to revoke this consent at any time. Parents of dependent students have the right to information about their children; however, they must provide tax documents if there is no release already on file with the College.
8. Student Assessment: The College of William and Mary conducts periodic reviews of its curricular and co-curricular programs as part of the College's state-mandated responsibility to monitor student outcomes and assure the continuing quality of a William and Mary degree. Surveys, course portfolios (including examples of student writing), and other procedures are used to gather information about student achievement and experiences. Information collected as part of the assessment program will not be used to evaluate individual performance and will not be released in a form that is personally identifiable. Students who do not want their work to be used in institutional or program assessments must submit a letter indicating that preference to the Dean of Undergraduate Studies.

### Classification of Students

**Academic Classification:** A student's academic classification is based on total credits earned toward a William and Mary degree. These credits include both institutional and transfer hours.

Freshman	0 – 23 credits earned
Sophomore	24 – 53 credits earned
Junior	54 – 84 credits earned
Senior	85 or more credits earned

The College of William and Mary recognizes that many students arrive having completed college credits through a variety of programs including the Advanced Placement Program of the College Board, the International Baccalaureate Program, or concurrent enrollment programs offered through their high school. These credits are reflected in the student's academic classification.

**Social Classification:** Definition of a degree-seeking under-

graduate according to the year in which the student could be expected to graduate assuming a 4-year program following high school graduation (e.g., a new freshman in 2009 is designated as "Class of 2013"). For transfer or older students, the social class is defined by calculating or extrapolating eight semesters of full-time-equivalent postsecondary enrollment. Social Class is used for a variety of purposes, including priority registration, housing, athletic tickets, parking, meal plans, and other activities.

### Enrollment Statuses

**Full Time Status:** Students at The College of William and Mary are expected to remain enrolled full-time throughout their academic career. A full-time degree-seeking student must register for at least 12 and not more than 18 credits each semester. (Audits do NOT count toward the 12 credit hour minimum required for undergraduate students.) The normal load for a student planning to graduate with a degree in four years is 15 credit hours per semester, or 30 credits each academic year. An academic year is comprised of the Fall semester and the Spring semester but does not include the Summer Session. Work successfully completed during a Summer Session is counted toward the 120 academic credits required for graduation, as is the case with transfer or advanced placement credit. Students on academic probation are limited to a maximum of 16 credits per semester.

Petitions for underloads or overloads, when warranted by special circumstances, may be granted by the Committee on Academic Status; these petitions should be made in writing to the Office of the Dean of Students. For details regarding Overloads or Underloads, and the deadlines for petitioning, see the appropriate section below.

**Medical Underload:** With the written recommendation of a physician or psychologist, students unable to undertake a full academic schedule may petition for a medical underload. Petitions for underloads must be submitted to the Medical Review Committee (a sub-committee of the Committee on Academic Status) through the Office of the Dean of Students. The granting of a medical underload may be contingent upon additional restrictions or requirements. If granted, medical underloads normally do not result in any refund of tuition or fees. Inquiries regarding refunds should be directed to the Office of the Bursar. Students carrying a medical underload will be expected to meet the continuance regulations in this catalog.

**Underload:** Students must request approval from the Committee on Academic Status through the Office of the Dean of Students to carry fewer than 12 earned hours during a regular semester. Audited classes do not count toward the 12 earned hours, but do count toward the 18 credit hour maximum allowed for undergraduate students. Students carrying an unauthorized underload are subject to withdrawal after the add/drop period, can be placed on probation by the Committee on Academic Status, and/or can be referred to the Office of Student Conduct for failure to comply with College rules and regulations. Students must pay full tuition and fees if they are carrying an unauthorized underload. An unauthorized underload counts as a full semester toward the 10-semester rule. Students carrying an underload approved before the end of add/drop may receive a reduction in tuition, but pay full student fees. Students withdrawing to an unauthorized underload after the end of add/drop will be re-entered into the last class or classes from which they withdrew until they carry the approved number of credit hours.

Students who are considering a petition for underload should consult with scholarship/financial aid and insurance providers to make certain they understand all the financial

implications of a reduction in load. Students carrying an underload will be expected to meet the continuance regulations in this catalog. Requests for underload should be submitted through the Office of the Dean of Students preferably within a period of five days before the first day of registration for the semester in question, but not later than two days before the end of the add/drop period.

**Overload:** Requests to enroll for more than 18 hours must be submitted to the Committee on Academic Status through the Office of the Dean of Students preferably within a period of five days before the first day of registration for the semester in question, but not later than two days before the end of the add/drop period. After the end of the add/drop period, students carrying unauthorized overloads will be dropped from the last class added. An overload is rarely granted to students whose cumulative or regular preceding semester's grade point average is less than 3.0. Permission to carry more than 18 academic credits is granted only to exceptionally able students. Students wishing to add courses for audit that will cause them to carry more than 18 registered hours must also petition for an overload.

**Summer School:** Summer school at William and Mary consists of two five-week sessions. Students may not take more than eight hours per session. Requests for overloads must be approved by the Committee on Academic Status. Summer School information is available in March of each year on the University Registrar's web site. Additional information is available from the Office of the University Registrar.

**Enrollment in Graduate Courses:** An undergraduate student at The College of William and Mary may take courses at the College numbered 500 or above for undergraduate credit to be counted toward the bachelor's degree provided that:

1. The student has a grade point average of at least 2.5 overall and 3.0 in the subject field of the course;
2. The student has the appropriate prerequisites;
3. The material offered in the course is relevant to the student's program and is not available in the undergraduate curriculum;
4. The student obtains prior approval of the instructor, the department chairperson, the Graduate Dean of Arts and Sciences, and the Committee on Degrees; and
5. The student shall not receive graduate credit for the course.

Undergraduate students of the College who have a grade point average of at least 3.0 may take for graduate credit in their senior year up to six hours of courses normally offered for graduate credit, provided that these hours are in excess of all requirements for the bachelor's degree and that the students obtain the written consent of the instructor, the chair of the department or dean of the School, Dean of Undergraduate Studies, and the Graduate Dean of Arts and Sciences, at the time of registration. Such students will be considered the equivalent of unclassified (post baccalaureate) students as far as the application of credit for these courses toward an advanced degree at the College is concerned.

## Registration and Withdrawal

Continuing students should register for their courses in April for the fall semester and in November for the spring semester. Complete registration instructions are available on the University Registrar's web site at <http://www.wm.edu/registrar> in October for the spring semester and in March for summer school and fall semester. The Office of the University Registrar also coordinates registration for incoming freshmen and transfer students.

**Add/Drop:** For a period after the beginning of classes a student may add or drop courses. Deadlines and procedures for adding and dropping courses are available on the University Registrar's web site at <http://www.wm.edu/registrar>. Students who wish to add or drop classes must do so on or before the published deadlines. Unless correct procedures are followed, course changes have no official standing and will not be recognized as valid by the College. Courses dropped during the add/drop period are not displayed on the student's academic transcript. A student may not add or drop a course after the last day of add/drop except in unusual circumstances. In these cases, the student must submit a petition to the Committee on Academic Status. Petition forms are available through the Office of the Dean of Students. Petitions to add or drop a course must have the consent of the instructor. The faculty advisor's recommendation may be solicited as well.

**Withdrawal from Course(s):** After the add/drop period, students may withdraw with a grade of 'W' from a course through the ninth week of classes. The exact deadline is available on the semester combined calendar at <https://www.wm.edu/registrar/acad-calendars.php>. Students who withdraw from one or more courses must maintain a course load of at least 12 credits and must follow procedures established by the Office of the University Registrar. No other withdrawals are permitted without the approval of the Committee on Academic Status. Petition forms are available in the Office of the Dean of Students. Petitions for late withdrawal will be approved only for extraordinary reasons. Students without an approved underload who withdraw below the 12 credit hour minimum will be put back into the class(es).

**Withdrawal from the College:** A student who desires to withdraw from the College completely after the semester begins must apply to the Dean of Students for permission to withdraw before the end of the ninth week of the semester. A student who acts in that time frame can be confident of approval. After the ninth week, withdrawal is allowed only for unusual circumstances. Students who wish to withdraw after the deadline should consult with the Office of the Dean of Students. Students may provide either oral or written notification of the intent to withdraw, but must also complete the application for withdrawal process to formally withdraw. Failure to be officially withdrawn can result in grades of 'F' for all courses carried in that semester. Students who withdraw from the College in the first five full weeks of the semester are generally eligible for a partial refund of tuition and fees. Questions about refunds should be directed to the Office of the Bursar. For information regarding refund deadlines see Tuition and Other Expenses, Withdrawal Schedule.

Students who wish to withdraw from the College for the upcoming semester must fill out paperwork and complete an exit interview with the Office of the Dean of Students prior to the beginning of that semester. Such action results in cancellation of registration and housing for the following semester. It also assures that no charges will be assessed for the following term.

**Medical Withdrawal from the College:** With the written recommendation of a physician and/or psychologist, students unable to complete the requirements for registered classes in a semester may petition for a full medical withdrawal from the College through Office of the Dean of Students. The Medical Review Committee (a sub-committee of the Committee on Academic Status) reviews this request and supporting documentation. Granting of the full medical withdrawal removes the semester from counting in the College's 10 semester rule. Such action results in cancellation of registration and housing for the following semester. Readmission following a full medical withdrawal is not automatic and involves a clearance procedure which includes submission by the student of all necessary documentation addressing the behaviors or conditions which caused the original withdrawal. The student is expected to begin the clearance process not less than one full month prior to the beginning of classes for the requested return semester. Readmission may be contingent upon additional restrictions or requirements for the student's safety and success. See "Withdrawal from the College" for additional information.

**Academic Suspension from the College:** Students who fail to meet applicable probationary standards or continuance requirements will be suspended from the College. For details of requirements, see the Catalog section, "Continuance Standards."

## System of Grading

Letter Grade	Quality Points		Credit Earned	Used to Calculate GPA?
	Per Credit Hour	Meaning		
A	4.00	Excellent	Yes	Yes
A-	3.70		Yes	Yes
B+	3.30		Yes	Yes
B	3.00	Good	Yes	Yes
B-	2.70		Yes	Yes
C+	2.30		Yes	Yes
C	2.00	Satisfactory	Yes	Yes
C-	1.70		Yes	Yes
D+	1.30		Yes	Yes
D	1.00		Yes	Yes
D-	0.70	Minimal Pass	Yes	Yes
F	0.00	Failure	No	Yes
P		Pass	Yes	No
W		Withdraw	No	No
WM		Medical Withdraw	No	No
G		Deferred Grade	No	No
NG		Grade Not Reported		
		by Instructor	No	No
I		Incomplete	No	No
R		Indicates that a course must be repeated	No	No
O		Satisfactory Audit	No	No
U		Unsatisfactory Audit	No	No

**Repeated Courses:** Certain courses are specifically designated in the College catalog as courses that may be repeated for credit. With the exception of these specially designated courses, no course in which a student receives a grade of "A", "B", "C", "D", "G", "I" or "P" may be repeated except as an audit. Any course in which a student receives a grade of "F", "R" or "W" may be repeated for a grade; if a course with a grade of "F" is repeated, both the original grade of "F" and the grade earned in the repeated course will be included in calculating the student's Grade Point Average.

Students are responsible for ensuring they do not register for a non-repeatable course more than once.

**Incomplete Grades:** An incomplete grade indicates that an individual student has not completed essential course work because of illness or other extenuating circumstances. This includes absence from the final examination and postponement of required work with approval of the instructor. It is the student's responsibility to make arrangements with the instructor to complete the work by a specified date (first full week of the upcoming semester for deferred examinations). "I" automatically becomes "F" if the work is not completed by the last day of classes of the following regular semester, or if the postponed work has not been completed satisfactorily by the date specified by the professor. Incomplete grades granted because of a deferred exam should be changed early in the following semester. A degree will not be conferred if an incomplete ("I") grade is on the students record

**Pass/Fail:** Degree-seeking academic juniors and seniors may elect to take one normally-graded course in Arts and Sciences and in Education for undergraduate credit on a Pass/Fail basis during each of the Fall and Spring semesters (Pass/Fail option is not available during the summer session.). This option must be selected during the add/drop period, which begins on the first day of classes. Selecting Pass/Fail is irrevocable after the add/drop period has ended. Courses taken on a Pass/Fail basis may not be used to satisfy proficiency, minor or major requirements. However, courses taken Pass/Fail in a student's major and failed will be calculated as part of the student's major GPA and all courses taken Pass/Fail and failed will be calculated as part of the student's cumulative GPA. Courses used to satisfy GERs may not be taken Pass/Fail except where courses have been designated Pass/Fail by the College, such as physical activity courses in the Department of Kinesiology. A student may elect to designate one normally graded course as Pass/Fail in addition to any classes that are designated as Pass/Fail only. Unclassified students may not select the Pass/Fail option. For instructions on how to select Pass/Fail for a course via Banner Self Service, visit the University Registrar's web site at <https://www.wm.edu/registrar>.

**Audit:** Degree seeking students may audit a course after obtaining permission of the instructor on the Permission to Audit form, which is available at <http://www.wm.edu/registrar>. Students may not select a course for audit via web registration. Audited courses receive grades. If the student meets the requirements for auditors prescribed by the instructor, the course will be included on the transcript with the grade "O" (satisfactory audit). Where those requirements have not been met, the course will be included on the transcript with the grade "U" (unsatisfactory audit). No credit nor quality points are earned. Audits do not count toward the 12 earned credit hour minimum required for undergraduate students.

## Grade Review Procedures

A student who believes that a final course grade has been unfairly assigned must first discuss the grade with the instructor. If, after the discussion, the issue has not been resolved, the student must file a formal written statement requesting a grade review and give a full explanation of the reasons for the request. The student must file this request with the appropriate office by the end of the sixth week of the next regular semester following the semester in which the grade was received. Procedures for filing a grade review request differ by School. For Arts and Sciences courses, students should consult the Dean of Undergraduate Studies; for Business courses, students should consult the BBA program director; for Education courses, students should consult the Dean of the School of Education.

### Dean's List

The Dean's List refers to those full-time degree-seeking undergraduate students who have completed at least 12 credit hours for a letter grade and earned a 3.6 Grade Point Average in one semester. This recognition is noted on the student's academic transcript.

### Continuance Standards

In order to graduate, students must have completed 120 credits in academic subjects with a grade point average (GPA) of 2.0 both overall and in their major. After each semester of full-time enrollment, the student must meet the minimum levels of academic progress established by the College and applied by the Committee on Academic Status. The minimum requirements for Continuance for undergraduates are the following cumulative grade points and credits earned at William and Mary, including grade point and credits earned at William and Mary summer school:

Semester at William and Mary	W&M Cumulative GPA	W&M Cumulative Credits
1	1.7	9
2	1.7	21
3	1.85	33
4	2.0	48
5	2.0	60
6	2.0	72
7	2.0	84
8	2.0	96
9	2.0	108
10	2.0	120

The following regulations apply to the College's Continuance policy:

- Only W&M credit will count in determining whether students are meeting Continuance Standards. Transfer, Advanced Placement (AP) and International Baccalaureate (IB) credit will not count for this purpose, although as specified by regulations in the Catalog these credits may count toward 120 credits required for graduation and toward general education and major requirements.
- Transfer students as well as freshmen begin at the College under the Continuance Standards for semester 1 in the above table.
- Students whose GPA falls below 2.0 in any semester will be placed on Academic Warning and receive a letter from the Office of the Dean of Students.
- Students whose academic work falls below the minimum GPA and/or earned credit Continuance Standards will be placed on probation for the following semester.
- Students on probation may not enroll in more than 16 credit hours per semester. Students who are on probation may not receive any incompletes for coursework during the semester(s) of probation.
- While on probation, students must earn a 2.0 semester GPA or better and pass at least 12 credits. Failure to do so will result in academic suspension.
- Students on probation must participate in the Academic Intervention Program administered by the Office of the Dean of Students during their probationary semester. Students on probation also must meet with their Academic Advisor before registering for the subsequent semester. Registration for the following semester will not be permitted until these requirements are met.
- Students on probation have two regular semesters to bring their academic work up to or beyond the Continuance

Standards so long as they earn a 2.0 and pass at least 12 credits each semester. If they are unsuccessful in meeting or surpassing the Continuance Standards during their first probation semester, they remain on probation during the second semester and must participate in an Academic Intervention Program.

- Students who are placed on probation or are continuing on probation at the end of a semester but earned at least a 2.0 GPA and 12 credits during that semester will be removed from probation if they meet their Continuance Standards by the end of summer school. This applies only for work at W&M summer school. Determination of eligibility for removal from probation will be done at the end of that summer school.
- Students who do not meet the conditions for probation will be suspended from the College for academic deficiencies. Those suspended for academic deficiencies are not in good standing with the College and are not automatically eligible for readmission. The Office of the Dean of Students will not process an application for readmission from a student who has been suspended unless the student has been reinstated to good standing by the Committee on Academic Status.
- Students may petition the Committee on Academic Status for individual exceptions to the above Continuance Standards. (Petition Forms are available at the Office of the Dean of Students or on the web at <http://www.wm.edu/deanofstudents/forms.php>.)
- Coursework taken elsewhere while not in good standing will not be accepted for transfer at the College.
- An unclassified student enrolled for 12 or more academic hours must meet the Continuance Standards applicable to the regularly enrolled student.

**Continuance Standards for Flexible Track (FlexTrack) Nontraditional Degree Seeking Students: The minimum requirements for Continuance for nontraditional students are as follows:**

- A minimum of 12 credits must be passed in a 12 month period.
- Students must complete within 10 years all degree requirements in effect at the time of entrance and all major requirements in effect at the time of the declaration of major.
- The Ten Semester Rule applies to all FlexTrack students.
- A 1.7 cumulative GPA must be achieved by the end of the term in which nine credits have been completed.
- A 1.7 cumulative GPA must be achieved by the end of the term in which 21 credits have been completed.
- A 1.85 cumulative GPA must be achieved by the end of the term in which 33 credits have been completed.
- A 2.0 cumulative GPA must be achieved by the end of the term in which 48 credits have been completed.
- A 2.0 cumulative GPA must be achieved by the end of each term of enrollment after 48 credits have been completed.

### Reinstatement

Students who have been academically suspended and are not in good academic standing with the College, but who wish to seek readmission to The College of William and Mary, must submit a petition for reinstatement to good standing to the Committee on Academic Status. Petitions should be made in advance of the semester of intended return (July 15 for fall, December 1 for spring, or April 15 for summer). For information on specific procedures, contact the Office of the Dean of Students. Reinstatement to good standing and readmission to the College are not automatic, but at the end

of certain specified periods the student is eligible to seek these considerations from the Committee on Academic Status and the Office of the Dean of Students respectively. A student who is suspended in January for academic deficiency may apply no earlier than April of the same year for reinstatement and readmission for fall. A student who is suspended in May may apply no earlier than October for reinstatement and readmission to be effective in the spring semester. It is extremely unlikely that a student who is suspended twice from the College for academic deficiencies by the Committee on Academic Status will ever be reinstated to good standing.

### **Religious Accommodations Guidelines**

The College of William & Mary urges its administrators, faculty members, and staff to be sensitive to the religious holidays of organized religions. All persons should be able to participate in the essential practices of their faith without conflict with academic requirements, as long as such practices are in accordance with state and federal regulations and consistent with safety regulations of the College. The College offers the following guidelines:

1. As soon as possible and no later than the end of the drop/add period, each student has the responsibility to inform his or her instructor of religious observances that are likely to conflict directly with classes and other required academic activities. Each student has the responsibility to arrange his or her course schedule to minimize conflicts. It is understood that when scheduling options exist for religious observances, the student has the responsibility to minimize conflicts.
2. Based upon prior agreement between the instructor and student, a student who misses a class meeting because of a scheduling conflict with religious observances should be allowed, whenever possible, to complete without penalty the work missed because of such absences. A student who is absent from a test or presentation because of the observance of a religious holiday should be able to reschedule it without penalty. Absence from a final examination requires that the examination be rescheduled through the established process for rescheduling of final examinations by the Dean of Students. Graduate students should contact the Dean of the School or his or her designee.
3. If a scheduling conflict with a student's planned absence cannot be resolved between the instructor and the student, undergraduates should inform the Dean of Students who will follow the established procedure for a class absence. Graduate students should contact the Dean of the School or his or her designee.
4. Faculty members and administrators in charge of scheduling campus-wide events should avoid conflicts with religious holidays as much as possible.

## REQUIREMENTS FOR DEGREES

The College of William and Mary confers in course the following degrees, each under the jurisdiction of the Faculty or School indicated:

### Faculty of Arts and Sciences:

Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Arts (M.A.), Master of Public Policy (M.P.P.), Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Doctor of Psychology (Psy.D.).

The M.A. is offered in American Studies, Anthropology, Biology, Chemistry, History, and Psychology. The M.S. is offered in Applied Science, Biology, Chemistry, Computer Science, and Physics. The Ph.D. is offered in American Studies, Anthropology, Applied Science, Computer Science, History, and Physics.

### School of Business Administration:

Bachelor of Business Administration (B.B.A.), Master of Business Administration (M.B.A.) and Master of Accounting (M.A.C.).

### School of Education:

Master of Arts in Education (M.A.Ed.), Master of Education (M.Ed.) Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.) and Education Specialist (Ed.S.)

### School of Law:

Juris Doctor (J.D.) and Master of Laws in Taxation (LL.M.).

### School of Marine Science:

Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.).

Additional requirements specific to the Bachelor of Business Administration degree are found in the section entitled "School of Business Administration" in this catalog. The requirements for graduate degrees are stated in the Graduate Catalog of the Faculty of Arts and Sciences or the catalogs of the individual Schools.

The undergraduate degrees of Bachelor of Arts and Bachelor of Science are liberal arts degrees. A liberal education, although it has no single fixed definition, is more than a haphazard accumulation of courses. Its essential purpose is to liberate and broaden the mind, to produce men and women with vision and perspective as well as specific practical skills and knowledge.

The major foundations on which a liberal education must be built are well recognized. For these reasons, the College requires all of its undergraduates to plan, with the help of faculty advisors and within the framework of broad general degree requirements, programs of liberal education suited to their particular needs and interests.

The general degree requirements set forth below are designed to permit a high degree of flexibility for each student in planning an individualized program of liberal education within broad basic limits. In this planning, the student and advisor should build upon the student's previous preparation. First-year students should pursue, at the highest level preparation allows, at least one study in which they have interest and competence. As early as possible such students should explore some studies with which they are unfamiliar in order to open up new interests and opportunities.

Students should take care to lay the foundations for future specialization, in college or beyond in graduate or professional school, by anticipating specific prerequisites. A liberal education presupposes certain proficiencies. Foremost among these is the ability to express oneself clearly both in

speech and writing, for clear expression goes hand in hand with clear thinking. Another invaluable foundation of a liberal education is some experience with a foreign language, at least to the point where a student begins to see the cultural as well as practical values of foreign language study. Because students entering college differ widely in their previous preparation in these respects, the proficiency requirements of the College establish only basic minimums; but such students are encouraged to proceed beyond these minimums to whatever extent their interests and abilities suggest.

The Freshman Seminar requirement provides first-year students with a substantive seminar experience that is reading, writing and discussion-intensive. The goal of freshman seminars is to initiate students into the culture of critical thinking and independent inquiry that is at the core of the undergraduate program.

The College has identified seven General Education Requirements (GERs) that each student must satisfy before graduation. GERs are each defined by a specific domain of knowledge, skill or experience that the faculty considers crucial to a liberal education. Students have a wide range of courses from which to choose to meet each of the GERs: for example, approved courses for GER 7, "Philosophical, Religious and Social Thought," are offered by at least five different departments. When combined with the thoroughness and focus brought by the student's major and the freedom of exploration brought by the elective component of the student's curriculum, the GERs help to develop the breadth of integrated knowledge that characterizes the liberally educated person.

Finally, in the area of the chosen major, every student is required to pursue in depth the exploration of a specific academic discipline or two or more related ones through an interdisciplinary major. Here the student has the fullest possible opportunities for both independent study and work in a Major Honors program, as well as for regular course work.

The Faculty of Arts and Sciences of the College determines the degree requirements for the B.A. and B.S. degrees, including the determination of the regulations governing academic standards, grading and class attendance. Obligation to its educational mission gives to the College the right and responsibility, subject to the employment of fair procedures, to suspend, dismiss or deny continuance of a student whose academic achievement does not meet established College standards.

Requirements for degrees are stated in terms of credit hours that are based upon the satisfactory completion of courses of instruction. Usually one credit hour is given for each class hour a week through a semester. A minimum of two hours of laboratory work a week throughout a semester will be required for a credit hour. A continuous course covers a field of closely related material and may not be entered at the beginning of the second semester without approval of the instructor.

## Advanced Placement, International Baccalaureate, and Credit by Examination

College Board Advanced Placement (AP): Entering students interested in receiving academic credit and/or advanced placement for college level work undertaken during high school should take the College Board Advanced Placement Examination. These examinations are graded by the College

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Entrance Examination Board on a 5 point scale. The examinations must have been taken prior to high school graduation, or within six months thereafter, but in all cases before entering William and Mary.

**International Baccalaureate Programme (IB):** Entering students who took IB examinations as part of their high school experience may present their scores for credit consideration. These examinations are graded by the International Baccalaureate Organization on a 7 point scale. The examinations must have been taken prior to high school graduation, or within six months thereafter, but in all cases before entering William and Mary.

**General Rules:** The policies in each department governing credit and/or advanced placement for scores on AP or IB examinations vary according to how the material covered by examinations fits the curriculum of the department. Members of the William and Mary faculty are actively engaged with the College Board in the development and grading of AP

examinations.

In most departments, academic credit and/or advanced placement is routinely awarded based on the test score. In some cases, the AP or IB Examinations are reviewed by faculty in the appropriate departments at William and Mary to determine whether advanced placement and/or academic credit is warranted, using the content of the College's introductory courses as a guide.

Credit received through the AP or IB program may be applied toward degree requirements, including proficiency, General Education Requirements, minor and major requirements. However, exemptions from courses may not be applied toward General Education Requirements. Only awarded credit may apply toward these.

The College of William and Mary grants credit or course exemptions in the following areas for Advanced Placement and International Baccalaureate Examinations:

Advanced Placement Exam	Score	Course and Credit Granted	Course Exemption (No Credit Granted)
APIEL (International English Language)	4 or 5	Departmental Review	Departmental Review
Art History	5	Art History 251 (3) Art History 252 (3)	
Art Studio Drawing	5	Portfolio Review for Art 211 or 212 (3)	
Art Studio: Art 2-D Design Art Studio: Art 3-D Design		Portfolio Review Portfolio Review	
Biology	5	Biology Elective (4)	Biology 220/221, 225/226
<i>If a student with an AP Biology score of 5 elects not to take Biology 220/221 and 225/226, Biology Elective may count as 4 credits toward the Biology major or minor and will count toward the GER 2B and GER 2 lab requirements. If the student takes Biology 220/221 and 225/226, Biology Elective counts as 4 credits towards general graduation requirements.</i>			
Chemistry	5	Chemistry 103 (3) Chemistry 103L (1) Chemistry 308 (3) Chemistry 354 (1)	
Chemistry	4	Chemistry 103 (3) Chemistry 103L (1)	
Computer Science A	4 or 5	Computer Science 141 (4)	
Computer Science AB	3 or 4	Computer Science 141 (4)	
Computer Science AB	5	Computer Science 141 (4) Computer Science 241 (3)	
Microeconomics	4 or 5	Economics 101 (3)	
Macroeconomics	4 or 5	Economics 102 (3)	
English Literature and Composition	4 or 5	English 210 (3)	Writing 101
English Language and Composition	4 or 5		Writing 101

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<b>Advanced Placement Exam</b>	<b>Score</b>	<b>Course and Credit Granted</b>	<b>Course Exemption (No Credit Granted)</b>
Environmental Science	5	Environmental Studies 101 (4)	
Environmental Science	4		Environmental Studies 101
Comparative Government and Politics	4 or 5	Government 203 (3)	
U.S. Government and Politics	4 or 5	Government 201 (3)	
Human Geography	4 or 5	Government 381 (3)	
European History	5	History 111 (3) History 112 (3)	
European History	4		History 111 and 112
American History	5	History 121 (3) History 122 (3)	
American History	4		History 121 and 122
World History	5	History 192 (3)	
World History	4		History 192
Latin <i>SAT II Latin Subject Test of 650 or higher will also receive 3 credits for Latin 201.</i>	5	Latin 202 (3)	
Latin	4		Latin 102
Calculus AB Calculus AB subscore – no credit or exemption	4 or 5	Math 111 (4)	
Calculus BC	4 or 5	Math 111 (4) Math 112 (4)	
Calculus BC	3	Math 111 (4)	
French Language or French Literature	5	French 206 (3) French 210 (3)	
French Language	4	French 206 (3)	
French Literature	4	French 210 (3)	
French Language or French Literature	3	French 202 (4)	
German Language or German Literature	5	German 210 (3) German 210 (3)	
German Language or German Literature	4	German 210 (3)	
German Language or German Literature	3	German 202 (3)	

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<b>Advanced Placement Exam</b>	<b>Score</b>	<b>Course and Credit Granted</b>	<b>Course Exemption (No Credit Granted)</b>
Spanish Language	5	Hispanic Studies 206 (3) Hispanic Studies 207 (3)	
Spanish Language	4	Hispanic Studies 206 (3)	
Spanish Literature	5	Hispanic Studies 207 (3) Hispanic Studies 208 (3)	
Spanish Literature	4	Hispanic Studies 208 (3)	
Spanish Language or Spanish Literature	3	Hispanic Studies 202 (3)	
Music Theory <i>Music Aural &amp; Nonaural subscore – no credit or exemption</i>	4 or 5	Music Elective (4)	Music 101
Physics B	5	Physics 107 (4) Physics 108 (4)	
Physics CM	5	Physics 101 (4)	
Physics CEM	5	Physics 102 (4)	
Psychology	5	Psychology 201 (3) Psychology 202 (3)	
Psychology	4		Psychology 201 Psychology 202
Statistics	4 or 5	Math 106 (3)	Business 231
<b>International Baccalaureate Higher Level Exam</b>	<b>Score</b>	<b>Course and Credit Granted</b>	<b>Course Exemption (No Credit Granted)</b>
Art/Design	6 or 7	Departmental Review	Departmental Review
Biology	5, 6 or 7	Biology Elective (4)	Biology 220/221, 225/226
Classical Studies	5, 6 or 7	Departmental Review	Departmental Review
Chemistry	6 or 7	Chemistry 103 (3) Chemistry 103L (1) Chemistry 308 (3) Chemistry 354 (1)	
Chemistry	5	Chemistry 103 (3) Chemistry 103L (1)	
Computer Science	5 6 or 7	Computer Science 141 (4) Computer Science 141 (4) Computer Science 241 (3)	
Economics	5, 6 or 7	Economics 101 (3) Economics 102 (3)	
English	6 or 7	English 210 (3)	Writing 101
English	5		Writing 101

<b>International Baccalaureate Higher Level Exam</b>	<b>Score</b>	<b>Course and Credit Granted</b>	<b>Course Exemption (No Credit Granted)</b>
World History	6 or 7	History 192 (3) History elective (3)	
History Americas	6 or 7	History 122 (3) History Elective (3)	
History Europe	6 or 7	History 112 (3) History elective (3)	
Mathematics	6 or 7	Math 111 (4) Math 112 (4)	
Mathematics	5	Math 111 (4)	
Music	6 or 7	Departmental Review	
French	6 or 7	French 206 (3) French 210 (3)	
French	5	French 206 (3)	
French	4	Language requirement fulfilled	
German	6 or 7	German 210 (3) German 210 (3)	
German	5	German 210 (3)	
German	4	Language requirement fulfilled	
Spanish	6 or 7	Hispanic Studies 206 (3) Hispanic Studies 207 (3)	
Spanish	5	Hispanic Studies 206 (3)	
Spanish	4	Language requirement fulfilled	
Human Geography	6 or 7	Government 381 (3)	
Philosophy	5, 6 or 7	Departmental Review	Departmental Review
Physics	6 or 7	Physics 107 (4) Physics 108 (4)	
Psychology	6 or 7	Psychology 201 (3) Psychology 202 (3)	
Psychology	5		Psychology 201 Psychology 202

### Credit by Examination

Students at the College may request academic credit for courses by examination. Interested students should petition the Committee on Degrees for permission to take an examination for credit. If the petition is granted, the department at the College in which the course is normally offered sets an appropriate examination and certifies the results to the registrar. Students may not receive credit by examination after registration for their final semester, when they are enrolled in the course at the time of the request, when upper level course work in the same subject has already begun, or when the same course has previously been failed. William and Mary does not participate in the College Board CLEP program or in the Subject Standardized Test of the United States Armed Forces Institute.

### Request to Revoke Credits Earned Before Matriculation

The Committee on Degrees will allow students to revoke college credits in mathematics and the sciences earned in high school (including AP, IB, and dual enrollment) or a previous college, if the department believes that the preparation received was inadequate to succeed in subsequent course work. No petitions will be considered without departmental approval.

## Transfer Credit

### General Rules for Transfer Credit

1. A grade of "C" (2.0) or higher is required ("C-" is not acceptable). In the case of a course taken on a Pass/Fail basis, a grade of "P" is acceptable only when the student provides a letter from the faculty member who taught the course certifying that the student's work was at the level of C or above.
2. The course generally must have been taken at a regionally-accredited institution. Consult the Registrar's Office regarding exceptions.
3. Transfer credits from institutions on the quarter system or other systems will be translated into semester credits.
4. "Equivalent" course credit is granted when the course is similar to a course presently offered for academic credit at the College. "Equivalent" transfer credits may satisfy proficiency, minor, major, and general education requirements only when they are earned pre-matriculation, or with the express pre-approval of the Committee on Degrees. One exception is that modern language courses at the 101, 102 and 201 levels may count toward satisfying the language proficiency requirement even though taken at another domestic institution. This exception applies solely to these three language course levels.
5. "Elective" course credit is granted when the course is not similar to an existing William and Mary course, but is recommended for credit by an existing academic program or department at the College. Courses granted elective transfer credit will count toward the total number of academic credits required for the baccalaureate degree, but they may not be used to meet proficiency, minor, or major requirements unless approval has been granted by the College's Committee on Degrees.
6. Transfer credit will not be granted for courses that belong in one or more of the following categories:
  - a. Correspondence courses
  - b. Courses in professional, vocational, or sectarian religious study
  - c. Courses below the level of introductory courses at the College

- d. Modern language courses that repeat the level of courses previously taken in high school or at other colleges, except if you have completed up to level III, you may receive credit for 201
  - e. College orientation courses
  - f. Courses taken in Armed Forces service schools or training programs, unless comparability with William and Mary courses can be demonstrated (DOD language institute courses, for example, may be eligible for transfer credit)
  - g. Courses taken while a student is not in good academic standing.
7. Transfer grades do not affect degree requirements, grade point average, or class rank.
  8. While there is no limit to the number of credits that may be transferred, William and Mary requires that at least 60 credit hours, including the last two full-time semesters and a minimum of 15 credits in the major, be earned in residence at the College.
  9. Courses must be at least four weeks long and must meet at least 12.5 hours per credit hour to be transferred back to William and Mary. Courses lasting six weeks or longer must meet for at least 32.5 hours for a three-credit course. Other courses will not receive permission from the Committee on Degrees unless the nature of the course and the special educational value of the course to the student's program are demonstrated.

### Transfer Credit for Newly-Admitted Students

The Office of the University Registrar is responsible for evaluating domestic transfer credit for newly admitted transfer students. Evaluation of transfer credit begins after a student has been selected for admission and has indicated an intention to enroll. Students should not assume that credit will be granted for all courses completed at their transfer institution.

**Transfer of Credits from Virginia Community Colleges and Richard Bland College:** Students transferring (not new freshmen) with an Associate of Arts, Associate of Sciences, or Associate of Arts and Sciences degree in a baccalaureate-oriented program from the Virginia Community College System or Richard Bland College are granted junior academic status (defined as at least 54 credits). An associate's degree in General Studies is not considered a baccalaureate-oriented program, unless approved as such by the State Council on Higher Education for Virginia. For a list of approved programs, contact the Office of Undergraduate Admission.

These students are considered to have completed lower-division general education requirements but still are expected to fulfill the College's foreign language proficiency and lower division writing requirement, GER 4B (History and Culture outside the European Tradition), GER 6 (Creative and Performing Arts), and GER 7 (Philosophical, Religious and Social Thought), and all major requirements. The Guide for Transfer Students from Virginia Community Colleges provides additional information and is located on the University Registrar's Office's website. Performance information concerning these transfer students will be shared confidentially with the two-year colleges from which they transfer.

New Freshmen who enter with an associate's degree earned primarily through dual enrollment credit will not be granted automatic junior status or general education requirement exemption, but they will receive credit for courses as noted in the "General Rules" section above.

**Transfer of Credit from Foreign Institutions:** Students entering William and Mary from accredited foreign universities or qualifying 13-year secondary school programs may be eligible to receive academic transfer credit. In order to request transfer credit, the student must request a transfer credit report from the American Association of Collegiate Registrars and Admission Officers (AACRAO) which will be reviewed by the Office of Academic Advising. Courses must be a good match to the William and Mary curriculum to transfer. At the time of application for admission, students with such credit should send to AACRAO an application (a link to this is found on the Admission Office website), along with the requested fee and academic credentials. Students should send a translated syllabus of every course to the W&M Office of Academic Advising by June 1.

### Studying Away from the College after Matriculation

Once a student matriculates at the College of William and Mary, transfer credit for work taken elsewhere (post-William and Mary matriculation) is only granted with pre-approval and under very special circumstances. Students must be in good standing at William and Mary, both academically and judicially, in order to request or receive approval of transfer credit. Courses taken elsewhere post-matriculation at William and Mary may not be used to satisfy major, minor, proficiency, or GER requirements without specific pre-authorization from the Committee on Degrees.

**Study Abroad:** William and Mary students who wish to participate in a Study Abroad program must register with the Global Education Office in the Reves Center for International Studies. Special circumstances apply:

1. Pre-approval of transfer credits by the academic departments is required for all study abroad programs except the William and Mary “faculty-led” or “faculty-assisted” programs. The transfer credit pre-approval process should be completed before the student’s participation in the program abroad; find the form on the Reves Center’s website.
2. While abroad, students must enroll in at least 12 credits per semester (full-time status is required). A maximum of 18 credit hours per semester may be earned.
3. For non-William and Mary “faculty-led” or “faculty-assisted” programs, an official transcript must be sent to the University Registrar’s Office immediately upon completion of the program. Transfer credits are only granted upon receipt of the official transcript, and for classes in which a “C” grade or higher is earned.
4. For pre-approved Study Abroad credit only, earned credits may count towards a major, minor, or elective. When a direct equivalency cannot be preapproved, courses transferred from Study Abroad may only apply to major or minor requirements with specific approval from the Committee on Degrees.
5. Students cannot satisfy GERs abroad except on William and Mary “faculty-led” or “faculty-assisted” programs where the course is designated as a GER in this catalog. For non-William and Mary “faculty-led” or “faculty-assisted” programs, students must petition the Committee on Degrees upon their return to have other courses taken abroad considered for the fulfillment of GER 4 or 5; other GERs cannot be satisfied on non-William and Mary “faculty-led” or “faculty-assisted” programs. To be approved, the course must meet the criteria of the GER, must deal substantially with the country or region where the student studied, and must come with departmental post-approval.

6. Grades are not posted on the William and Mary transcript, nor calculated into a student’s GPA, unless the courses were taken on a William and Mary “faculty-led” or “faculty-assisted” program.

**Domestic Study Away:** William and Mary students who wish to enroll full-time in a specific academic experience (e.g., “New York City Term”) offered by another U.S. institution may request certification as “Domestic Study Away.” In this status, the student remains an active William and Mary student and may be able to use financial aid for tuition if a “consortium agreement” can be created (consult the Financial Aid Office for information). The approval process must be completed by the last day of classes for the term before the Domestic Study Away. See the Registrar’s Office website for the form and instructions.

**Take Courses Elsewhere-Summer:** During the summer, students may take courses at another institution while between academic terms at William and Mary. Before enrolling at the other institution, the student must complete the “Permission to Take Courses Elsewhere – Summer Session” form on the Registrar’s Office website. It must be approved and submitted prior to the last day of spring classes. A maximum of 16 credits may be transferred for work taken during one summer.

**Take Courses Elsewhere-Fall/Spring:** During the regular academic term (Fall, Spring), students are expected to enroll full-time (unless otherwise approved) at William and Mary with a minimum of 12 credits. If personal circumstances or opportunities require the student to leave Williamsburg, but the student wishes to take courses while away, the student must first withdraw from the college through the Dean of Students Office, and then complete the “Permission to Take Courses Elsewhere – Fall/Spring Semester” form. In addition to completing the form, students seeking major, minor, proficiency, or GER credit must petition the Committee on Degrees, and students seeking internship credit must petition the Dean of Undergraduate Studies. Pre-approval must be received before the student enrolls at the other institution. Links to both of these can be found on the Registrar’s Office’s website. The student must be readmitted to the college by the Dean of Students Office before transfer credit is posted to the record.

## Requirements for the Baccalaureate Degree

### I. General Requirements

One hundred and twenty credit hours are required for graduation. Students must earn a minimum grade point average of 2.0 for all courses at William and Mary for which they receive grades of A, B, C, D or F. Students also must earn a minimum grade point average of 2.0 for all courses in their fields of major.

Students must fulfill the general degree requirements in effect at the time of their matriculation at the College and the major requirements set forth in the catalog when the major is declared. Students who fail to graduate within six calendar years of the date of entrance to the College relinquish the right to graduate under the requirements set forth in the catalog at the time of entrance and major declaration, and must fulfill the requirements set forth in the catalog under which they re-enter the College as a degree candidate for the final time prior to graduation. If a student has not been enrolled at the College for five calendar years or more since the end of the last semester of registration at William and Mary, the student’s record is subject to re-evaluation under regulations available in the Office of the Dean of Undergraduate Studies. Once a student’s degree has been conferred, the academic record is closed and it cannot be changed or amended.

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### Credit Hour Residency Requirement

No degree will be granted by the College until the applicant has completed a minimum of 60 credit hours in residence at the College. This period must include the last two full-time semesters in which credits counted toward the degree are earned. A minimum of 15 credit hours in the major must be taken in residence at the College.

### Ten Semester Rule

A student must complete degree requirements within 10 semesters. A fall or spring semester during which a student attempts 12 or more academic credits counts as one semester under the 10 semester rule. The number of credits attempted through summer session (at W&M or elsewhere), transfer credits earned since graduation from high school, and approved underloads are added together and divided by 15, the normal course load during a regular semester. For example, six hours attempted during Summer Session count as 6/15 of a semester. Credits earned through grades of "W", "I", and "G" are included in this calculation. AP, IB, and dual enrollment credits, as well as courses for which a student received an approved medical withdrawal, do not apply toward the 10 semester rule. As long as 10 full semesters have not been completed, a student may take a regular academic load (as well as an approved overload) in fall or spring or up to 16 credits in summer session.

### Forty-Eight Hour Rule

Of the 120 credit hours required for graduation for a B.A. or B.S. degree with an Arts and Sciences major, no more than 48 credit hours may be applied in a single subject field. Although students may earn more than 48 credit hours in a single subject, a minimum of 72 credit hours must also be earned in other subject fields. For example, if an English major has 55 credit hours in English, then she or he will have to earn a total of 127 credits to graduate.

[Exceptions to the 48 hour rule occur in East Asian Studies (consult the Catalog section, "Global Studies"); for students declaring a major in Art, not Art History (consult the Catalog section, "Department of Art and Art History"); for students pursuing a Bachelor of Business Administration, at least 60 credit hours must come from Arts and Sciences academic subjects (consult the Catalog section, "School of Business Administration"); for students pursuing a secondary curriculum in Education, no more than 35 credits in Elementary Education or 30 credits in Secondary Education may be applied toward the 120 credits required for a degree (one exception to this rule can be found under the School of Education Study Abroad Program).]

### Credit Hour Limitations in Dance, Applied Music, Military Science, Physical Activities, and Statistics

#### Dance

Although students may take as many credits as they wish of dance technique and Performance Ensemble (Dance 111, 112, 115, 211, 212, 213, 214, 261, 262, 264, 311, 312, 321, 322, 411, 412), a maximum of 14 credits may be applied toward the 120 credits required for a degree for those not minoring in Dance. For students minoring in Dance, a maximum of 16 credits of these courses may count toward the 120 credits. This limit does not include other Dance Program courses, such as dance history, freshman seminars, composition, practicum, independent projects, or Alexander Technique.

#### Applied Music

While students may take as many credits as they wish of applied music lessons and ensemble, a maximum of 14 credits may be applied toward the 120 credits required for a degree for those not majoring in Music.

#### Military Science

Students may not apply more than eight Military Science credits toward the 120 credits needed for graduation.

#### Physical Activity

Students may not apply more than four Kinesiology activity credits toward the 120 credits needed for graduation. Kinesiology majors are eligible to utilize a maximum of six activity credits toward graduation.

#### Statistics

Several departments offer introductory statistics courses: The School of Business Administration (BUAD 231), the departments of Economics (ECON 307), Kinesiology (KINE 394), Mathematics (MATH 106 and 351), Psychology (PSYC 301), and Sociology (SOCL 353). No more than two of these introductory statistics courses may be counted toward the 120 hour degree requirement.

#### Notice of Candidacy For Graduation

Students who intend to graduate from the College must submit a Notice of Candidacy form to the Office of the University Registrar one calendar year prior to graduation. (For example, students who plan to graduate in May 2011 should file no later than May 2010.) Forms are located on the Registrar's web site at [www.wm.edu/registrar/](http://www.wm.edu/registrar/).

#### Requests for Exemption

Students requesting exemption from any of the requirements for the degrees of B.A. and B.S. must petition the Committee on Degrees. Students who wish to initiate a petition should contact the Office of the Dean of Undergraduate Studies, Faculty of Arts and Sciences. Petition forms are available on the website of the Dean of Undergraduate Studies at <http://www.wm.edu/fas/studentdocs.php>.

## II. Course Specific Requirements

### A. Foreign Language Proficiency

Students are required to demonstrate proficiency in a foreign language commensurate with the 202 level at William and Mary. Completion of the foreign language requirement is accomplished in several ways;

- completion of Level IV in high school of an ancient or modern foreign language;
- a score of at least 600 on the College Board SAT II subject test in a modern foreign language or 650 on the test in Latin;
- completion of a college language course taught in the original language at or above the 202 level.

In order to demonstrate proficiency in a modern foreign language not currently offered at William and Mary, students may petition to the Chair of Modern Languages. Petition forms may be obtained from the secretary of Modern Languages. Among the ancient languages in which one may demonstrate proficiency at William and Mary are Latin, Greek, and Biblical Hebrew. Students who wish to take a placement examination in Classical Greek or Biblical Hebrew should contact the Department of Classical Studies. Students may discuss with the Chair of Classical Studies the possibility of demonstrating proficiency in other ancient languages.

Unless students have completed the fourth year level in high school of a single ancient or modern foreign language, or demonstrate proficiency by achieving scores of 600 on the College Board SAT II Subject Test in French, German, Russian or Spanish, or scores of 650 on the Test in Latin, they must satisfactorily complete a fourth semester course (or above) and all necessary prerequisites in a language in college. The fourth semester course, as well as prerequisite courses taken since matriculation at the College, may not be taken on a pass/fail basis. The student may fulfill the foreign language proficiency through study abroad if 1) prior approval for the course has been obtained from the Department of Modern Languages and Literatures, and 2) the course is taken in a country where the language is the official language. The following additional placement rules apply to modern languages:

Placement in modern languages by years of high school study:

1. If you have completed Level I, you should enroll in 101 or 102.
2. If you have completed Level II, you should enroll in 201.
3. If you have completed Level III, you should enroll in either 201 or 202.
4. If you have completed Level IV or V, you should enroll in courses above 202 (e.g. French 151 or 210; German 205 or 208, Hispanic Studies 151 or 207, etc.).

Credit will not be given for modern language courses that, using the formula of one high school year equals one college semester, repeat the level of courses taken in high school.

The following additional placement rules apply to Latin:

A student **who wishes to continue in Latin** at The College of William and Mary should see the Classical Studies department for specific requirements and placement. Following The Classical Studies department normally offers placement examination at the beginning of the fall semester. The exam will be offered in the spring term only to qualified students who have a reasonable expectation of placing into upper-level Latin by virtue of prior successful completion of advanced Latin courses elsewhere. and can be taken at any point in a student's undergraduate career.

The Department of Classical Studies does not allow self-placement under any circumstances.

For placement credit under Advanced Placement scores, see catalog section on "Advanced Placement."

Transfer credit will not be given for modern language courses that, using the formula of one high school year equals one college semester, repeat the level of courses taken in high school. For example, students with 4 or 5 years of high school study of French or Spanish who took the equivalent of 201-202 at the transfer institution will not receive credit for those courses at William and Mary. Transfer students with 4 or more years of high school study in one language, however, will be considered to have completed the language requirement and may enroll in appropriate courses above the 202 level.

Students with documented learning disabilities, aural/oral impairments or other disabilities that make the study of a foreign language impossible or unreasonably difficult should consult with the Assistant Dean of Students for Disability Services upon matriculation and, if appropriate, petition the Committee on Degrees to modify the foreign language requirement. Guided by test results and the recommendations of professionals, the committee may allow the substitution of other appropriate courses. Except under extraordinary

circumstances, substitution of courses will not be approved after pre-registration for the senior year. Selection of the courses must be made in consultation with the Dean of Undergraduate Studies, Arts and Sciences. These courses cannot be used to satisfy any General Education Requirements or a minor or major requirement. They may not be taken using the Pass/Fail option.

## B. Writing Proficiency

**i. Lower-Division Writing Requirement:** All students must satisfactorily complete with a grade of C- or better, normally by the end of their first year at the College, a one-semester course in writing — Writing 101 or a freshman or university seminar designated "W" or another lower-division course designated "W". The only exemptions to this requirement are through AP, IB, or transfer credit (see appropriate catalog sections).

**ii. Major Writing Requirement:** In addition, all students must satisfy the Major Writing Requirement described by each department, program, or school. Students must satisfy the lower-division writing proficiency requirement before attempting the Major Writing Requirement. If the department, program, or school specifies a graded course or courses to satisfy the requirement, the student's grade(s) in that course or those courses must be C- or better. The purpose of the Major Writing Requirement is to ensure that students continue to develop their ability to write in clear, effective prose, which contains sustained and well-developed thought. The Major Writing Requirement must provide students with a series of opportunities to practice their writing, especially as commented upon by an instructor. Each student is expected to complete the writing requirement before the beginning of the graduating semester, normally during the junior and senior years; where the requirement may be met through a Major Honors paper, a senior paper, or the like, it may be completed as late as the end of the graduating semester. When a student has a double major, the requirement applies in each major.

## C. Digital Information Literacy Proficiency

The purpose of the Digital Information Literacy (DIL) proficiency is to ensure that all students, upon matriculation at the College, have a basic understanding of digital information, how it is processed, and how to use it judiciously. To assess that basic understanding, all incoming freshmen, as well as newly admitted transfer students with fewer than 39 credit hours earned since graduation from high school, must take and pass with a grade of C- or better the DIL exam. The exam consists of questions dealing with how computers process digital information; communicating using computers; security and privacy issues; analyzing research needs; finding information electronically; evaluating the information found; and information ethics. Those students failing to take and/or pass the exam by the end of the third week of classes after matriculation must enroll in and pass with a C- or better INTR 160, Digital Information Literacy.

## D. Major Computing Requirement

All students must satisfy a Major Computing Requirement. Each department and program or school has described how the Major Computing Requirement is fulfilled. Consult the catalog section for the appropriate department or program.

**E. Freshman or University Seminar Requirement**

Each entering undergraduate student is required to pass one freshman seminar in the first year at the College. The only students who are exempt from this requirement are transfer students who enter the College with at least 24 credit hours earned since graduation from high school, which have been accepted for credit at The College of William and Mary. All freshmen must take the seminar in their freshman year. Freshman seminars are usually numbered 150 and are offered in most departments and programs. Freshman seminars designated "W" may be used to satisfy the lower-division writing requirement when the student earns a C- or better.

**F. General Education Requirements (GERs)**

Undergraduate students are required to fulfill the seven General Education Requirements (GERs) as given below. GER courses must be either three or four credit courses, except for courses used to fulfill GER 6, which can be one, two, three, or four-credit courses. A single course may fulfill, at most, two GERs and may also be used to fulfill major, minor, and/or proficiency requirements. Courses used to satisfy GERs may not be taken Pass/Fail except for those courses designated by the College as Pass/Fail courses, such as physical activity courses in the Department of Kinesiology.

Students may satisfy one or more of the GERs by receiving credit for a GER course through Advanced Placement (AP) or International Baccalaureate (IB) test scores, or by receiving transfer credit if the course is taken prior to enrolling at the College. GERs 4 and 5 may be satisfied through study abroad if approval for the course has been received from the Committee on Degrees. To be approved, the course must meet the criteria of the GER and must deal substantially with the country or region where the student is on the study abroad program. For additional information, see <http://www.wm.edu/fas/undergraduate/studentforms.php>.

For GER 6 only, an exemption (without credit) may be granted if a student is exempt from a course that satisfies GER 6 or if he/she has met the exemption criteria, as defined by the affected departments. Current exemption criteria are available from the Office of the University Registrar. For all other GERs, exemption (without credit) from a course that satisfies the GER does not result in fulfillment of the GER. All exemptions from GER 6 must be attempted and completed within a student's first two years in residence at the College.

**GER 1 Mathematics and Quantitative Reasoning (one course)**

Courses offered by the College in fulfillment of GER 1 develop computational techniques in the context of problems that are pertinent to the experience and training of the students. The settings of these problems are recognizable to an informed non-mathematician. The problems themselves require mathematical tools for their analysis. Courses offered by the College in fulfillment of GER 1:

1. involve numerical calculations;
2. include mathematical justifications explaining why the approaches and calculations used in the course actually work; and
3. include applications of mathematics to real-world settings or to disciplines other than mathematics.

**GER 2 Natural Sciences (two courses, one of which is taken with its associated laboratory)****2A Physical Sciences (one course)****2B Biological Sciences (one course)**

GER 2 courses introduce students to the enduring scientific principles that underlie many of the important issues of their times and foster an appreciation of how science relates to our wider culture. Because these issues can change over the course of a lifetime, students are given a foundation that prepares them to further educate themselves. Such a preparation provides the student not only with factual information, but also with:

1. a body of knowledge within a particular scientific discipline; and
2. an appreciation of the broader context for that knowledge.

**GER 3 Social Sciences (two courses)**

GER 3 courses are designed to introduce students to the systematic observation and analysis of human behavior and interaction. Social scientists observe, describe, analyze, and try to predict and explain human behavior, including psychological processes. GER 3 courses should teach students basic concepts, key theories and methods, and important findings of social science research.

**GER 4 World Cultures and History (one course in category A, one course in category B and one additional course in either category A, B or C)**

To satisfy this requirement, a student must take one of the following combinations of GER 4 courses: AAB, ABB or ABC.

**4A History and Culture in the European Tradition****4B History and Culture outside the European Tradition****4C Cross-Cultural Issues**

The World Cultures and History GER introduces students to major ideas, institutions, and historical events that have shaped human societies. GER 4 courses have the following features:

1. They are courses covering more than one period, or covering critical periods, or movements which are designed primarily to explore topics, issues, or themes (as opposed to teaching the methods/theories of a discipline);
2. They are informed by an historical perspective (in the sense of addressing the changes in institutions, movements, or cultural practices);
3. They emphasize critical events, institutions, ideas, or literary/artistic achievements; and
4. Using disciplinary or interdisciplinary theoretical frameworks, they focus on a European or a non-European tradition, or explore topics comparatively across traditions.

**GER 5 Literature and History of the Arts (one course)**

A liberally educated person should possess knowledge of important and influential forms of literary or artistic achievements, and how those achievements should be understood in their cultural contexts. For that purpose, GER 5 courses introduce students to:

1. at least two major forms, genres, eras, cultures, or movements; or
2. at least two methods of analysis of art or literature.

All GER 5 courses provide students with the vocabulary of the discipline and teach them to apply the appropriate methodologies for critical analysis.

**GER 6 Creative and Performing Arts (two credits in the same creative or performing art)**

Many GER 6 courses are two or three-credit courses. In the case where one-credit courses are used to satisfy this requirement, the courses must be in the same performance medium. For example, to satisfy this requirement, a student could take two individual one-credit Music performance courses in voice or in one particular instrument (these must also be in the same vocal or instrumental style if Music offers more than one category), two semesters of the same ensemble course, or two Kinesiology courses in the same performance medium. However, a student could not satisfy this requirement by taking a one-credit Music performance course of beginning guitar and a one-credit course of beginning oboe, or one semester of classical piano and one semester of jazz piano. The purpose of GER 6 is to understand the artistic process. Accordingly, by actively involving students in exercises that require artistic choices, GER 6 courses aim for an experience-based understanding of how the artist communicates. A course that satisfies GER 6 requires a student to begin to understand an art at the foundation level through artistic activities involving each of the following: developing their artistic skills; and applying the principles of the art through projects and/or exercises.

**GER 7 Philosophical, Religious and Social Thought (one course)**

GER 7 courses take a critical view of important and influential approaches to philosophical, religious, or social thought. Not only does the course deal with matters of enduring concern to human life, such as meaning, value, justice, freedom and truth, but it also aims at cultivating reasoned analysis and judgment in students who take it. GER 7 courses address three distinct areas:

1. Basic norms or values;
2. Questions of justification of norms and values;
3. Student acquisition of critical skills.

**G. The Major**

Declaring a major assures students of an advisor in their department or program (and thus important advice on course selection), as well as an advantage in registering for courses in some majors. A student may declare a major after completion of 39 credits. Declaration of a major is required of students with 54 credits. Students who matriculated with AP, IB, or dual enrollment credits, however, may wait until they have earned 39 credits since high school graduation. Transfer students entering with 54 or more credits may delay major declaration until the end of their first semester at the College. Interdisciplinary & International Studies majors must be added no later than before pre-registration in the final semester of the junior year.

Students intending Arts and Sciences majors officially record a major through their academic department/program and the Office of the University Registrar. A student may change a major at any time by using the same process. Students planning majors in the Schools of Business or Education must apply and be admitted. Check the Business and Education sections of the catalog for prerequisites and admissions criteria.

Students may declare one major, or two majors, or one major and one minor. If there are two majors, one must be designated as primary. Degrees are based on the primary major. College policy prohibits the award-

ing of a second baccalaureate degree; completion of two majors does not constitute completion of two degrees. A maximum of two courses can be counted toward both of two majors or toward a major and a minor.

The Bachelor of Arts degree is offered in American Studies, Anthropology, Art and Art History, Chinese Language and Culture, Classical Studies, Economics, English Language and Literature, French, German, Government, Hispanic Studies, History, Interdisciplinary Studies, Global Studies, International Relations, Kinesiology, Music, Philosophy, Psychology, Public Policy, Religious Studies, Sociology, Theatre, and Women's Studies. The Bachelor of Science degree is granted in Biology, Chemistry, Computer Science, Geology, Kinesiology, Mathematics, Physics, and Psychology. Candidates for the B.S. degree with a primary or only major in Kinesiology or Psychology must successfully complete, in addition to the GER1, 2A and 2B requirements, three other courses in any combination of Biology, Chemistry, Computer Science, Geology, Mathematics, or Physics.

Up to 48 semester credits in a single subject field may be applied to the 120 credits required for a degree. Students may have more than 48 credits in a single subject field, but they must earn a minimum of 72 credits in other subject fields. For example, a student with 55 credits in English, must earn a total of 127 credits (including 72 non-English) to be graduated. Students may not apply more than 60 credits of Business, more than 35 credits in Elementary Education, or more than 30 credits in Secondary Education toward the 120 credits needed for a degree. Art and East Asian Studies majors and students studying Education abroad who meet specific criteria may petition for exceptions. See the appropriate chairs or program directors.

Interdisciplinary majors administered by the Charles Center on Honors and Interdisciplinary Studies are Linguistics, Literary and Cultural Studies, and Medieval and Renaissance Studies. Interdisciplinary majors that are self-administered are American Studies, Black Studies, Environmental Science and Policy, Neuroscience and Women's Studies. Applications and details on degree requirements and policies are available in the appropriate department offices.

**Minors:** In addition to the required major, a student may elect to pursue a program of studies designated as a minor. A minor consists of 18-22 credit hours of courses approved by a department or program. Courses completed for a minor may also satisfy GER requirements. None of these courses may be taken on a Pass/Fail basis. A student must earn at least a 2.0 grade point average in the minor. Information about specific minors can be obtained from the appropriate department or program. A maximum of two courses may be counted toward both a major and a minor. A student who intends to complete a minor must officially declare the minor with the department or program, then take the Declaration of Minor form to the Office of the Registrar. The Declaration of Minor form must be filed with the Office of the University Registrar no later than six weeks prior to graduation. A student who declares two majors may not declare a minor.

**III. Honors and Special Programs**

**Departmental Honors**

The Department Honors program, administered by the Roy R. Charles Center, provides special opportunities through independent study for the intellectual stimulation and de-

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velopment of superior students in certain departments and interdisciplinary programs. Participating departments and programs include Africana Studies, American Studies, Anthropology, Art and Art History, Biology, Chemistry, Classical Studies, Computer Science, Economics, English, Environmental Science and Policy, French, Geology, German, Global Studies, Government, Hispanic Studies, History, Interdisciplinary Studies, International Relations, Kinesiology and Health Sciences, Literary and Cultural Studies, Mathematics, Music, Neuroscience, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Sociology, Theatre, Speech and Dance, and Women's Studies.

For more detailed statements of departmental requirements, consult catalog entries by department and separate instructions issued by each department. For further information about Department Honors, consult the Charles Center website at <http://www.wm.edu/charlescenter/>.

### **Eligibility and Admission to the Department Honors Program: Eligibility is contingent upon the following criteria.**

1. a 3.0 cumulative grade point average, or
2. a 3.0 grade point average for the junior year alone, or
3. special permission of the Committee on Honors and Interdisciplinary Studies, which will consider appeals only when initiated by the department as well as by the student in question.

Students who wish to pursue Honors work and who have good reason to believe that they will qualify, based on the criteria above, should declare their interest as early as possible to the chair of their department. Such declaration should be made in the spring semester of the junior year.

Students will be admitted to candidacy when: (1) their written thesis or project proposal is accepted by a departmental committee, preferably by the last semester of their junior year but no later than the end of the add/drop period during registration for the first semester of their senior year; (2) their candidacy is accepted by a departmental committee subject to considerations of teaching staff availability; (3) their eligibility is certified by the Director of the Charles Center.

### **Minimum Requirements for a Degree with Honors**

1. Satisfactory completion of a program of reading and research supervised by a faculty member designated by the chair of the student's major department. Six hours of credit in a course designated 495-496 in each department offering Honors shall be awarded each student satisfactorily completing the program.
2. Satisfactory completion of the general requirements for the degree of B.A. or B.S.
3. Presentation of a completed Honors thesis: A copy of the completed Honors thesis in a form that is acceptable to the major department must be submitted to each member of the student's Examining Committee two weeks before the last day of classes of his or her graduating semester. (See below: Examining Committee)
4. Satisfactory performance in a comprehensive examination on the thesis and related background. The examination may be oral or written or both.

### **Examining Committee**

1. Each comprehensive examination shall be set and judged and each Honors essay or project shall be judged by an examining committee of not less than three members, including at least one member of the faculty of the candidate's major department and at least one faculty member from another department.

2. During the first month of the candidate's final semester, examining committees shall be nominated by the chair of the department and approved by the Director of the Charles Center.

The award of "Honors," "High Honors," or "Highest Honors" shall be determined by the student's examining committee, except in the departments of Biology, Computer Science, Chemistry, Economics, Government, International Relations, Kinesiology and Health Sciences, Literary and Cultural Studies, Mathematics, Neuroscience, Physics and Public Policy, which grant the single award of Honors in Research. The committee shall take into account the recommendation of the advisor as well as its own judgment of the examination and essay or project.

### **Unsuccessful Honors Projects**

1. If it becomes evident before the end of the first semester that the student will not complete the project, the student and the supervising faculty member must either (1) withdraw the student from Honors 495; or (2) change the Honors 495 designation to an appropriate alternative, such as independent study, by contacting the Charles Center.
2. If the project continues into the second semester and it then becomes evident that the project will not be completed by the submission deadline (two weeks before the last day of classes of the student's graduating semester), the student and the supervising faculty member must either: a) change Honors 495 and 496 to appropriate alternatives (in most cases, independent study) by contacting the Charles Center; or b) declare an incomplete, which can only be done in extraordinary circumstances and with departmental approval. The student and advisor must agree to firm new deadlines for the thesis and the defense and must submit these deadlines to the Committee for Honors and Interdisciplinary Studies.
3. If, upon completion of the oral defense, the examination committee determines that the thesis does not merit Honors, the committee must change Honors 495 and 496 to appropriate alternatives and award the student grades for these courses.

Thus, under no circumstances may Honors 495 and/or 496 remain on the transcript of a student who is not awarded Honors by the examining committee.

### **Graduation Honors**

**Latin Honors:** To recognize outstanding academic achievement, the College awards degrees cum laude, magna cum laude and summa cum laude. The overall grade point average required for a degree cum laude is 3.50, for a degree magna cum laude 3.65, and for a degree summa cum laude 3.80. This honor is noted on the student's diploma and on the academic transcript.

**Department Honors:** The Department Honors program provides special opportunities through independent study for the intellectual stimulation and development of superior students in certain departments and interdisciplinary programs. Students in this program may, as the result of distinguished work, be awarded a degree with "Honors," "High Honors" or "Highest Honors" (except in the departments of Biology, Computer Science, Economics, Government, International Relations, Kinesiology and Health Sciences, Literary and Cultural Studies, Mathematics, Neuroscience, Physics, and Public Policy which grant the single award of Honors in Research). This honor is noted on the student's academic transcript.

## Internships for Credit

An internship agreement must be completed with signatures of the student, evaluating faculty member, and any external supervisor. These are to be filed in the Office of the Dean of Undergraduate Studies before the student begins the internship. There will be no consideration of academic credit without an internship agreement.

Qualified students, usually in their junior or senior year, may receive credit from cooperating departments for an approved program that provides an opportunity to apply and expand knowledge under expert supervision in an on- or off-campus position. These internships should provide a structured learning experience and must be approved in advance by the department and evaluated by a William and Mary faculty member. Academic credit is awarded for a project that incorporates the hands-on experience of the internship, but also includes an analytic or research component, and a final, written report. Individual departments determine the number of credits in an academic internship that may count toward the minimum number of credits required in a major. Normally three credits are awarded, but in exceptional and approved cases a department may award more. No more than six credits in academic internships may be applied to the 120 credits required for graduation.

Students undertaking internships that will take them away from campus for a semester or year should notify the Office of the Dean of Students before beginning the internship. International students who anticipate receiving payment should contact the Global Education Office at the Reves Center concerning visa requirements. For general information and counseling about internships contact the Office of the Dean of Undergraduate Studies, Ewell Hall 124.

## Non-Credit Internships

Students interested in pursuing non-credit internships may apply through the Office of Career Services (123 Blow Memorial Hall) for participation in the Local Internship Program. Placements are available in law firms, medical offices, museums, social service agencies, businesses, schools, investment firms, publishing groups, public relations offices, technology companies, and science labs. Opportunities for summer internships are also available through the Office of Career Services. Some internships are listed directly with Career Services and the office provides students access to a database of nearly 20,000 opportunities in a broad range of fields and locations. Staff members in the Office of Career Services are available to counsel students concerning internship and other career-related opportunities.

## Pre-Professional Programs

Students may follow programs at William and Mary within a liberal arts framework that will prepare them for study in dentistry, engineering, forestry, medical technology, medicine and veterinary medicine. Students who are interested in pre-professional programs should plan their programs in consultation with their advisors.

## Pre-Medical and Pre-Dental Programs

There are no specific pre-medical or pre-dental programs at William and Mary. Students preparing for admission to medical or dental school may choose to major in any department. Although medical and dental schools in general have no preference as to the major field of undergraduate study, they do believe that the student should pursue a coherent program with some depth. The foundation of medicine and dentistry

is the natural sciences. All medical schools and most dental schools include in their admission requirements four years of laboratory science courses: biology, inorganic chemistry, organic chemistry and general physics. At William and Mary, these courses are Biology 225/226 and 220/221; Chemistry 103/151, 206/252, 307/353 and 308/354; Physics 101-102 or 107-108 (Chemistry and Physics majors take 101-102). One year of Mathematics (Chemistry and Physics majors take calculus) is also recommended. Science courses in addition to these minimal requirements are required by some schools and viewed with favor by many others. One year of English is required by many schools. A "W" freshman seminar can be used towards this requirement. The English Department recommends that freshmen and sophomores who do not intend to become English majors take English 210; juniors and seniors are encouraged to take English 352, 363, or 364. In any case, students' choices of courses should be balanced and should reflect their overall intellectual development.

Because medical schools begin to reach decisions on applicants for admission early in the senior year on the basis of records established at that time, it is advantageous that the minimal required science courses be completed in the first three years. All pre-medical students are encouraged to seek academic guidance early in their careers through scheduled consultations with Prof. Beverly Sher in the Department of Biology. Students should contact her directly via email at [btsher@wm.edu](mailto:btsher@wm.edu) to schedule appointments.

## Combined Degree Programs

Academic programs of students who participate in any combined degree program must be approved in advance by the Committee on Degrees. All William and Mary degree requirements are applicable to students in the 3:2 program. All GER and Proficiency requirements must be completed at William and Mary. Students must have at least an overall 2.0 GPA and at least a 2.0 GPA in courses taken at William and Mary toward the fulfillment of major requirements. Elective hours toward the major may be completed elsewhere but students must earn as many credits toward the major as required if they were completing all degree requirements at William and Mary. The chair of the department in which the students are concentrating will determine which courses elsewhere will count toward the William and Mary major requirements if they happen to be in other subject fields. Students must have earned 120 hours including at least 60 hours at William and Mary, before a degree is granted.

### Engineering Schools:

William and Mary has "combined plans" with the engineering schools of Columbia University and Rensselaer Polytechnic Institute. Under the "3:2 plan," a student spends three years at William and Mary and two years at the engineering school and receives a bachelor's degree from William and Mary in their primary major as well as a bachelor's degree in engineering from the affiliated school. For all engineering programs, the following courses should be completed by the end of the junior year:

- Mathematics 111, 112, 212 or 213
- PHYS 101, 102
- CHEM 103
- CHEM or PHYS introductory lab
- CSCI 141
- ECON 101 or 102
- WRIT 101 or equiv
- All GER courses

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Specific engineering programs typically have several additional required courses. Though a student can in principle choose any desired major while at William and Mary, most of the courses listed above are also required for math and science majors at the College.

Students accepted into these 3:2 programs will typically have grades of A and B in their science and mathematics courses with a minimum overall average grade of B. Students are guaranteed admission with housing at Columbia University if the above prerequisites are met.

For more information, please consult Professor Todd Averett (tdaver@wm.edu) in the Physics Department.

## FIELDS OF MAJOR, SUBPROGRAMS AND COURSE DESCRIPTIONS

The material that follows describes, in alphabetical order, the requirements for major in the various field and subprograms offered by the College according to the department and schools offering them. The chapters also include the undergraduate course offerings of the departments, schools and particular programs listed according to course number. Courses that can be taken to fulfill general education requirements are indicated by the symbols described below.

Also described in the chapters are the basic requirements for Major Honors in each program.

### Explanation of Course Descriptions

- GER) This course satisfies general education requirements.
  - (Lab) This course satisfies the GER 2 laboratory requirement when taken with an associated course.
  - (\*) Starred courses may be taken only with the consent of the instructor.
  - (†) Daggered courses may be taken only with the consent of the chair of the department or dean of the school concerned.
- A hyphen between course numbers (101-102) indicates a continuous course—the two parts of which must be taken in numerical order (i.e., the first course is a pre-requisite for the latter).
  - A comma between course numbers (101,102) indicates two closely related courses which need not be taken in numerical order.
  - Please note that courses involving labs do not necessarily satisfy general education requirements.
  - Courses involving laboratory or studio activity are so labeled. All others are classroom courses.
  - The credit hours for each course are indicated by numbers in parentheses.

## Faculty of Arts and Sciences Departments of Instruction

### Africana Studies

ADVISORY COMMITTEE: **Abegaz** (Program Director, Economics), **Allegro** (History), **Backer** (Government), **Blakey** (Anthropology), **Braxton** (English), Chambers (Education), **Charity Hudley** (English/Linguistics), **Compan-Barnard** (Modern Languages and Literatures), **Ely** (History), **Gavaler** (Theater, Speech and Dance), **Glenn** (Theater, Speech and Dance), **Green** (Theater, Speech and Dance), **Gundaker** (Anthropology/American Studies), **Katz** (Music), **La Fleur** (History), **McLendon** (English), Medevielle (Modern Languages and Literatures), **Murchison** (Music/Africana Studies), **Norman** (Anthropology), **Pinson** (English), **Phillips** (History), **Pope** (History), **R. Price** (Anthropology/History/American Studies), **S. Price** (Anthropology/American Studies), **Selassie** (Law), **Smith** (Anthropology), **Tanglao-Aguas** (Theatre, Speech, and Dance), **Vinson** (History), **B. Weiss** (Anthropology), and **M. Weiss** (English). VISITING: **Edwards-Ingram** (Anthropology), **Maris-Wolf** (Omohundro Institute), **Osiapem** (English and Africana Studies), and **Sanford** (Africana Studies).

The Africana Studies (AFST) major employs rigorous interdisciplinary and comparative approaches for the study of over one billion people of African descent, a fifth whom are in the Diaspora. The central mission of the program is to prepare students for lifelong learning, graduate study in various fields, and careers in private and public organizations across the globe.

The AFST curriculum engages students in a critical examination of the intellectual, political, economic and cultural challenges and achievements of Africans and African-descended peoples. The study of these diverse and dynamic traditions does much more than embracing the centrality of race. It also encompasses imperial, national, ethnic, linguistic, and religious currents and intersections in such far-flung settings as Africa, North America, the Caribbean Basin, Latin America, the Middle East, South Asia, and Europe.

The Program draws on wide-ranging fields of inquiry that include history, sociology, economics, anthropology, political science, religion, literature, music, drama, dance, film, and the visual arts. Through coursework that integrates and at often transcends disciplinary knowledge, students will learn to appreciate the specificity of Africa and its offshoots, the ways in which local and global forces interacted to shape a shared identity of Blackness as well as community-specific identities, and the trajectories of syncretism and other forms of inter-cultural exchange.

AFST majors may select one of three Concentrations, each of which studies Africans in their own terms but always in a global context: African-American Studies, African Studies, or African-Diaspora Studies. Students are encouraged to combine their scholarly study with service learning, study away, or study abroad. Course work in each of the three tracks must encompass at least three disciplines to ensure a genuinely interdisciplinary grounding in historical and contemporary issues along with practical applications of such knowledge (internships, civic engagement, and independent research).

Details on the structure of the major are provided below. Full descriptions of courses and requirements are available from faculty advisors and the program's website. Africana majors are encouraged to look into allied Interdisciplinary programs such as American Studies, Women's Studies, Global Studies, and International Relations for complementary courses and intellectual exchange.

**Language Requirement.** Africana Studies requires an Africa-relevant foreign language study that exceeds the College-wide proficiency requirement. This means one course beyond the 202-level in one language, or 202-level proficiency in two lan-

guages. Besides native African languages (such as Amharic, Hausa, Oromiffa, Swahili, Yoruba, Wolof and Zulu), the following can be used to fulfill the requirement: Arabic, French, Portuguese, or Spanish. Others, such as Creole, may be approved on a case by case basis. Students are well-advised to choose languages that are appropriate for the chosen concentration.

**Engaged Scholarship and Service Learning.** Students are encouraged to engage in service-learning or engaged-scholarship opportunities to supplement classroom study of such issues as racial inequality, cultural exchange, and identity politics.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities, especially in Africa, the Caribbean and Latin America that complement the major. Contact the Global Education Office at the Reves Center for more information. With prior approval, courses taken abroad may be applied to the major or other requirements.

**Study Away.** Majors are also encouraged to seek out study away opportunities in the U.S. in approved Centers or Institutes, Colleges, or Universities. For example, students may arrange to take language courses elsewhere in the summer, or devote a semester to undertake a pre-approved program of study and research.

### Requirements for Major

**Required Credit Hours:** 36

**Major Declaration:** Prospective majors in AFST should discuss their plan-of-study with a faculty advisor by the end of the sophomore year. Declaration forms and instructions for majors and minors are available at the websites of Africana Studies and the University Registrar.

**Major Computing Requirement (CPR):** Each major must fulfill the CPR by earning a grade of C- or better in one of the courses listed under **Methods** (see below) or take Computer Science 131 or higher.

**Major Writing Requirement (MWR):** The following writing-intensive courses satisfy the MWR for Africana Studies: AFST 301, 306, 406, 480, or 495-496.

**Common Core:** All majors, regardless of concentration, will take a gateway course: AFST 205 (Introduction to Africana Studies). Majors must also have a capstone experience with a significant research component, which is satisfied by taking AFST 406 (Advanced Topics Seminar), AFST 480 (Independent Study) or AFST 495-496 (Senior Honors). These courses total at least 6 credits.

**Methods:** The 3 credit methods course may be selected from any of the participating departments. The choices include, but are not limited to, ANTH 302 (Ethnographic Research), any statistics course (ECON, PSYC, or SOCL), ENGL 209 (Critical Approaches to Literature), GOVT 301 (Research Methods), RELG 391 (Theory and Method in the Study of Religion), and SOCL 352 (Methods of Social Research). Students who intend to write an Honors thesis should select the methods course that best meets their needs.

**Concentrations:** The remaining 27 credits are to come from courses that are specific to each of the three Concentrations that constitute the Major: African-American, African, and Diaspora. These are described in a menu format below. The most up-to-date list of offerings of eligible courses is published each semester by the University Registrar.

**Requirements for Minor****Required Credit Hours: 18**

**Core Requirements:** It is mandatory that minors choose a Concentration and take AFST 205 as well as one course from Group One of the chosen concentration. The remaining 12 credits may be fulfilled by taking elective courses listed only under the chosen Concentration, at least one each must come from Group Two and Group Three. Courses from a Department or Program in which the student is majoring cannot be counted toward the Minor.

**Description of Courses****150, 150W. Freshman Seminar.**

*Fall and Spring (3-4, 3-4) Staff.*

A course designed to introduce freshmen to selected topics in Africana Studies. 150W satisfies the lower-level writing requirements.

**205. Introduction to Africana Studies.**

*(GER 4C, 5) Fall or Spring (3, 3) Phillips, Vinson.*

This core course employs interdisciplinary approaches to critically examine selected intellectual and cultural themes in African, African-American and Black-Diaspora studies. May have a lecture and discussion format, and may be team taught. Themes may vary from year to year.

**301. Critical Debates in Africana Studies.**

*Spring (3-4) Staff. Prerequisites: AFST 205.*

Course provides an in-depth study and discussion of a specific issue of significant debate in Africana Studies. Topics may vary by semester. This writing-intensive seminar satisfies the major writing requirement.

**302. The Idea of Race.**

*Fall or Spring (3) Blakey.*

This course tracks the history of the concept of race in Western science and society. Students are helped to appreciate the subjective influences of science as well as the variety of societal expressions of racial and racist ideas. (Cross listed with ANTH 371)

**303. African American History since Emancipation.**

*(GER 4A) Fall (3) Eby, Allegro, Staff.*

A survey of African American history from the colonial period to emancipation. (Cross listed with HIST 236)

**304. Introduction to the African Diaspora.**

*Fall or Spring (3) Vinson.*

Reviews the dispersions of peoples from the African continent since ancient times. Major themes include the Atlantic Slave Trade, the post-emancipation fight for full citizenship in the Americas, and interactions between diasporic blacks and Africans. (Cross listed with HIST 183)

**305. African Diaspora II.**

*Fall or Spring (3) Vinson.*

This course examines the African Diaspora since 1800. Major themes: the end of slavery, the fight for full citizenship and the close interactions between diasporic blacks and Africans. A follow-up course to AFST 304. (Cross listed with HIST 324)

**306. Topics in Africana Studies.**

*Fall or Spring (1-3) Staff. Prerequisites: AFST 205.*

Approved courses focusing on relevant topics in Africana Studies, including those offered by allied Departments and Programs. The list of eligible, mostly cross-listed, courses is available at the University Registrar's website each semester prior to preregistration. This course may be repeated for credit if there is no duplication of topic.

**307. Workshop on Black Expressive Culture.**

*Spring (3) Staff. Prerequisite: AFST 205 or consent of instructor.*

An arts-oriented workshop that will vary depending on the specialization of the professor(s) currently teaching the course. With faculty supervision, students will create and present individual Africana-related projects.

**308. West Africa Since 1800.**

*(GER 4B) Fall or Spring (3) La Fleur.*

Explores the survival of West Africans in ancient environments, subsequent challenges in trans-Saharan and Atlantic slave trade, colonial overrule, political independence, and ever-increasing globalization as well as relocation to rural America in the early Atlantic era and eventually to contemporary American cities. (Cross listed with HIST 280)

**310. Comparative Economic Inequality in Multiracial Societies.**

*Spring (3) Abegaz. Prerequisite: ECON 101-102.*

A comparative study of the historical patterns of income and wealth inequality in multiracial economies. Theory and empirical evidence on racial and class inequality will be examined with a focus on three canonical case studies (Brazil, South Africa, and U.S.). (Cross listed with ECON 346)

**311. African American History to Emancipation.**

*(GER 4A) Fall (3) Eby, Allegro, Staff.*

A survey of African American history from the colonial period to emancipation. (Cross listed with HIST 235)

**312. The Global Color Line: U.S. Civil Rights and South African Anti-Apartheid Politics.**

*(GER 4C) Fall or Spring (3) Vinson.*

This course examines the Civil Rights movement as part of a centuries-long tradition of black freedom struggles. The course also compares the Civil Rights movement with the South African anti-apartheid struggle and shows the close transnational relationship between African Americans and black South Africans. (Cross listed with HIST 231)

**320. Religious Power and Change in Africa and the Black Atlantic World.**

*Fall or Spring (3) Staff.*

A multidisciplinary study of religious complexity, change and interaction in selected African and African Diaspora societies. Religions studied will include indigenous African traditions, African Islams, and African Christianities.

**330. Arts in Africa.**

*Fall or Spring (3) Staff.*

A study the multiple arts of Africa: two and three dimensional visual art, music, verbal arts, performance, and multiple media. Issues explored include the artist and community, creativity and tradition, art and religion, art and politics, and museums and display.

**331. Jazz.**

*(GER 4A and 5) Fall (4) Katz, Murchison, Staff.*

A survey of jazz from its origins to the present, focusing on influential improvisers and composers, development of listening skills, and issues of race, gender, commerce, and criticism. (Cross listed with MUSC 273)

**332. Sex, Race, Plays & Films: Dramatizing Diversity.**

*(GER 4C) Spring (3) Tanglao-Aguas.*

The course investigates the socio-cultural, historical, and ideological milieu of plays and films dramatizing cultural pluralism alongside an examination of selected theories on diversity. This dual approach prepares students to critically analyze and assess the position and value of cultural pluralism in constructing national identity and society. (Cross listed with THEA 332)

**334. History of American Vernacular Dance.***(GER 5) Fall (3) Glenn.*

An introduction, through films and lectures, to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom, and jazz by examining the movement styles found in concert jazz, musical theatre, and popular social dances. (Cross listed with DANC 230)

**340. Peoples and Cultures of Africa.***(GER3, 4B) Spring (3) Weiss.*

An introduction to the diversity of African cultures and colonialism. This course will focus especially on experiences of colonialism in various African contexts and the many forms of transformation and resistance that characterize that encounter. (Cross listed as ANTH 335)

**341. African Ritual and Religious Practice.***(GER 4B) Spring (3) Weiss.*

This course focuses on the diverse forms of religious practice and experience in various social and cultural contexts in Africa. The symbolic, aesthetic, and political implications of ritual, as well as the transforming significance of religious practice, will be explored. (Cross listed as ANTH 337)

**344. Politics in Africa.***(GER 4B) Fall or Spring (3) Backer.*

This course highlights changes in the state structures from pre-colonial indigenous state systems, colonial administration and economy and the rise of the modern African state. (Cross listed as GOVT 337)

**365. Early Black American Literature.***Fall (3) McLendon, Braxton, Pinson, Weiss.*

Survey of Black American literature and thought from the colonial period through the era of Booker T. Washington, focusing on the ways in which developing African American literature met the challenges posed successively by slavery, abolition, and emancipation. (Cross listed as ENGL 365)

**366. Modern Black American Literature.***Spring (3) McLendon, Braxton, Pinson.*

Survey of African American literature from the 1920s through the contemporary period. Issues addressed include the problem of patronage, the "black aesthetic", and the rise of black literary theory and "womanist" criticism. (Cross listed ENGL 366)

**386. Francophone African Literature II (in English).***Fall or Spring (3, 3) Compan-Barnard.*

This course explores the sub-Saharan African and Caribbean literature written in French that emerged in the French colonial period and continues in the post-colonial period. Major topics to be examined include Negritude and the rise of political consciousness, cultural conflict with the West, women's voices, Creolite, and post-independence literature. (Cross listed with FREN 386)

**406. Advanced Topics in Africana Studies.***Fall or Spring (3-4) Staff. Prerequisite: AFST 205 and one AFST course at the 300 or 400 level.*

Topics will be announced each semester during preregistration.

**414. Major African American Women Writers.***Spring (3) McLendon, Braxton, Pinson.*

This course studies the fiction and non-fiction of major African American women writers such as Toni Morrison, Alice Walker, and Gloria Naylor. Some attention to black feminist/womanist and vernacular theoretical issues and through selected critical readings. (Cross listed with ENGL 414A)

**417. Harlem in Vogue.***Fall (3) McLendon, Braxton, Pinson, Weiss.*

Exploration of the 1920s movement known as the Harlem Renaissance, focusing on the ways race, gender/sexuality, and

class informed the artists' construction of identity. Writings by Hughes, Hurston, Larsen, Tooner, among others; some attention to visual art and music. (Cross listed with ENGL 417B)

**425. Blacks in American Society.***Fall or Spring (3) Staff.*

This seminar examines changing economic, political, educational and residential conditions of Blacks in the United States in terms of their historic and contemporary consequences. Explores the diverse experiences of Americans of African descent and intra-group tensions (class and gender related). (Cross listed with SOCL 425).

**480. Independent Study.***Fall or Spring (3-4) Staff. Prerequisites: AFST 205, and consent of instructor.*

A directed readings/research course conducted on an individual or small group basis on various topics in Africana studies that are not normally or adequately covered in established courses. Open only to majors who have completed at least half of the major requirements. No more than 6 independent study credits may be counted toward the major.

**495-496. Senior Honors.***Fall, Spring (3, 3) Staff. Prerequisite: Approval by Program Director.*

Students admitted to Senior Honors in Africana Studies will be responsible for (a) formulating a program of study in consultation with an AFST advisor; (b) satisfactory completion by April 15<sup>th</sup> of an original scholarly essay on a topic approved by the Advisory Committee, and (c) a comprehensive oral examination. Application for Honors, which includes a faculty signature and a prospectus, should be made to the Charles Center in early September of the senior year. An acceptable research proposal includes: (1) a clear statement of the research problem; (2) a brief, critical review of the scholarly literature on the topic; and (3) a description and defense of the methodology to be employed. For College provisions governing Honors, see the section of the Catalog titled Honors and Special Programs.

**498. Internships.***Fall, Spring, or Summer (3) Staff. Prerequisite: Approval by Program Director.*

Qualified AFST majors may receive credit for a pre-approved program that provides an opportunity to apply and expand knowledge under expert supervision in an off-campus position. Internships require a significant written report, and must be overseen by a faculty member, or an external supervisor approved by the Program Director.

**Electives**

A reasonably comprehensive but by no means exhaustive listing of courses that may be counted toward the Major or the Minor appears below. Not all courses are offered every semester, and newly-added courses not yet in the Catalog may qualify. This listing is designed as an advising aid for faculty and students to ensure a coherent plan of study.

Group One contains courses that are mandatory for each Concentration. Group Two and Group Three list electives from which at least 27 credits must be taken. The classification of AFST 480, AFST 495-96 and AFST 498 depends on the topic.

**Part A: Concentration in African-American Studies****Group One.** Mandatory (choose one per line)

AFST 303 Or AFST 311

AFST 302 or AFST 425 or RELG 348

AFST365 or AFST 366 or AFST 414 or AFST 417

**Group Two.** Humanities (choose no more than four)

AFST 303 African American History since Emancipation

AFST 306 Topics in Africana Studies

(African-American topics only)

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- AFST 307 Workshop in Black Expressive Culture  
AFST 311 African American History to Emancipation  
AFST 320 Religious Powers and Change in Africa and the Black Atlantic World  
AFST 331 Jazz  
AFST 332 Sex, Race, Plays & Films: Dramatizing Diversity  
AFST 334 History of American Vernacular Dance  
AFST 365 Early Black American Literature  
AFST 366 Modern Black American Literature  
AFST 406 Advanced Topics in Africana Studies (African-American topics only)  
AFST 414 Major African American Women Writers  
AFST 417 Harlem in Vogue  
AFST 425 Blacks in American Society  
AMST 445 Southern Literatures and Culture  
AMST 470 Topics in American Culture (relevant topics only)  
CMST 250 African American English  
DANC 264 Intermediate Jazz  
ENGL 474 Language Attitudes in the USA  
ENGL 475 Contemporary African American Literature  
RELG 348 Afro-American Religion  
THEA 151 African American Theatre on Stage  
THEA 461 African American Theatre

### Group Three. Social Sciences (choose no more than three)

- AFST 302 The Idea of Race  
AFST 303 African American History since Emancipation  
AFST 304 Introduction to the African Diaspora  
AFST 305 African Diaspora II  
AFST 310 Comparative Inequality in Multiracial Societies  
AFST 425 Blacks in American Society  
ANTH 429 Exploring the Afro-American Past  
AFST 311 African American History to Emancipation  
AFST 312 The Global Color Line  
HIST 310 African Americans and Africa  
HIST 321 The Long Civil Rights Era  
HIST 452 Free and Enslaved Blacks in the Old South  
HIST 490-491 Topics in History (relevant topics only)

### Part B: Concentration in African Studies

#### Group One. Mandatory (choose one per line)

- AFST 340 or AFST 341  
AFST 344  
AFST 308 or HIST 181 or HIST 182

#### Group Two. Humanities (choose no more than three)

- AFST 306 Topics in Africana Studies (African topics only)  
AFST 320 Religious Power and Change in Africa and the Black Atlantic World  
AFST 330 Arts in Africa  
AFST 331 Jazz  
AFST 340 Peoples and Cultures of Africa  
AFST 341 African Ritual and Religious Practice  
AFST 386 Francophone African Literature II (in English)  
AFST 406 Advanced Topics in Africana Studies (African topics only)  
ANTH 320 Rise and Fall of Civilizations  
ANTH 336 African Cultural Economies  
ARAB 309 Survey of Arabic Literature in Translation  
ARAB 310 Topics in Modern Arabic Literature in Translation  
FREN 385 Francophone African Literature I (in French)  
FREN 450 Seminar in Francophone Literature  
MUSC 241 Worlds of Music  
RELG 212 Introduction to Islam

#### Groups Three. Social Sciences (choose no more than four)

- AFST 304 Introduction to the African Diaspora  
AFST 308 West African History  
AFST 310 Comparative Economic Inequality in Multiracial Societies  
AFST 312 The Global Color Line  
ECON 300 Topics in Economics (African Economies)

- GOVT 312 Politics of Developing Countries  
HIST 181 African History to 1800  
HIST 182 African History since 1800  
HIST 230 The History of Modern South Africa  
HIST 239 Pan-Africanism: History of a Revolutionary Idea  
HIST 325 The Rise and Fall of Apartheid  
HIST 490-491 Topics in History (relevant topics only)

### Part C: Concentration African-Diaspora Studies

#### Group One. Mandatory (choose one per line)

- AFST 304 or AFST 305 or HIST 239  
AFST 302 or AFST 320  
AFST 386 or ANTH 330

#### Group Two. Humanities (choose no more than four)

- AFST 302 The Idea of Race  
AFST 304 Introduction to the African Diaspora  
AFST 305 African Diaspora II  
AFST 306 Topics in Africana Studies (Diaspora topics only)  
AFST 307 Workshop in Black Expressive Culture (Diaspora topics only)  
AFST 320 Religious Power and Change in Africa and the Black Atlantic World  
AFST 330 Arts in Africa  
AFST 331 Jazz  
AFST 332 Sex, Race, Plays & Films: Dramatizing Diversity  
AFST 386 Francophone African Literature II (in English)  
AFST 406 Advanced Topics in Africana Studies (Diaspora topics only)  
AMST 206 Black Popular Culture in the Americas  
ANTH 305 Comparative Colonial Studies  
ANTH 330 Caribbean Cultures  
ANTH 432 Maroon Societies  
ANTH 429 Exploring the Afro-American Past  
ANTH 458 Caribbean Archaeology  
ANTH 482 Arts of the African Diaspora  
ENGL 474 Language Attitudes in the USA  
MUSC 241 Worlds of Music

#### Groups Three. Social Sciences (choose no more than three)

- AFST 304 Introduction to the African Diaspora  
AFST 305 African Diaspora II  
AFST 308 West African History  
AFST 306 Topics in Africana Studies (Diaspora topics only)  
AFST 310 Comparative Economic Inequality in Multiracial Societies  
AFST 312 The Global Color Line  
AFST 344 Politics in Africa  
ECON 300 Topics in Economics (African Economies)  
GOVT 312 Politics of Developing Countries  
HIST 150W Freshman Seminar (relevant topics only)  
HIST 231 The Global Color Line  
HIST 239 Pan-Africanism: History of a Revolutionary Idea  
HIST 300 The Caribbean  
HIST 310 African Americans and Africa  
HIST 451 African Religions in the Diaspora  
HIST 490-491 Topics in History (relevant topics only)

## American Studies

**DIRECTOR Fitzgerald** **GRADUATE DIRECTOR McGovern**  
**UNDERGRADUATE DIRECTOR Wulf** **PROFESSORS Aday,**  
**Blakey** (National Endowment for the Humanities Professor  
of Anthropology and American Studies) **Donaldson** (National  
Endowment for the Humanities Professor of English and  
American Studies) **Gundaker, R. Price** (Duane A. and Virginia  
S. Dittman Professor of American Studies, Anthropology, and  
History) **S. Price** (Duane A. and Virginia S. Dittman Professor  
of American Studies and Anthropology) **Scholnick** (English  
and American Studies) **Allan Wallach** (Ralph H. Wark Profes-  
sor of Art and Art History and American Studies) **Webster**  
(Mahoney Professor of Art and Art History). **ASSOCIATE**  
**PROFESSORS Elizabeth Barnes** (Vera W. Barkley Associate  
Professor of English and American Studies) **Brown, Knight,**  
(Robert F. and Sarah M. Boyd Term Distinguished Associate  
Professor of English and American Studies, on leave 2010-11)  
**Meyer** (Class of 1964 Distinguished Associate Professor of  
American Studies and History) **Kimberley Phillips** (Frances L.  
and Edwin L. Cummings Associate Professor of History) **Weiss.**  
**VISITING ASSISTANT PROFESSORS Schroeder and Barnard.**

### The American Studies Program

The American Studies program engages students in examination of the culture and society of the United States, past and present. As a nation of immigrants, the United States has always been a pluralistic society, embracing diverse racial and ethnic groups in mutual encounter and conflict. It has also been a society in endless change, owing to transformations wrought by geographical expansion, democracy, industrialization, urbanization, and the pressures of war and international politics. These forces for change have uprooted whole peoples, such as the forcible removal of Native Americans from their lands, and have touched the most intimate realms of life, such as the relations between men and women in the home.

Yet, in the midst of these large movements of history, many Americans have forged distinctive cultures—ways of thinking, feeling and acting—that express their basic values and give meaning to their institutions and everyday social practices. Such cultures reflect, in part, the different experiences of people, according to their race, gender, and class. But they may also attest to Americans' participation in a larger ideological heritage, shaped by ideals of democracy and equality that have been affirmed in major political movements, such as the American Revolution, and articulated in art, literature, music, and films.

The American Studies program offers an opportunity to explore the commonalities and differences among Americans through an interdisciplinary course of studies. All students are expected to develop a solid grounding in history as a basis and context for their other investigations of American life. Working closely with their advisor, students will assemble a set of courses, designed both to represent the diversity of cultures and social forms within the United States and to pursue significant themes or questions in depth. In developing the major, students may also take up comparative perspectives on the United States, considering, for example, African American life within the context of the black diaspora, or the American experience of industrial capitalism as a variant on a general model in the West.

### Requirements for Major

**Required Credit Hours:** 37

**Major Computing Requirement:** AMST 370

**Major Writing Requirement:** AMST 370 and AMST 470

**Core Requirements:** At least 24 of the required 37 credits must be in courses numbered 300 and above, in courses on American topics distributed among the following areas:

- a) AMST 201, 202, 203 or 205 (4 credits), or 204 (3 credits);
- b) at least 6 approved credits in History;
- c) at least 9 approved credits from English, Art and Art History, Dance, Kinesiology, Music, and Theatre (AMST 240, 241, 271,

273, 343, 350, 409, 421, 422, 433, 445, 451 may be used to fulfill this area);

- d) at least 6 approved credits from Anthropology, Economics, Government, Philosophy, Religion, and Sociology (AMST 235, 341, 350, 423, 434, 435 may be used to fulfill this area);
- e) AMST 370 (4 credits);
- f) two topics courses, AMST 470 (6 credits);
- g) one semester of independent study, (2-3 credits) 410, (4) or or a two semester honors project (6 credits).

The list of approved courses is available from the Director of Undergraduate Studies.

### Requirements for Minor

**Required Credit Hours:** 20

**Core Requirements:** At least 13 of the required 20 credits must be in courses numbered 300 and above. Students will take AMST 201, 202 or 203 (4 credits), AMST 370 (4 credits) and one topics course (AMST 470). They will also take at least 3 credit hours each from approved courses in requirements b), c), and d) above.

### Description of Courses

#### 150W. Freshmen Seminar.

**Topics for Fall 2009 or Spring 2010**

##### Literature and Medicine.

*Fall (4) Scholnick.*

Although medicine is constantly being transformed by scientific advances, it remains both art and science, devoted to the health of the whole person. We will explore the healing relationship through writings by American physicians, including Williams, Saks, Selzer, Vergheese, and Groopman. This course satisfies the Freshman Writing Requirement.

##### Race, Literature & Law.

*Fall (4) Weiss.*

We examine the origin of laws prohibiting interracial relationship beginning in 1630 until Loving vs the State of Virginia. In addition to landmark articles and judicial rulings, we will read literature that deals with this subject. Some of the writers include: Mark Twain, Nella Larsen, Charles Chesnutt, Eugene O'Neill and others.

#### 201. American Popular Culture and Modern America.

*(GER 4A) McGovern.*

This course Introduces and examines forms of popular culture that emerged after 1865. It considers popular culture within the context of social, political, and economic changes in the U.S., such as migration, Industrialization, technology, and globalization of capitalism.

#### 202. Introduction to American Studies: Cinema and the Modernization of U.S. Culture, 1914-1945.

*(GER 5) Spring (4) Knight.*

This course introduces students to the forms and techniques of cinema. At the same time, it will examine how cinema, Americas most popular and powerful entertainment, both reflected and participated in the social, cultural, and political upheavals of the first half of the twentieth century.

#### 203. Introduction to American Studies: American Medicine: A Social and Cultural History.

*(GER 4A) Spring (4) Scholnick.*

An overview of American medicine from the 18th century to the present. Subjects include the changing understanding of disease; the social role of the physician; and society's response to such public health crises as cholera and AIDS.

#### 204. The American Way of War.

*Fall (4) Brown.*

This course examines the social and cultural history of Americans at war from the latter part of the 17th century to the

present. Course readings will concentrate on primary sources: fiction, memoirs, and historical accounts drawn from three centuries of American experiences in combat.

#### **205. Sexuality In America.**

*(Not offered 2010-2011)*

The course introduces students to the study of American culture through history, popular culture, multiple media, and scientific literature concerned with sexualities in America. The course will also show how normative sexualities are articulated distinctly depending on race, class, ethnicity, immigrant status, and other factors related to specific American communities.

#### **206. Black Popular Culture in the Americas: From the Folk to the New Hip Hop.**

*(GER 4C, 5) (4) Phillips. (Not Offered 2010-2011)*

Course compares black culture from the early 20th c. folk practices to 21st c. Hip Hop in the US and the Caribbean. It considers these expressions in political, social, and economic contexts. Course materials include literature, film, music, and art.

#### **240. The History of Modern Dance.**

*(GER 5) Spring (3) Glenn.*

An introduction through films and lectures to the field of modern dance, which is rooted in American culture, with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century. (Cross listed with DANC 220)

#### **241. History of American Vernacular Dance.**

*(GER 5) Fall (3) Glenn.*

An introduction through films and lectures to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom, and jazz by examining the movement styles found in concert jazz, musical theatre, and popular social dances. (Cross listed with DANC 230)

#### **271. American Popular Music.**

*(GER 4A) Spring (4) Staff.*

This course treats the traditions of vernacular musics in the United States, specifically those commonly known as religious, popular, folk, jazz, rock, and country. It will survey the literature of these musics expression and consider questions of cultural meaning. (Cross listed with MUSC 171)

#### **273. Jazz.**

*(GER 4A, GER 5) Fall (4) Katz.*

A survey of jazz from its origins to the present, focusing on the most influential improvisers and composers. Issues of race, class, and gender will arise as we examine the attitudes of listeners, jazz musicians and promoters. (Cross listed with MUSC 273)

#### **341. Artists and Cultures.**

*(GER 4C) ) S. Price.*

This course will explore the artistic ideas and activities of people in a variety of cultural settings. Rather than focusing primarily on formal qualities (what art looks like in this or that society), it will examine the diverse ways that people think about art and artists, and the equally diverse roles that art can play in the economic, political, religious, and social aspects of a cultural system. Materials will range from Australian barkcloth paintings to Greek sculptures, from African masks to European films. (Cross listed with ANTH 364)

#### **343. American Ethnic Literature and Culture.**

*(GER 5) Spring (3) Weiss.*

The course aims to increase students understanding of the rich complexity of American life by studying multi-ethnic American literature and culture. We will explore some of the theoretical problems associated with race and ethnicity. For the most part, however, we will work outward from certain key texts, pursuing the questions that emerge in and from them. We will consider such matters as the evolution of immigration law, the problems of identity and dual identity, and the question of assimilation versus

cultural separatism. We will also emphasize the achievement of these texts as literary documents that need to be understood as responding to local cultural practices even as they speak more broadly to Americans as a whole.

#### **350. Topics in American Culture.**

*Fall and Spring (1-4, 1-4) Staff.*

Selected topics in the study of American culture. The topics to be considered will be announced prior to the beginning of the semester. May be repeated for credit.

#### **The Black Singer-Songwriter and Social Consciousness, 1950s-1970s.**

*Fall (3) Murchison*

This course focuses on selected singer-songwriters active during the 1950s to the 1970s who engaged with the Civil Rights and Jamaican Independence Movements. Students will examine their music, viewing it in the context of these movements' two goals: 1) the creation of African American and Jamaican art and culture; 2) the fight against racism; 3) the struggle for political independence and cultural autonomy; and, 4) social issues facing blacks in the U.S. and Jamaica.

#### **The Idea of Race.**

*Spring (3) Blakey.*

This course follows the history of the concept of race in Western science and society. The course examines racist ideas in biological anthropology and cognate fields that are reflected in the broader society. This subject helps students understand the origins and manifestations of American racism, to develop an appreciation of ways in which culture can systematically influence scientific results, and to critically evaluate all theories of the interactions of biology and behavior. (Cross listed with ANTH 371)

#### **Introduction to African American History.**

*Fall (3) (Not offered 2010-2011)*

A survey of African American history from the colonial period to the present. The course divides at emancipation. (Cross listed with BLST 306 and AMST 350)

#### **On Location: Identities, Representation, and the Politics of Place.**

*Fall (3) Stock*

This Washington semester course investigates the effects of globalization on worldwide cultural identities as viewed from the nation's capital. We will interrogate how identities are constructed through visual culture specifically film, new media, photography and art. Among the questions we will pursue are: How does visual culture participate in forging identities? For whom (or in the interest of whom) does culture speak? Who defines the nation? How are identities contested? Combining theory, diverse expressions (feature films, documentaries, television, news broadcasting, photographs, museum displays, art installations), we will explore numerous paradigms as frameworks of understanding. In order to take full advantage of the Washington DC site, course "texts" and assignments will include film festivals and screenings, museum exhibitions, and cultural events.

#### **Brokering Culture: Agency and the Visual Arts**

*Fall (3) Stock*

This Washington Semester course investigates the practices and politics of brokering culture—that is, curating, organizing, promoting, and supporting the production and circulation of the arts, broadly defined. In this "seminar in the city," we will meet these cultural agents (i.e., curators, editors, producers, policy makers) and examine the issues facing them as they foster the creation and dissemination of new media, and various art forms, including film. Of particular interest will be the strategies they have developed to address the changing policy landscape in response to new technologies, demographic shifts and global forces.

**370. American Studies Junior Seminar.**

Fall, Spring (4) Schroeder; Prerequisite: AMST 201, 202, 203, 204, or by permission of instructor.

By exploring theoretical, methodological and historical approaches to a range of cultural materials, students will critically engage with how American Studies and its related disciplinary fields have addressed the politics and culture of national identity in the U.S. (Non-majors may enroll only by permission of the instructor.)

**402. Exploring the Afro-American Past.**

(3) R. Price.

A study of the commonalities and differences across African America from the U.S. to Brazil. Works in anthropology, history, and literature will be used to explore the nature of historical consciousness within the African diaspora and diverse ways of understanding and writing about Afro-American pasts. (Cross listed with ANTH 429 and HIST 345)

**410. Williamsburg Documentary Project.**

Spring (3) Staff.

In this course students will learn a variety of interdisciplinary methods—e.g., oral history collection, archival research, material cultural analysis—for doing American Studies research. They will then apply these methods practically to the study of Williamsburg in the 20th century. (Non majors may enroll with consent of instructor.)

**412. Maroon Societies.**

Spring (3) R. Price.

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil through the Caribbean and into the southern United States. Emphasis on the processes by which enslaved Africans from diverse societies created new cultures in the Americas, on the development of these societies through time, and on the present-day status of surviving maroon communities in Suriname and French Guiana, Jamaica, Colombia, and elsewhere. (Cross listed with ANTH 432 and HIST 340)

**421. Nineteenth-Century American Art.**

(4) Wallach.

A study of major movements: Romanticism, Realism, Modernism, and figures Allston, Cole, Church, Eakins, Homer, Sargent, Whistler, Cassatt focusing on issues of iconography, representation, and historical context.

**422. Twentieth-Century American Art.**

(4) Wallach. Consent of instructor required. (Not offered 2009-2010)

A study of major movements including Regionalism, Abstract Expressionism, Pop and figures Sloan, Sheeler, O'Keefe, Benton, Pollock, and Warhol focusing on such issues as modernism, abstraction and representation, and problems of historical context.

**423. The Museum in the United States.**

(3) Wallach.

This seminar will study specific museums while focusing on basic questions having to do with the social forces that gave rise to museums and the roles museums have played and continue to play in U.S. society.

**434. Ethnographic History.**

Spring (3) R. Price.

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Cross listed with ANTH 472 and HIST 336)

**445. The Making of a Region: Southern Literature and Culture.**

Spring (3) Donaldson. (Not offered 2010-2011)

An interdisciplinary examination of 19th- and 20th-century southern texts within the cultural context of self-conscious regionalism. Emphasis is on the interaction between literature and the social configurations of slavery, abolitionism, southern nationalism, racism, traditionalism, and the civil rights movement.

**470. Topics in American Studies.**

Fall and Spring (1-4, 1-4) Staff.

Selected topics in the study of American studies. The topics to be considered will be announced prior to the beginning of the semester. May be repeated for credit.

**Cultures of Dissent.**

Fall (3) Schroeder.

This seminar aims to introduce students to the history and methods of American Studies through the lens and language of dissent throughout a variety of cultures and cultural movements. This course will show how the language and literature of dissent has operated in a similar fashion to carve out notions of "Americanness." Therefore, through the study of several areas of concentration, from the colonial period through the war with Afghanistan, this course aims to answer the following questions: What is dissent? How has it shaped American society? Is dissent unpatriotic or deeply patriotic? Does dissent ever become treason? Is dissent a successful strategy for change?

**Watching Men Viewing Women: Gender and the Moving Image.**

Fall (3) Mann

How are femininity and masculinity represented in American film and television? How have viewers learned to understand these ideals through the moving image? Through weekly screenings, readings and discussions, we will explore the ways in which the moving image has been a primary site for the articulation of being women and men in the world across the 20th century in the U.S. Films will include *The Stepford Wives* (1975), *King Kong* (1933), and *Glen or Glenda* (1953)

**\*480. Independent Study.**

Fall and Spring (2-3, 2-3) Staff.

A program of extensive reading, writing, and discussion in a special area of American Studies for the advanced student. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. This course may be repeated for credit.

**†495-496. Honors.**

Fall, Spring (3, 3) Wulf.

Students admitted to Honors study in American Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) formulating a program of study in consultation with a faculty advisor; (b) preparation and presentation of an Honors essay two weeks before the last day of classes, spring semester; (c) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the Honors essay. Students who wish to write an honors essay in the senior year must write a brief proposal outlining the project. This proposal must be approved by the faculty advisor and the Director of Undergraduate Studies in the semester before work on the project begins. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**†498. Internship.**

Fall and Spring (3,3) Wulf.

This course is designed to allow students to gain knowledge through experience in a setting relevant to the study of America. Students will be supervised by a faculty advisor. The internship includes readings in related areas of theory and research as assigned by the supervising faculty. permission from the Director of Undergraduate Studies is required as is the completion of the Internship form from the Dean of Undergraduate Studies. This course may be repeated for credit.

## Anthropology

PROFESSORS, **Blakey** (NEH Professor), **Bragdon (Chair)**, **Gundaker (on leave)**, **Hamada Connolly**, **King** (Chancellor Professor), **R. Price** (Duane A. and Virginia S. Dittman Professor), **S. Price** (Duane A. and Virginia S. Dittman Professor), **Voigt** (Chancellor Professor) and **Weiss** (on leave). RESEARCH ASSOCIATE PROFESSORS **Bowen** and **Brown**. ASSOCIATE PROFESSORS **Fisher**, **Gallivan** and **Smith**. ASSISTANT PROFESSORS **Hoeppe** and **Norman**. RESEARCH ASSISTANT PROFESSOR **Moretti-Langholtz**. INSTRUCTORS **Moyer**.

Anthropologists research and teach in a variety of geographical locations and disciplinary subfields. Field and laboratory training in cultural anthropology, archaeology, and biological anthropology are provided in a variety of courses, as well as through individual research. Courses in the subfield of linguistics are cross-listed with the English Department. The department has programs in historical archaeology and sponsors summer field schools at various sites. The William and Mary Archaeological Conservation Center and the Center for Archaeological Research also provide research opportunities and student instruction.

### Requirements for Major

**Required Credit Hours:** 33

**Major Computing Requirement:** Anthropology 300

**Major Writing Requirement:** Anthropology 460, 470 or 495/496 (Honors)

**Core requirements:** Anthropology 202; 300; one course in archaeology, biological anthropology, and socio-cultural anthropology; and 460 (for 3 credits) or 470 or 495-496. Students may petition to have either a Freshman Seminar or a 300 level course that focuses on socio-cultural anthropology substitute for 202; none of the other required courses may be waived. Only one field school (i.e. 6 credits for Anthropology 225 or 425) may be counted as part of the 33 credits required for the major.

### Requirements for Minor

**Required credit Hours:** 18

**Core requirements:** Two of the following: Anthropology 202; at least one course in another subfield (archaeology, biological anthropology or linguistics); and four additional courses in anthropology. Only one field school (i.e., 6 credits for Anthropology 225 or 425) may be counted as part of the 18 credits required for a minor.

### Description of Courses

#### 150/150W. Freshman Seminar.

*Fall and Spring (4,4) Staff.*

An introduction to the concepts and methods of anthropology through exploration of a specific topic. 150W is a writing intensive course; a grade of C- or better satisfies the freshman writing requirement.

#### 201. Introduction to Archaeology.

*(GER 4B) Fall and Spring (3,3) Gallivan, Smith.*

An introduction to the concepts and methods used to reconstruct past societies from their material remains and a survey of world prehistory from the earliest hunting-gathering societies to the origins of civilization.

#### 202. Introduction to Cultural Anthropology.

*(GER 4C) Fall and Spring (3,3) Bragdon, Fisher, Hoeppe, Staff.*

An introduction to the study of contemporary human societies and cultures, using anthropological concepts and principles, and focusing on ecology, economic relations, marriage, kinship, politics, law, and religion.

#### 203. Introduction to Biological Anthropology.

*(GER 2B) Fall (3) King.*

How do biological anthropologists study our own species? This course looks at data and theory on evolution of monkeys, apes, human ancestors, and humans. Origins of bipedalism, technology, language, and religion, and anthropological views on race and human variation, are discussed.

#### 204. The Study of Language.

*(GER 3) Fall and Spring (4,4) Staff.*

An introduction to linguistics, the scientific study of human language. Considers languages as structured systems of form and meaning, with attention also to the biological, psychological, cultural, and social aspects of language and language use. (Cross listed with ENGL 220)

#### 241. Worlds of Music.

*(GER 4B) Spring (4) Rasmussen.*

This course will introduce students to musical cultures of the non-Western world. Topics will include: native concepts about music, instruments, aesthetics, genres, relationship to community life, religion, music institutions, and patronage. Course goals will be to develop skills useful for a cross-cultural appreciation and analysis of music, and to bring questions about music into the domain of the humanities and social sciences. (Cross listed with MUSC 241)

#### 300. History of Anthropological Theories.

*Fall and Spring (3,3) Bragdon, Fisher. Prerequisite: ANTH 202.*

This seminar addresses the historical development of anthropology and explores major theories, including structural-functionalism, structuralism, cultural ecology, and symbolic anthropology. The position of anthropology and its distinctive contributions within the social sciences will be emphasized.

#### 301. Methods in Archaeology.

*Fall and Spring (3,3) Gallivan. Prerequisite: ANTH 201.*

A general introduction to field and laboratory techniques of prehistoric and historic archaeological research.

#### 302. Ethnographic Research.

*Fall and Spring (3,3) Staff. Prerequisite: ANTH 202.*

An introduction to ethnographic fieldwork, including research design, proposal writing, methods used in ethnographic research, and approaches to writing ethnography.

#### 305. Comparative Colonial Studies.

*(GER 4C) Fall (3) Staff.*

The course will examine colonialism from a comparative perspective in both the ancient and the modern world. Emphasis given to early civilizations and their expansion, to European colonialism and the creation of the Third World, and to contemporary forces of colonialism.

#### 306. Women, Gender and Culture.

*Fall (3) Staff. Prerequisite: ANTH 202.*

An examination of ethnographic research on women and the cultural construction of gender. Emphasis is given to non-Western cultures, with some attention to the contemporary United States. (Cross listed with WMST 306)

#### 307. Social Anthropology.

*(GER 3) Spring (3) Fisher. Prerequisite: ANTH 202.*

An introduction to the problem of social order and meaning through a consideration of kinship, social organization, ritual and symbolism. The course focuses on anthropological theories useful for describing the way kinship, gender, and age may be used to organize economic, political, and social institutions.

**309. Medicine and Culture.***(GER 3,4C) Spring (3) Staff*

The course explores various theories of health, illness and therapy in sociocultural terms. We consider such issues as possession and therapy, medicine and the development of colonialism, and the role of biomedicine in shaping cultural discourse.

**310. Primate Behavior.***Spring (3) King. Recommended prerequisite: ANTH 203.*

Emphasizing Old World monkeys and apes, this course explores data and theory on non-human primate behavior. Topics include social structure, male-female relating, learning, communication, conservation, zoo ethics. Slides and videos used; optional zoo research encouraged.

**312. Comparative Colonial Archaeology.***(GER 4C) Fall (3) Brown.*

The archaeology of the era since the beginning of exploration by Europeans of the non-European world with major emphasis upon North America. The domestic, industrial and military past of the 17th-19th centuries will be examined from an anthropological viewpoint through archaeological and documentary evidence.

**314. Archaeology of Mesoamerica.***Fall (3) Staff.*

An introduction to the prehistory of Mesoamerica with special attention to the development of Aztec and Maya civilizations.

**315. Environmental Archaeology.***(GER 3) Fall (3) Staff.*

This course explores our understanding of the place of people in the environment and the role environmental variables play in archaeological models of cultural change. The course consists of three sections: history of environmental studies and social theory, methodologies used to study the environment, and specific case studies of the dynamics of human-environmental relationships from an archaeological perspective.

**319. Archaeology of the Near East.***(GER 4B) Spring (3) Voigt.*

The development of agriculture, urbanism, the state and empires in the Middle East with a concentration on ancient Mesopotamia and Egypt from the prehistoric to the early historic periods.

**320. Rise and Fall of Civilizations.***(GER 4B) Spring (3) Voigt.*

A survey of prehistoric civilizations from the first settled villages to urban states in ancient Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica, and South America.

**322. Archaeology of North America.***Fall (3) Gullivan.*

This course traces Native American history from the initial arrival of humans over 14,000 years ago to the colonial era. It compares social changes in different culture areas and highlights interpretive frameworks applied to these histories.

**323. Indians of North America.***(GER 4B) Spring (3) Moretti-Langholtz.*

A survey of the major culture areas of aboriginal North America north of Mexico at the time of European contact. The post-contact relations between the Native Americans and the dominant White culture and the present-day situation and problems of Native Americans will be examined.

**324. Indians of the Southwest.***(GER 4B) Spring (3) Moretti-Langholtz.*

This course surveys the history and culture of native peoples of the American Southwest from prehistoric settlement to present-day. These include the Hopi, Zuni, Rio Grande Pueblos, Navajos, Apaches, Akimel O'odham, and Tohono O'odham.

**325. Sun Dance People.***(GER 4C) Spring (3) Moretti-Langholtz.*

This course introduces students to the culture and social history of selected tribes of the Great Plains. Special emphasis will be placed upon the historical forces and conflicts that developed on the Plains from the 1700's to the present.

**329. Native History and the Colonial Encounter.***Fall (3) Gullivan and Fisher.*

This class examines Native histories in colonial encounters across the Americas. By focusing on the ways social organization shapes history and history frames cultural practices we examine how Native societies have come to understand the relationship between past and present.

**330. Caribbean Cultures.***(GER 4B) Spring (3) Staff. Prerequisite: ANTH 202.*

An introduction to the diverse cultures of the Caribbean, primarily in the colonial and postcolonial periods, focusing on issues of ethnicity/race, class, and religion. Ethnographic coverage includes the British, French, and Spanish Caribbean, both island and mainland territories.

**335. Peoples and Cultures of Africa.***(GER 3,4B) Spring (3) Weiss.*

An introduction to the diversity of African cultures and societies. This course will focus especially on experiences of colonialism in various African contexts and the many forms of transformation and resistance that characterize that encounter.

**336. African Cultural Economies.***(GER 4B) Spring (3) Weiss.*

This course examines a variety of African livelihoods and economic practices in their social and cultural contexts. Topics considered include pastoralism, market systems, and labor migration. The colonial and postcolonial transformation of African economies will also be explored.

**337. African Ritual and Religious Practice.***(GER 4B) Spring (3) Weiss.*

This course focuses on the diverse forms of religious practice and experience in various social and cultural contexts in Africa. The symbolic, aesthetic, and political implications of ritual, as well as the transforming significance of religious practice, will be explored.

**338. Native Cultures of Latin America.***(GER 4B) Fall (3) Fisher.*

Beginning with an examination of the contemporary Zapatista rebellion, the course will survey indigenous cultures of Latin America and the historical and ecological processes which have shaped them. Ethnographic comparisons of contemporary indigenous cultures will focus on the lowland tropics and the Andes.

**342. Peoples and Cultures of East Asia.***(GER 3,4B) Spring (3) Hamada Connolly.*

An introduction to the peoples and cultures of East Asia. The course will focus on contemporary life in China, Korea, and Japan, including cultural and social institutions, social norms, roles and life-styles, and the nature, context and consequences of social change.

**347. Japanese Society.***(GER 3,4B) Fall (3) Hamada Connolly.*

Examines the context within which individual Japanese live and work in Japanese society. Discusses Japanese socialization, schooling, family and marriage, community life, new and old religions, symbolic expressions, employment, and aging.

**348. Japanese Values Through Literature and Film.**

(GER 5,7) Fall (3) Hamada Connolly.

Discusses Japanese social values and behavior through modern literature and film. Changes and continuity in Japanese society concerning important issues such as family, urbanization, gender, and self-identity are analyzed.

**349. Contemporary Issues in Japanese Society.**

(GER 4B) Fall (3) Hamada Connolly.

Discusses a selected topic in depth and explores important issues in contemporary Japanese society. The course may be repeated for credit when the topics vary.

**350. Special Topics in Anthropology.**

Fall and Spring (3-4) Staff.

Areas of current research interest presented by resident and visiting faculty. Course may be repeated for credit when topics vary.

**362. Knowledge, Learning and Cognition in “Non-Western” Societies.**

(GER 4B) Spring (3) Gundaker.

This course explores anthropological approaches to the production, communication, acquisition, and organization of knowledge in groups outside the European tradition. It investigates such topics as practical reason, cognitive change, educational settings and the way in which culture organizes knowledge systems.

**363. Culture and Cuisine: The Anthropology of Food.**

(GER 4C) Spring (3) Weiss.

This course explores food and cuisine across diverse historical and ethnographic contexts. Topics will include the ritual and symbolic value of cuisine, food preparation and provisioning as expressions of social relations, and the political economy of food production and consumption.

**364. Artists and Cultures.**

(GER 4C) Spring (3) S. Price.

The role of art in the economic, political, religious, and social life of its makers. How aesthetic ideas feed into gender roles, ethnic identities, and interpersonal relations. Materials ranging from Australian barkcloths to Greek sculptures, African masks to European films. (Cross listed with ANTH 581, AMST 341, AMST 515)

**366. Information Technology and Global Culture.**

Fall (3) Hamada Connolly.

Examines local-global cultural connections via Internet. W&M and Asian students conduct joint field research and explore political, social, economic, and educational implications of electronic communication. (Cross listed with INTL 390 01)

**370. Evolutionary Perspectives on Gender.**

(GER 4C) Fall(3) King. Recommended prerequisite: ANTH 203.

Addresses the relationship between biological influences on, and the cultural construction of, human behavior. It asks: How are women's and men's lives affected by biological processes and our primate past? Is evolutionary thinking about humans compatible with feminism?

**371. The Idea of Race.**

Fall or Spring (3) Blakey.

This course tracks the history of the concept of race in western science and society. Students are helped to appreciate the subjective influences of science as well as the variety of societal expressions of racial and racist ideas. (Cross listed with AMST 350)

**411. Historical Linguistics.**

(GER 3) Spring (3) Martin. Prerequisite: ANTH 204/ENGL 220.

A study of the kinds of change which language may undergo. Covers the nature and motivation of linguistic evolution, and the methods by which unattested early stages of known language may be reconstructed. (Cross listed with ENGL 404)

**412. Descriptive Linguistics.**

(GER 3) Spring (4) Reed. Prerequisite: ENGL 304, ENGL 307, and ENGL/ANTH 418, or consent of instructor.

A study of contemporary methods of linguistic analysis, with emphasis on data drawn from a wide variety of languages; in-depth analysis of a single language. Language universals, language types, and field methods are discussed. (Cross listed with ENGL 405)

**413. Language and Society.**

(GER 3) Spring (3) Taylor. Prerequisite: ANTH 204/ENGL 220 and one from ENGL 303, ENGL 415/ANTH 415, or consent of instructor.

A study of the place of language in society and of how our understanding of social structure, conflict and change affect our understanding of the nature of language. (Cross listed with ENGL 406)

**415. Linguistic Anthropology.**

(GER 3) Spring (3) Bragdon. Prerequisite: ANTH 204.

This course will introduce students to the history and theories of linguistic anthropology with emphasis on North American languages. Students will approach these subjects through readings, class discussions and problem sets. (Cross listed with ENGL 415)

**418. Language Patterns: Types and Universals.**

Fall (3) Martin. Prerequisite: ANTH 204.

A survey of common patterns and constructions in language ranging from word order to case agreement, voice, aspect, relative clauses, interrogation and negation. Major themes include the unity and diversity of language and the techniques used to measure it. (Cross listed with ENGL 418)

**422. Applied Anthropology.**

Fall (3) Hamada Connolly. Prerequisite: ANTH 202

This course introduces applied anthropology methodologies for community research. It combines classroom discussion, empirical fieldwork, data analysis, and ethnographic writing. Topics include statistical analysis, professional ethics, behavioral observation techniques, interview and survey techniques, report writing, digital representation, policy application, and grant-writing. Students will conduct small-scale collaborative research projects.

**426. Foodways and the Archaeological Record.**

Spring (3) Bowen.

In a seminar format, students will draw upon archaeological, historical, and anthropological studies, to explore topics such as human-animal relationships surrounding the procurement and production of food, as well as the distribution, preparation, and consumption of food. (Cross listed with ANTH 526, HIST 491, HIST 591)

**427. Native People of Eastern North America.**

Fall (3) Bragdon.

This course treats the native people of eastern North America as they have been viewed ethnographically, theoretically, and historically. Students will apply anthropological theory to historical and contemporary issues regarding native people of the eastern United States and develop critical skills through reading, research and writing about these people. (Cross listed with ANTH 527)

**429. Exploring the Afro-American Past.**

Spring (3) R. Price.

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in anthropology, history, and literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts. (Cross listed with AMST 402, ANTH 529, HIST 345/529)

**430. Material Life in African America.**

Fall, Spring (3) Gundaker.

This seminar explores the world of things that African Americans have made -and made their own- in what is now the United States from the colonial era to the present.

**432. Maroon Societies.**

Spring (3) R. Price.

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States. (Cross listed with AMST412/512, ANTH 532, HIST 340)

**445. Issues in Anthropology.**

Fall (3) Staff. Prerequisite: ANTH 202.

The course will deal with selected issues and problems in anthropology, such as war and peace, population, inequality and justice, the environment, ethnic relations, and minorities. It may be repeated for credit when the topics vary.

**450. Archaeological Conservation (I).**

Fall (3) Moyer.

An introduction to the theory and practice of archaeological conservation, including systems of deterioration, treatment, and storage. The first semester emphasizes the material science and technological underpinnings of archaeological artifacts, the nature of the archaeological environment, and the deterioration of artifacts. (Cross listed with ANTH 550)

**\*451. Archaeological Conservation (II).**

Spring (3) Moyer. Prerequisite: ANTH 450.

In the second semester of the course, students receive instruction and experience in the laboratory treatment of artifacts from 17th- to 19th-century archaeological sites in North America and the West Indies. (Cross listed with ANTH 551)

**\*453. Introduction to Zooarchaeology.**

Spring (4) Bowen.

An introduction to the identification and interpretation of animal bones recovered from archaeological sites. Three class hours. Lab required concurrent with lecture. Three lab hours. (Cross listed with ANTH 553)

**454. Quantitative Research Methods in Anthropology.**

Fall (3) Gallivan. Prerequisites: ANTH 301, ANTH 302, or consent of instructor.

An introduction to the design and implementation of quantitative research in anthropology. Statistical methods covered include those used in describing and interpreting archaeological, biological, ethnographic, and linguistic data. This course focuses on exploratory data analysis, probability, sampling, hypothesis testing, correlation, and regression. (Cross listed with ANTH 554)

**455. Practicing Cultural Resource Management.**

Spring (3) Gallivan. Prerequisites: ANTH 201, ANTH 301, or consent of instructor.

This course introduces students to the practice of cultural resource management (contract archaeology), including hands-on experience in planning, proposal preparation, field and laboratory strategies, project management, and the reporting process. (Cross listed with ANTH 555)

**456. Human Skeletal Biology.**

Fall or Spring (3) Blakey.

This course covers technical aspects of human identification involving skeletal remains. These techniques include bone and tooth identification, age and sex estimation, and methods for the assessment of nutrition and disease in archaeological populations. (Cross listed with ANTH 556)

**457. Archaeology of Colonial Williamsburg and Tidewater Virginia.**

Spring (3) Brown. Prerequisites: ANTH 301 or consent of instructor.

This course examines the archaeological research on sites located in and around Williamsburg, the capital of the colony of Virginia from 1699-1781, as a way of reviewing the theory and method of historical archaeology. (Cross listed with ANTH 557, HIST 491, HIST 591)

**458. Caribbean Archaeology.**

Spring and Fall (3) Smith.

The Archaeology of Western Atlantic Islands for the period 1492-1900 AD. Includes the pre-Columbian background, and contact between indigenous and European groups. European settlement and island development will be examined through recent archaeological work on urban settlements, military forts, commercial structures, sugar mills, and others.

**459. Tsenacomoco: Native Archaeology of the Chesapeake.**

Spring (3) Gallivan.

This class explores the "deep history" of Native Chesapeake societies by tracing a 15,000-year sequence resulting in the Algonquian social landscape of "Tsenacomoco". We consider Pleistocene-era settlement, hunter-forager cultural ecology, migration, agricultural adoption, chiefdom emergence, and Native responses to colonialism.

**\*460. Independent Study.**

Fall and Spring (1-3, 1-3) Note: must be 3 credits when taken as the senior research option. Staff.

A tutorial on a topic agreed upon by the student and instructor. Normally to be taken only once.

**470. Senior Seminar in Anthropology.**

Fall (4) Staff. Prerequisites: ANTH 202 and two other ANTH courses in the same sub-field as the senior seminar section.

A small, writing intensive seminar for senior majors. Topics will vary, reflecting the research specializations of faculty teaching each section. Students will conduct original research and produce a substantial paper.

**Topics for Fall****The Anthropology of Everyday American Life.** Gundaker

The fabric of the ordinary known as Everyday Life consumes most of our days, yet poses special challenges for anthropology because of its familiarity. Through readings, research activities and student projects, this course will explore micro and macro perspectives on the schools, workplaces, domestic scenes, and language patterns of varied Americans and Americas, within the United States. Along the way, seniors will gain skills to practice everyday ethnography after graduation, wherever their paths lead.

**Anthropology and Alcohol.** Smith.

Alcohol is the most widely used drug and drinking is often a highly ritualized social event. In this seminar we will explore the role alcohol has played historically in politics, society, and the economy from a comparative cross-cultural perspective. Using historical, archaeological, and ethnographic sources, we will identify common themes in the social uses of alcohol and interpret the symbolic meanings people attach to drinking.

**Bioarchaeology.** Blakey.

This course is for student sinterested in the use of human skeletal remains from archaeological sites as evidence of the health, behavior, culture, and social and ecological conditions of archaeological populations. The course builds on basic osteological knowledge and provides examples of the statistical treatment of paleopathological and paleodemographic data. The course is meant to introduce students to the conduct of bioarchaeological research. Students are expected to conduct independent research.

**Big Digs: The Archaeology of Cities.** *Voigt.*

Archaeologists interested in the investigation of urban settlements often have substantial information about large scale architecture representing political and/or economic institutions, but they rarely have a systematic sample of the kinds of activities that take place in cities. This class will examine the archaeological record for cities from regions around the world, looking at the diversity of urban forms and the excavation strategies used to document them.

**Spring****Collecting and Exhibiting Cultures.** *S. Price.*

A journey through museums, world's fairs, private living rooms, souvenir shops, theme parks, and more, this course explores the strategies and ethics of field collecting at different moments in history and in different parts of the world, questions of cultural ownership, theories of acquisition and preservation used by museums and private collectors, and issues relating to the exhibiting of both objects and people.

**Maroon Societies, Past and Present.** *R. Price.*

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil through the Caribbean and into the southern United States. Emphasis is on the processes by which enslaved Africans from diverse societies created new cultures in the Americas, on the development of these societies through time, and on the present-day status of surviving maroon communities in Colombia, French Guiana, Jamaica, Brazil, Suriname, and the USA.

**The Anthropology of Science.** *Hoeppe.*

In this seminar we shall seek answers to questions that concern anthropologists increasingly: What distinguishes science from other modes of thought and ways of engaging with the world? How is science related to the state? Which effects does it have in colonial and postcolonial contexts? Does science affect relations between humans and non-human others? Which ethical issues does it raise? And what does all this mean for practicing anthropology today?

**472. Ethnographic History.**

*Spring (3) R. Price.*

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and methods. (Cross listed with AMST 434, ANTH 572, HIST 336)

**482. Arts of the African Diaspora.**

*Spring (3) S. Price.*

An exploration of artistic creativity in the African Diaspora. Consideration of tradition and art history, the articulation of aesthetic ideas, cross-fertilization among different forms and media, the role of gender, the uses of art in social life, the nature of meaning in these arts, and continuities with artistic ideas and forms in African societies. (Cross listed with ANTH 582, AMST 470, AMST 582)

**484. Collecting and Exhibiting Culture.**

*Spring (3) S. Price.*

Ethnographic collecting in different parts of the world, questions of cultural ownership and appropriation, theories of acquisition and preservation used by museums and private collectors, and current debates about the exhibition of both objects and people. (Cross listed with ANTH 584, AMST 581)

**486. Cultural Politics of Art.**

*Spring (3) S. Price.*

Exploration of the cultural and political world of art as experienced by artists, museum visitors, gallery owners, teachers, collectors, curators, critics, and charlatans. Class discussions

will consider anthropological and art historical perspectives in addressing questions central to both disciplines.

**490. Writing and Reading Culture.**

*Spring (3) R. Price.*

Trends in ethnography (and ethnographic history) during the past two decades. Students will begin with a "classic monograph," go on to read about the "crisis" in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Cross listed with ANTH 590, AMST 590, HIST 339/590)

**492. Biocultural Anthropology.**

*Spring (3) Blakey.*

Recent advances in the study of interactions between human biology and culture are examined. Biocultural anthropology extends beyond the limitations of evolutionary theory, employing political and economic perspectives on variation in the physiology and health of human populations.

**†495-496. Honors.**

*Fall, Spring (3,3) Staff.*

Students admitted to Honors in Anthropology will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for 1) formulating a course of study with a faculty advisor, and 2) preparing a substantial Honors essay, to be submitted two weeks before the last day of classes, spring semester. Satisfactory completion of Anthropology 495 and 496 will substitute for Anthropology 470 as a major requirement. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For departmental requirements, see website: <http://web.wm.edu/anthropology/handbk07.php?svr=www>

**498. Internship.**

*Fall, Spring and Summer (variable credit) Staff.*

This course allows students to gain practical experience under the supervision of a faculty advisor. The internship requires readings and a written report. Please see website: <http://web.wm.edu/anthropology/internships.php?svr=www>

**Summer Field Schools in Archaeology**

The Department of Anthropology in conjunction with Colonial Williamsburg will offer two six-week summer field schools in the Williamsburg area. The Department of Anthropology in conjunction with Reves Center for International Studies will offer one session of summer field school in Barbados.

**Anthropology 225: Archaeological Field Methods.**

*No prerequisites. (6)*

An introduction to archaeological field and laboratory methods through participation in a field archaeological project. Archaeological survey and mapping, excavation techniques, data collection and recording, artifact processing and analysis and related topics.

**Anthropology 425: Advanced Archaeological Field Methods.**

*Prerequisites: ANTH 225 or equivalent and field experience, or by consent of the instructor. (6)*

The application of archaeological methods to an individual field project. The course will allow advanced students to work on an individual project within the framework of a supervised archaeological field program.

## Applied Science

PROFESSORS **Hinders (Chair)**, **Kelley**, **Luepke**, **Manos** (CSX Professor) and **Vold**. ASSOCIATE PROFESSORS, **Del Negro**, **Lukaszew** (VMEC Associate Professor) and **Smith**. ASSISTANT PROFESSORS **Schniepp** and **Shaw**. COURTESY PROFESSORS **Bradley**, **Chrisochoides**, **Johnson**, **Kincaid**, **Kossler**, **Krakauer**, **Kranbuehl**, **Leemis**, **Li**, **Orwoll**, **Saha** and **Tracy**. COURTESY ASSOCIATE PROFESSORS **Poutsma** and **Swaddle**. COURTESY ASSISTANT PROFESSORS **Burk**, **Day**, **Keiffaber** and **Tian**. ADJUNCT PROFESSORS **Madaras**, **Mattauch**, **Tait** and **Winfree**. ADJUNCT ASSISTANT PROFESSORS **Kerscher**, **Lynch**, **Silva**, **Weisenberger** and **Wincheski**. RESEARCH ASSISTANT PROFESSOR **Lamar**.

Applied Science (<http://as.wm.edu>) is an interdisciplinary graduate department that offers M.S. and Ph.D. degrees in the physical and biological sciences. Courses and research opportunities are offered cooperatively by the core faculty of Applied Science along with affiliated faculty from the Departments of Anthropology, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, Psychology and the Virginia Institute of Marine Sciences (VIMS), as well as from the NASA Langley Research Center (LaRC) and the Thomas Jefferson National Accelerator Facility (Jefferson Lab). In Applied Science we use the tools, the techniques, and the understanding involved in a wide range of sciences in order to solve complex scientific and technical problems. Core faculty research interests include: nondestructive evaluation, robotics and medical imaging; epidemic modeling and non-linear dynamics; nanotechnology and thin films, surface science, electronic and magnetic materials science; physical and chemical properties and characterization of polymers; laser spectroscopy; solid state nuclear magnetic resonance; neurophysiology; computational neuroscience and cell biology.

While Applied Science does not offer an undergraduate major, many courses in the department are particularly suitable for undergraduate students of physics, mathematics, chemistry, computer science, and biology. Also, a minor in Applied Science is offered with a track in either Computational Biology or Materials Science.

### Requirements for Minor

**Required Credits:** 18 hours

**Core requirements:** Six designated courses (see below), including independent research (at least 2 credits) Required Research Experience: APSC 402 or 404 or 495-496 (2 - 4 credits), or pre-approved Senior Research projects from other departments. Two tracks are available:

**TRACK ONE: COMPUTATIONAL BIOLOGY.** Take 2 of 3 required courses: APSC 351 Cellular Biophysics and Modeling; APSC 452 Self-organization in Life and Chemical Sciences; APSC 454 Bioinformatics and Molecular Evolution. Additional courses may be selected from the following: MATH 302 Ordinary Differential Equations; APSC 312 Medical Imaging; CHEM 341 Principles of Biophysical Chemistry; MATH 345 Mathematical Biology; MATH 351 Applied Statistics; BIOL 401 Evolutionary Genetics, BIOL 404 Topics in Biotechnology; BIOL 406 Molecular Cell Biology; BIOL 425 Biostatistics; MATH 441/442 Introduction to Applied Mathematics I & II; BIOL 442 Molecular Genetics; BIOL 448 Evolutionary Biology; APSC 450 Computational Neuroscience; APSC 453 Cellular Signaling in MATLAB; APSC 455 Population Dynamics; APSC 456 Random Walks in Biology; and topics courses in mathematical biology (with permission). Additional APSC Graduate courses that may be taken and counted with instructor permission: APSC 631 Applied Cellular Neuroscience; APSC 632 Applied Systems Neuroscience; APSC 751 Mathematical Physiology I; APSC 752 Mathematical Physiology II.

**TRACK TWO: MATERIALS SCIENCE.** Take 3 required courses: APSC 201 Materials Science; APSC 301 Mechanics of Materials; APSC 422 Intro Materials Characterization. Additional courses may be selected from the following: APSC 312 Medical Imaging; APSC 327 Lasers in Biomedicine; APSC 405 Applied Quantum Mechanics; APSC or CHEM 411 Polymer Chemistry I; APSC or CHEM 412 & 416 Polymer Chemistry II; CSCI 426 Simulation; MATH 441 or 442 Applied Mathematics I & II; APSC 474 Continuum Mechanics. Additional APSC Graduate courses that may be taken and counted with instructor permission: APSC 607 Mathematical and Computational Methods I; APSC 621 Applied Solid State Science; APSC 623 Introduction to Solid Surfaces and Interfaces; APSC 627 Lasers in Medicine, Science, and Technology; APSC 637 Introduction to Optoelectronics; APSC 671 Solid State Nuclear Magnetic Resonance.

### Description of Courses

#### 150,150W. Freshman Seminar.

*Fall and Spring (3-4) Hinders.*

A course designed to introduce freshmen to specific topics in the study of applied science. 150W satisfies the lower-level writing requirement.

#### Applied Pseudoscience. *Hinders.*

This course offers a brief introduction to the scientific method, and then explores systematically a variety of paranormal phenomena (UFOs, ESP, Bermuda Triangle, etc.). It will help students to distinguish between legitimate scientific discoveries and the bogus claims of tricksters and fools.

#### Astrophotography. *Vold.*

This course will focus on identifying suitable night sky objects for amateur astronomers to photograph through small telescopes, and on the type of scientific information obtainable by such methods using professional equipment.

#### Recycling Technology. *Kelley.*

While most agree that recycling is desirable, implementation continues to face growing issues. Using a nearby city as a case study, this course investigates technology, economics, and policy issues and the students work as a team with city staff to develop and present an improved recycling plan, each class member being responsible for specific areas.

#### The Shape of Things. *Manos.*

This course is an introduction to material science that will appeal to science majors and to students who do not plan to become scientists or engineers. Students will read extensively about forms and structures which occur most frequently in natural and man-made objects seeking the reasons for common patterns that occur. Topics from outside the usual materials science and engineering mainstream, including materials used in art, architecture or biological systems will be encouraged.

#### 201. Introduction to Materials Science.

*Spring (3) Luepke.*

An introduction to the chemical and physical aspects of materials. Topics include structural, mechanical, electrical, and thermal properties of materials. Applications are stressed.

#### 301. Mechanics of Materials.

*Fall (3) Hinders.*

Introduction to the concepts of stress and strain applied to analysis of structures. Development of problem solving ability for modeling and analysis of simple structures subject to axial, torsional, and bending loads, and physical intuition of realistic outcomes.

#### 312. Medical Imaging.

*Spring (3) Hinders. Prerequisites: PHYS 101/102 or PHYS 107/108.*

Introduction to the modern clinical non-invasive diagnostic imaging techniques. The course will cover the physical, mathematical and computational principles of x-ray, ultrasound, radionuclide and magnetic resonance imaging techniques.

**327. Introduction to Laser Biomedicine.**

*Spring (3) Luepke. Prerequisites: Junior standing or consent of instructor.*

The course will build a foundation for understanding the use of lasers in biology and medicine. There will be particular emphasis on laser beam interactions with human tissue for diagnosis, therapy, and surgery, with additional attention to optical coherence tomography, two-photon microscopy, fluorescent imaging, optical tweezers, and refractive surgery.

**351. Cellular Biophysics and Modeling.**

*Fall (3) Smith and Del Negro. Prerequisite: MATH 112 or 113, BIOL 203, or consent of instructor.*

An introduction to simulation and modeling of dynamic phenomena in cell biology and neuroscience. Topics covered will include the biophysics of excitable membranes, the gating of voltage- and ligand-gated ion channels, intracellular calcium signaling, and electrical bursting in neurons. (Cross listed with BIOL 451)

**401,402. Research in Applied Science.**

*Fall or Spring (1-3, 1-3) Staff. Prerequisites: Consent of the instructor.*

Independent experimental or computational research under supervision of a faculty member. Hours to be arranged.

**403,404. Independent Study in Applied Science.**

*Fall or Spring (1-3, 1-3) Staff. Prerequisites: Consent of the instructor.*

Independent study under supervision of a faculty member. Hours to be arranged.

**405. Applied Quantum Mechanics.**

*Spring (3) Vold.*

The applications of quantum mechanics to problems in materials science, with particular reference to quantum descriptions of solid state phenomena and the use of spectroscopy as a tool for materials characterization.

**411. Polymer Science I.**

*Fall (3) Staff. Prerequisites: CHEM 209, CHEM 301.*

An introduction to the chemical aspects of polymer science at the molecular level. Topics include the preparation, modification, degradation and stabilization of polymers. Reaction mechanisms are stressed.

**412. Polymer Science II.**

*Spring (3) Kranbuehl. Prerequisite: CHEM 301.*

An introduction to the physical aspects of polymer science at the molecular level. Topics include the properties of polymers in building and in solution, conformational analysis, viscoelasticity and rubber elasticity.

**416. Polymer Laboratory.**

*Spring (1) Staff. Prerequisite or Corequisite: APSC 411 or APSC 412.*

A series of experiments in polymer synthesis, solution characterization, and mechanical and thermal properties of polymers.

**422. Introduction to Materials Characterization.**

*Spring (3) Kelley. Prerequisite: Background in physical sciences.*

Science and technology of determining surface and bulk structure and composition of organic and inorganic materials under instrument and 'in-situ' conditions. Examples chosen appropriate to class interests.

**431. Applied Cellular Neuroscience.**

*Fall (3) Del Negro. Prerequisite BIOL 345.*

We examine cellular neurophysiology including membrane potentials, ion channels and membrane permeability, electrical signaling and cable properties, synaptic transmission, neuromodulation, and second messenger systems. We apply these concepts to motor control, homeostatic regulation, special senses.

**432. Applied Systems Neuroscience.**

*Spring (3) Del Negro. Prerequisites: BIOL 345, BIOL 447, PSYC 313.*

We explore how behaviors arise due to multiple levels of organization in the nervous system. Topics include: reflexes, central pattern generator networks, neural control of breathing, the neural control of appetite, body weight and obesity, and the neuropharmacology of nicotine addiction.

**450. Computational Neuroscience.**

*Fall (3) Smith. Prerequisite: APSC 351 or consent of instructor.*

Computational function of hippocampus, thalamus, basal ganglia, visual cortex, and central pattern generators of hindbrain and spinal cord emphasizing how experiment and theory complement each other in systems neuroscience. Relevant mathematical modeling and computer simulation techniques will be taught.

**452. Self-Organization in Life and Chemical Sciences**

*Spring (3) Del Negro and Bagdassarian.*

Here we investigate self-organization and complex collective behaviors that emerge from simple dynamical principles in a variety of living and chemical systems. We consider, for example, oscillatory chemical reactions, single-celled organisms and their communal behaviors, as well as the spread of HIV in human populations using agent-based computer simulation to model and analyze these systems. The course culminates in a final research project wherein students, in consultation with the instructors, develop and analyze their own original model. (Cross-listed with BIOL 452)

**453. Cellular Signaling in MATLAB.**

*Fall (3) Smith. Prerequisite: MATH 112 OR 113, BIOL 203, or consent of instructor.*

An introduction to computer modeling of cell signal transduction, that is, how cells convert external stimuli such as hormones and neurotransmitters into an integrated and coordinated intracellular response. Topics covered include: binding of ligand to receptors, ion channels and electrical signals, metabotropic signaling (G protein coupled receptors, effector molecules, second messengers), intracellular calcium dynamics, and sensory transduction in the visual and auditory systems. Each topic will be introduced from the biological perspective and studied by simulation using MATLAB. Prior experience with mathematical and computer modeling is not required.

**454. Bioinformatics and Molecular Evolution.**

*Spring (3) Smith. Prerequisite: MATH 112 or 113, BIOL 203, or consent of instructor.*

An introduction to computational molecular biology and molecular evolution including nucleotide and amino acid sequence comparison, DNA fragment assembly, phylogenetic tree construction and inference, RNA and protein secondary structure prediction and substitution models of sequence evolution. (Cross listed with BIOL 454)

**455. Population Dynamics.**

*Fall (3) Shaw. Prerequisite: MATH 302 or equivalent.*

An introduction to population dynamics and bifurcation theory. Classic population models including the logistic map, predator-prey systems, and epidemic models will be used to motivate dynamics concepts such as stability analysis, bifurcations, chaos, and Lyapunov exponents.

**456. Random Walks In Biology.**

*Spring (3) Shaw. Prerequisite: Math 131 or equivalent*

This course introduces random processes in biological systems. It focuses on how biological processes are inherently stochastic and driven by a combination of energetic and entropic factors. Topics include diffusion, cell motility, molecular motors, ion channels, and extinction in populations.

**474. Continuum Mechanics.**

*Spring (3) Hinders.*

This course covers the basic concepts of mechanics and thermodynamics of continua, including conservation of mass, momentum and energy; stresses and strains; viscous fluids, elasticity and thermal stresses; viscoelasticity and creep; ultimate failure; introduction to plasticity; elastic waves and elastodynamics.

**490. Studies in Applied Science.**

*Fall and Spring (1-5) Staff.*

Advanced or specialized topics in Applied Science. Subjects, prerequisites, credits and instructors may vary from year to year. Course may be repeated for credit if the instructor determines that there will not be a duplication of material.

**†495-496. Honors.**

*Fall, Spring (3) Staff. Prerequisite: Senior standing, an overall GPA of 3.0, and consent of the instructor.*

Independent laboratory or computational research in applied science under the supervision of a faculty member. Students are required to write an Honors thesis based on a review of the literature and their research. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**†498. Internship.**

*Fall, Spring, and Summer (1-5) Staff.*

Research in accelerator science, atmospheric science, polymer science or quantitative materials characterization at the NASA-Langley Research Center in Hampton or the Thomas Jefferson National Accelerator Facility (TJNAF) in Newport News. Approval of the Chair of Applied Science is required prior to enrollment.

## Art and Art History

PROFESSORS **Kreydatus** (Chair and Associate Professor), **Barnes, Jack**, **Wallach** (Ralph H. Wark Professor), and **Webster** (Jane W. Mahoney Professor). ASSOCIATE PROFESSORS **Mead, Levesque, Palermo, Watkinson (on leave 2010-2011) and Zandi-Sayek** ASSISTANT PROFESSORS **McCormick** VISITING ASSISTANT PROFESSORS **Kerrin, Xue** INSTRUCTORS **Carey, Demeo, Falk, Pease, Lowery, and Lee.**

The Department of Art and Art History offers two programs: Studio Art and Art History.

The Studio Art program offers courses in drawing, painting, sculpture, ceramics, printmaking, and architecture within the context of a liberal arts education. The program aims at developing greater visual awareness through a rigorously structured educational experience based on intensive studio training. All course offerings, from beginning to advanced, emphasize working from observation to provide a common language and firm visual foundation. At more advanced levels, students develop a more personal sensitivity to visual modes, leading to an informed and specific artistic voice.

The Art History program offers courses and scholarly experiences that contribute to the liberal arts education of undergraduates. Art History majors are required to take introductory and intermediate level lecture courses, advanced seminars, studio art courses, and directed reading and research that promote a critical understanding of the development and expression of visual arts and familiarize them with current disciplinary concerns.

In each program, the student is required to complete ART 211, 212 and ARTH 251 and 252. It is to the advantage of the student to complete these courses by the end of the sophomore year. A wide variety of programs can be developed from the offerings of the department to suit the individual needs of majors. Students in Art and Art History have developed careers in art, architecture, art history, museum work, teaching, and applied arts in business. For purposes of double majoring, Art and Art History combines well with history, anthropology, literature, comparative literature, music and music history, classical studies, philosophy, psychology, and the sciences to give a student a breadth of knowledge and experience in comparable methodologies that leads to mutually reinforcing insights in both majors. Students interested in elementary and secondary school teaching of art should elect the major in art. All members of the department are ready to offer advice on career plans in Art and Art History.

### Special Opportunities and Facilities

**Museum Internships.** Museum internships for credit are possible with the Muscarelle Museum of Art, the Colonial Williamsburg Foundation and other art museums (see Art History 389).

**Scholarships.** There are a number of scholarship awards (detailed information is available from the Chair). The application deadline is 5pm on the first Monday of April.

The J. Binford Walford Scholarships are available for the study of architectural history and design. All students interested in such a study, including incoming freshmen, are eligible to apply.

The Joseph Palin Thorley Scholarship is available to all rising seniors who either major or minor in art with the exception of students interested in architecture.

The Martha Wren Briggs Art and Art History Scholarship supports two scholarships for academically distinguished undergraduate students during their junior or senior year who are majoring in the Department of Art and Art History with a concentration in Art History. Students must demonstrate strong potential for careers in art history, architecture, museum management or other non-studio art-related careers. Rising juniors and seniors may apply.

**Student employment.** A number of work possibilities in the Student Aid Program offer the opportunity of program-related experience in the art, art history, and museum programs.

**Student art organization.** Tangelo, the club for students majoring or interested in art and art history, sponsors lectures, excursions to museums, and a weekly open model session held at Andrews hall every Thursday evening during the academic year.

**Preparation for graduate study in art with additional credits.** Students in art preparing for graduate or professional study may apply to the Department to take 12 additional hours over the 48 hour maximum of courses in art (see Requirements for Major).

**Lectures, exhibitions, and workshops.** Lectures in art history and workshops in various media, often in connection with exhibitions, are offered annually. The Department of Art and Art History sponsors a series of visiting exhibitions and of student work in the galleries in Andrews Hall. The Joseph and Margaret Muscarelle Museum of Art houses the College's art collection and sponsors a changing exhibition program.

### Requirements for Major

**Art.** The art program is designed to offer the major a variety of courses and the opportunity to work in depth at the advanced level.

#### Required Credit Hours: 39

**Major Writing Requirement:** See below.

**Major Computing Requirement:** See below.

**Core Requirements:** ART 211, 212, 460(section I &II), ARTH 251, 252, and six additional credits in upper-level Art History courses, one of which will satisfy the Major Writing and Computing Requirements. For those students who will focus their study in Two-Dimensional Art, they will be required to take 20 additional credits, of which ART 309, ART 311 or ART 317, and ART 315 or ART 316 are mandatory. Students focusing their study in Three-Dimensional Art will be required to take 20 additional Art credits, three of which must be in ART 319 or 320, and three additional credits in drawing courses: ART 309, 310, or 311. In addition, students focusing their study in Printmaking will be required to take 20 additional credits of which ART 323 and ART 324 are mandatory. Within the 20 additional credits, all art majors must have at least six credits in 400 level Art courses. A minimum of 39 credits in Art and Art History must be earned in the major; a maximum of 48 credits may be earned. There is an exception to this rule for the student preparing for graduate study in studio art. The student may apply for the opportunity to take up to an additional 12 credit hours in art in order to develop a graduate application portfolio. Application (using the Degrees Committee petition form) to the Department and then the Degrees Committee is usually made during the first semester of junior year and no later than second semester junior year but before registration for the first semester of senior year. To be considered for this honor, the student should have shown exceptional promise by maintaining as a minimum, a 3.3 GPA within the department and a 2.5 GPA within the university. In addition, the student should have the full sponsorship of two faculty members and will be required to submit a portfolio of ten works for review during this process.

All majors in Art are required to take ART 460, the Senior Student Exhibition, in their last two semesters. Majors must participate in a review of their work in order to show in the senior exhibition.

**Art History.** Art history requirements are designed to give the student a satisfactory program having breadth, variety and a balance between lecture courses and seminars.

**Required Credit Hours:** 39; a maximum of 48 credits may be earned.

**Core Requirements:** ART 211, 212 and ARTH 251, 252. In addition to these 12 hours, the student must choose three credits in each of the following five fields:

- A. Medieval (ARTH 351, 352, 353)
- B. Renaissance and Baroque (ARTH 360, 362, 363, 364, 365, 366)
- C. Modern (ARTH 370, 371, 372, 375)
- D. American (ARTH 381, 383)
- E. Non-Western/Cross Cultural (ARTH 392, 393, 394, 395)

In addition, Methods in Art History (ARTH 480) and another 400-level course are required.

### Major Writing Requirement

One art history course at the 300 or 400 level (including ARTH 490) will fulfill the requirement.

The Major Writing Requirement will be satisfied in the following way:

1. When prospective majors, in consultation with their major advisor, file the form required for a declaration of major, they will specify an art history course conforming to the above criteria that is most appropriate to their area of special interest. This course will satisfy the prospective majors Major Writing Requirement.
2. At the time of registration for the specified course, the student will consult with the instructor to make all necessary arrangements for a schedule that allows for the opportunity to go through the stages of writing and rewriting that is part of the requirement.
3. When the student has completed the courses with a grade of C or higher, the instructor will notify the department chair.

### Major Computing Requirement

The Major Computing Requirement will be fulfilled during the completion of the Major Writing Requirement. In the process of writing their research papers, students will be expected to do research using all of the data bases and library resources that are computer accessible (World Web, On-line Journals, and Bibliographic Sources such as Art Index, Art Abstracts, RILA, RRA, BHA, Art Bibliographies Modern etc.) as well as to find and assess specific web sites related to their topic.

### The Minor in Art and Art History

#### Required Credit Hours: 21

A minor in Art and Art History can be achieved by following one of the three following programs:

**Art.** ART 211, 212 plus five 3-credit 300 or 400 level courses in Art.

**Art History.** ARTH 251, 252 plus five 3-credit 300 or 400 level courses in Art History.

**Combined Art and Art History.** ART 211, 212, ARTH 251, 252 plus three 300 or 400 level courses in any combination of Art, Art History or both.

## Art

### Description of Courses

#### 150. Freshman Seminar in Studio Art.

*Spring (3) Staff.*

This course will introduce the student to many issues involved in making a work of art. It will combine written and creative projects that are designed to balance the analytical and intuitive understanding of what constitutes an aesthetic work.

#### 211. Two-Dimensional Foundations.

*(GER 6) Fall and Spring (3,3) Demeo, Lee, Schneider.*

Introduction to visual expressive concerns through lectures and projects in drawing, color and design as they function two-dimensionally. Six studio hours.

#### 212. Three-Dimensional Foundations.

*(GER 6) Fall and Spring (3,3) Jack, Lanka, McLemore.*

Creative problem solving in a variety of media dealing with the elements of three-dimensional form (line, surface, volume, mass, color, light, and space) and exploring concepts of image, message, process, style, and expression. Six studio hours. May be taken before ART 211.

#### 309. Life Drawing I.

*Fall and Spring (3,3) McCormick, Prerequisite: ART 211 or consent of the instructor.*

Exploration of various drawing concepts using the human figure.

#### 310. Life Drawing II.

*Fall and Spring (3,3) McCormick. Prerequisite: ART 309 or consent of the instructor.*

Continuation of ART 309.

#### 311. Drawing.

*Fall and Spring (3,3) McCormick and Schneider. Prerequisite: ART 211 or consent of the instructor.*

The problems of visual understanding and expression in drawing using pencil and charcoal and dealing with line, value, proportion and perspective.

#### 313. Architectural Design I.

*Fall (3) Pease. Prerequisites: ART 211, ART 212 or consent of the instructor.*

The discovery of architecture through design with emphasis on basic vocabulary; drafting, perspective, shades and shadows, scale and proportion.

#### 314. Architectural Design II.

*Spring (3) Pease. Prerequisite: ART 313.*

The investigation of the role of the architect with specific design problems and the development of presentation techniques.

#### 315. Painting: Basic Pictorial Structure.

*Fall (3) Schneider. ART 211 or consent of the instructor.*

Introduction to painting with emphasis on objective pictorial structure. Exploration and development of formal, organizational concerns as they relate to painting. Subjects may include objects, landscape and the figure. May be repeated for credit.

#### 316. Painting: Basic Pictorial Expression.

*Fall and Spring (3) Lee. ART 211 or consent of the instructor.*

Introduction to painting with emphasis on how visual elements, dynamics, and handling of the material create envisioned and expressive themes. Work from memory, objects, landscape, and the figure stressing and evolving significant forms and symbols. May be repeated for credit.

#### 317. Color Drawing: Theory and Practice.

*Fall and Spring (3) McCormick. Prerequisite: ART 211*

This course is an exploration into the perceptual properties and theories of color. Emphasis will be placed on observationally based works that refer to specific theories of color. Students will be encouraged to explore a variety of color media.

#### 319. Life Modeling I.

*Spring (3) Mead. Prerequisite: ART 212.*

A study of the human figure in three dimensions. Figures are modeled directly from life in clay and plaster. Study is made of human anatomy and armature building.

#### 320. Life Modeling II.

*Spring (3) Mead. Prerequisites: ART 212, ART 319.*

A continuation of ART 319.

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### 323. Printmaking – Intaglio and Monotype.

*Spring (3,3) Kreydatus. Prerequisite: ART 211.*

An introduction to the earliest forms of printing from a metal plate. Each student will make one large print and participate in a final portfolio project with the class.

### 324. Lithography and Relief Printmaking.

*Fall (3) Kreydatus. Prerequisite: ART 211 or consent of instructor.*

Exploration of the unique possibilities of printmaking through lithography and single/multi block woodcuts. We will explore both traditional and contemporary approaches through a variety of subject matter.

### 325. Sculpture: Mass.

*Spring (3) Mead. Prerequisites: ART 211, ART 212 or consent of the instructor.*

An approach to three-dimensions that utilizes those materials that lend themselves to creating forms with actual mass and volume. Some life observation and mold making will be included. Traditional and contemporary sculptural solutions will be applied.

### 326. Sculpture: Plane.

*Fall (3) Lanka. Prerequisite: ART 212.*

An approach to three-dimensions that focuses on constructive techniques. Mass and volume will be achieved through planer construction. Traditional and contemporary sculptural solutions will be applied.

### 327. Ceramics: Handbuilding.

*Fall (3) Jack. Prerequisite: ART 212.*

Introduction to the making of hand built forms with an emphasis on sculptural possibilities. Slab construction, pinch, coil and mold-making processes will be introduced. Discussions and critiques will focus on personal aesthetics, content and symbolism. Demonstrations and slide presentations will supplement the course.

### 328. Ceramics: Throwing.

*Spring (3) Jack. Prerequisite: ART 212.*

Introduction to forming clay using the potter's wheel. Assigned problems will introduce students to various forming methods and will focus on form, function, surface, and aesthetic detail. Emphasis on invention and creativity, as well as technical processes. Demonstrations, discussions and slide presentations will supplement the course.

### 340. Topics in Art.

*Fall or Spring (1-3, 1-3) Staff. Prerequisite: ART 211 or 212.*

Course on special topics exploring a specific medium or approach.

### 408. Advanced Drawing.

*Fall (3) McCormick. Prerequisites: ART 309, ART 310, ART 311.*

Advanced work with visual concepts through drawing. Emphasis on further development of drawing skills, including work from various subjects in diverse media. May be repeated for credit.

### \*409. Advanced Life Drawing.

*Fall and Spring (3,3) McCormick and Schneider. Prerequisites: ART 309, ART 310.*

This will be an advanced life drawing course involving in depth study of form, anatomy and contemporary concerns regarding figure drawing. A high degree of individual invention and expression are emphasized. Repeatable for up to 6 credits.

### 410. Advanced Painting.

*Fall and Spring (3,3) Schneider and Lee. Prerequisites: ART 315 and ART 316, or two semesters of either ART 315 or ART 316, or consent of instructor required.*

A continuation of ART 316 with more complex problems in the materials, methods and concerns of painting. Students will focus on an independent project beyond assigned class work. Possible field trip. May be repeated for credit.

### 412. Advanced Intaglio Printmaking.

*Spring (3) Kreydatus. Prerequisite: ART 323, ART 324.*

Students will work independently on printmaking projects which advance their technical and conceptual understanding of the print medium. May be repeated for credit.

### 413. Advanced Lithography Printmaking.

*Fall (3) Kreydatus. Prerequisite: ART 323, ART 324.*

Independent printmaking projects in lithography. May be repeated for credit.

### \*414. Advanced Water-based Media: Works on Paper.

*Fall and Spring (3,3) McCormick. Prerequisite: ART 312.*

A course designed to allow a student to explore selected problems in works on paper. May be repeated for credit.

### 416. Advanced Ceramics.

*Fall and Spring (3,3) Jack. Prerequisites: ART 327, ART 328 or consent of the instructor.*

Advanced problems in clay. Students will explore an individual topic, as well as assigned projects. Group critiques, discussions and individual appointments will be used to evaluate work. Slide presentations, field trips and reading assignments. Students will be expected to learn to fire all kilns. May be repeated for credit.

### 418. Advanced Architecture.

*Fall and Spring (3,3) Pease. Prerequisites: ART 313, ART 314.*

This studio will explore architectural issues using both two-dimensional and three-dimensional media with an emphasis on computer aided drafting (CAD). Students will engage in a series of investigations that examine the historic, symbolic, technical and environmental issues that inform contemporary architecture. May be repeated for credit.

### 420. Sculpture: Topics.

*Fall and Spring (3,3) Mead and Lanka. Prerequisites: ART 325, ART 326.*

This course will investigate sculptural issues through a conceptual framework. Materials and processes will be examined as they relate to a selected topic for example: Space; Body; Authorship, Originality, and Authenticity; Collaboration; Site; Drawing for Sculptors.

### \*440. Topics in Art.

*Fall and Spring (1-3, 1-3) Staff. Prerequisites: ART 211, ART 212, and a 300 level course.*

Topics in art will explore a specific medium or approach.

### \*443. Advanced Studio - Independent Study.

*Fall and Spring (3,3) Barnes, Jack, Kreydatus, Lanka, McClemore, McCormick, Meade, Pease, Schneider. Prerequisites: ART 211, ART 212, and appropriate 300 level courses and consent of instructor.*

### 460. Senior Exhibition.

*Fall and Spring (0, 1) McCormick and Jack.*

The senior exhibition is a requirement for graduating seniors. To be taken the last two semesters Pass/Fail, zero credits in the semester before graduation and one credit hour the semester of graduation.

### †\*495-496. Senior Honors in Art.

*Fall, Spring (3,3) Staff.*

Information available from the department website and the Charles Center.

## Art History

### Description of Courses

#### 150W. Freshman Seminar in Art History.

Fall (4) Webster.

A course designed to introduce freshmen to specific topics in the study of art history. This course satisfies the lower-level writing requirement.

#### 251. Survey of the History of Art I.

(GER 4A, 5) Fall (3) Watkinson or Zandi-Sayek.

The study of Ancient and Medieval art. Illustrated lectures and readings. ARTH 251 and 252 are prerequisites for upper level art history courses.

#### 252. Survey of the History of Art II.

(GER 4A, 5) Spring (3) Palermo or Levesque.

The study of European and American art from the Renaissance to the present. Illustrated lectures and readings. May be taken singly and before ARTH 251. ARTH 251 and 252 are prerequisites for upper level art history courses.

#### 255. The Art of East Asia.

(GER 4B) Fall (3) Xue.

This course introduces the distinctive, yet related, aesthetic traditions of East Asia (China, Korea, and Japan). It focuses on architectural sites, sculptures, and paintings. Students are introduced to a contextual framework for understanding East Asian art.

#### 330. Topics in Art History.

(GER 4B) Fall and Spring (1-3, 1-3) Staff. Prerequisite: ARTH 251 or ARTH 252.

Courses of special subjects. Course may be repeated for credit when the topic varies.

#### 351. Medieval Architecture.

Spring (3) Watkinson. Prerequisite: ARTH 251.

This covers the architecture of western Europe from 300 to 1450. Religious architecture is examined in relation to liturgy, popular beliefs, and philosophical movements. Secular architecture: town planning, fortifications, domestic structures, is examined within economic and social contexts.

#### 352. Medieval Figure Arts.

Fall (3) Watkinson. Prerequisite: ARTH 251.

The multifaceted character of Medieval figure art from the ca. 450 to the beginning of the Renaissance will be covered. Topics will include: Germanic non-figurative traditions, the revivals of classical art forms and the rise of the secular artist.

#### 353. Early Christian and Byzantine Art.

Spring (3) Watkinson. Prerequisite: ARTH 251.

The study of the formation of Christian art in the 2nd century and their persistence and elaboration of these themes and styles in the Byzantine Empire until 1453.

#### 360. Italian Renaissance Art, 1250-1600.

Fall (3) Levesque.

Art from the Proto-Renaissance to Mannerism is studied with emphasis on cultural context, style, types, artistic theory, formative influences, legacies, historiographical concepts, and principal artists such as Giotto, Donatello, Leonardo, Michelangelo, Raphael and Titian.

#### 362. Northern Renaissance Art, 1300-1600.

Spring (3) Levesque. Prerequisite: ARTH 252.

The Renaissance, High Renaissance and Mannerism in the Netherlands, France, Germany and Spain. Emphasis on cultural context, style, themes, theory, relationships with Italian art, indigenous traditions, and artists such as Van Eyck, Bosch, Durer, Breughel, Grunewald, and El Greco.

#### 363. Baroque Art, 1600-1750.

Spring (3) Levesque.

The Baroque, the art of heightened persuasion, is traced from its origins to the Rococo with emphasis on style, types, artistic theory, origins, legacies, cultural context, and principal artists, Caravaggio, Bernini, Rubens, Rembrandt and Velasquez.

#### 364. Renaissance and Baroque Architecture and Town Planning.

Fall or Spring (3) Zandi-Sayek. Prerequisite: ARTH 252.

A history of major developments in architecture and town planning from c. 1480 to c. 1780 in Italy, Spain, France, Germany, the Netherlands and England. The various interpretations of Classicism and Humanism are given emphasis.

#### 365. Seventeenth-Century Dutch Painting.

Fall or Spring (3) Levesque.

A comprehensive survey of 17th-century Dutch painting, artistic developments are placed in the context of the formation of the Dutch Republic around 1600. Artists such as Hals, Rembrandt, Vermeer are considered.

#### 366. The Golden Age of Spain.

Fall (3) Webster. Prerequisite: ARTH 252.

An examination of the historical context and development of Spanish art, architecture, and cultural performance, 1500-1700, that explores issues of patronage, iconography, function, and reception.

#### 370. Nineteenth-Century Art.

Spring (3) Palermo Prerequisite: ARTH 252.

A history of earlier modern art 1780-1880 in Great Britain, France, Germany and the United States. Emphasis is placed upon the impact of the socio-political, industrial and cultural revolutions on the major movements of the period, Romanticism and Realism.

#### 371. Twentieth-Century Art.

Fall (3) Palermo. Prerequisite: ARTH 252.

A history of later modern art 1880-1980 in Europe and the United States. Emphasis is placed on the continuing influence of the socio-political, industrial and cultural revolutions on the origins of Modernism, its crystallization 1905-1925, and its demise after 1960.

#### 372. Modern Architecture and Town Planning.

Spring (3) Zandi-Sayek. Prerequisite: ARTH 252.

A history of architecture, landscape design and town planning from 1780 to 1980 in Europe and the United States. Emphasis is placed upon the impact of the socio-political, industrial and cultural revolutions from Romanticism to the crisis of Modernism.

#### 375. Contemporary Art and Art Criticism.

Spring (3) Wallach. Prerequisite: ARTH 252.

Art since 1960 focusing on such issues as the definition of postmodernism, the commodification of art and the role of criticism within the circuits of artistic production and consumption.

#### 381. Nineteenth-Century American Art.

Fall or Spring (3) Staff. Prerequisite: ARTH 252.

A study of major movements-Romanticism, Realism, Modernism-and figures-Allston, Cole, Church, Eakins, Homer, Sargent, Whistler, Cassatt-focusing on issues of iconography, representation, and historical context.

#### 383. Twentieth-Century American Art.

Fall or Spring (3) Wallach. Prerequisite: ARTH 252.

A study of major movements including Regionalism, Abstract Expressionism, Pop and figures Sloan, Sheeler, O'Keefe, Benton, Pollock, and Warhol focusing on such issues as modernism, abstraction, and representation and problems of historical context.

**\*385. Eighteenth-Century Decorative Arts in Britain and America.**  
*Spring (3) Staff. Prerequisites: ARTH 251, ARTH 252, ARTH 363 or ARTH 364. Consent of chair required.*

A course taught by the Colonial Williamsburg curators using the collection of 17th- and 18th-century British and American antiques in the exhibition buildings and the Wallace Gallery. An additional one credit is optional through an internship.

**\*386. Eighteenth-Century Decorative Arts in Britain and America.**  
*Spring (3) Staff. Prerequisites: ARTH 251, ARTH 252, ARTH 363 or ARTH 364. Consent of chair required.*

A course taught by the Colonial Williamsburg curators using the collection of 17th- and 18th-century British and American antiques in the exhibition buildings and the Wallace Gallery. An additional one credit is optional through an internship.

**387. Introduction to Art Museology: A Survey I.**

*Fall (3) De Groft. Prerequisites: ARTH 251, ARTH 252.*

The history of collecting art and the development of the art museum are presented.

**388. Introduction to Art Museology: A Survey II.**

*Spring (3) De Groft. Prerequisites: ARTH 251, ARTH 252.*

Defining the functions and responsibilities of an art museum are the focus of this course.

**\*389. Museum Internships.**

*Fall and Spring (1-3, 1-3) Palermo. Prerequisite: Application through the Department and the Academic Advising Office in the preceding semester (see Special Programs-Internships in this catalog). Prerequisites: ARTH 251, ARTH 252.*

May be used as an opportunity for an off-campus experience. Intended for majors in Art and Art History.

**390. Early Islamic Art.**

*Fall (3) Prerequisite: ARTH 251.*

Religion and art in Islam from the 7th to the 13th centuries CE. This course studies architecture, ceramics, painting and decorative arts from late classical and Persian antiquity to the development of mature styles as distinctive expressions of Islamic civilization.

**391. Late Islamic Art.**

*Spring (3) Prerequisite: ARTH 251.*

Religion and art in Islam following the Mongol invasions and contact with the Far East. The course includes architecture, painting, ceramics, and decorative art of the Muslim renaissance, the sumptuous arts of the 16th and 17th centuries, and their decline.

**392. Art of India.**

*(GER 4B) Fall (3) Staff. Prerequisite: ARTH 251.*

A study of the artistic, cultural and religious background of India with a special emphasis on the 12th through 18th centuries when the subcontinent was under Muslim rule.

**393. The Art of China.**

*(GER 4B) Fall (3) Staff.*

A study of the art and architecture of China.

**394. The Art of Japan.**

*(GER 4B) Spring (3) Staff. Prerequisite: ARTH 251.*

A study of the art and architecture of Japan.

**395. The Visual Culture of Colonial Mexico.**

*(GER 4C) Fall (3) Webster.*

An examination of Mexico's cultural pluralism and visual production from the late pre-Columbian period through the colonial era to independence (ca. 1500-1810), focusing particularly on the social and material manifestations of contact between European and native cultures.

**460. Seminar Topics in Art History.**

*Fall or Spring (3) Staff. Prerequisite: Consent of instructor.*

Seminar topics of special subjects that involve the student in research in primary materials and involve intense writing. May be repeated for credit when the topics vary.

**465. Development of the Medieval Town.**

*Spring (3) Watkinson. Prerequisite: ARTH 351 or ARTH 353.*

A seminar that focuses on Rome, Paris and Tours, France from their origins through the Middle Ages. The archaeological record as well as extant architectural monuments will be emphasized. Students will select a town to research and track its evolution.

**\*467. Topics in High Renaissance, Mannerist and Baroque Art.**

*Fall or Spring (3,3) Levesque.*

Intensive study of a selected topic in European art involving style, genres, iconography and artistic theory. Study of original paintings, sculpture, drawings and prints, as available, will be emphasized.

**\*468. History of Prints.**

*Fall (3) Levesque. Prerequisite: Consent of instructor.*

A seminar on the origins and development of printmaking from the 15th to the 20th century. Prints are viewed as part of a wider cultural and artistic context and as a means of communication.

**\*470. Colonial American Architecture and Town Planning.**

*Fall or Spring (3,3) Staff.*

A history of major developments in architecture and town planning from 1562 to 1792 in the United States and Canada. All major colonial cultures are studied: English, French, Spanish, German, Swedish, and Russian.

**\*471. Renaissance and Baroque Architecture and Urban Studies.**

*Spring (3) Zandi-Sayek. Prerequisite: Consent of instructor.*

A seminar with lectures that examines the major developments in architecture and town planning 1420-1780 in Europe and its North American colonies with emphasis on particular themes such as humanism and classicism. A major paper and class presentation are required; likely field trip.

**\*474. Topics in American Art.**

*Fall or Spring (3) Staff.*

Intensive study of a selected topic in American art involving a genre (e.g., landscape painting), a period (the 1930s), a movement (tonalism), or an issue (e.g., the representation of women in 19th-century American art).

**\*480. Methods of Art History.**

*Spring (3,3) Wallach and Levesque. Prerequisite: Consent of instructor.*

A survey of the methodological approaches to the study of the history of art. Written critiques, oral presentations and original research on a work from the Muscarelle Museum are required.

**\*481. Historic Preservation.**

*Fall (3) Watkinson.*

A study of approaches to historic preservation, including theoretical, historiographic and practical applications. Class project prepares an architectural survey and preservation ordinance for a Virginia town. Students must be able to commit to several hours of field work.

**489. Topics in Art History.**

*Fall and Spring (1-3, 1-3) Staff.*

Seminar devoted to an in-depth study of a selected topic.

**\*490-01. Independent Study - Medieval.**

*Fall and Spring (1-3, 1-3) Watkinson. Prerequisite: Consent of instructor.*

**\*490-02. Independent Study - Modern.**

*Fall and Spring (1-3, 1-3) Palermo. Prerequisite: Consent of instructor.*

**\*490-03. Independent Study - Italian Renaissance, Mannerism & Baroque.**

*Fall and Spring (1-3,1-3) Levesque. Prerequisite: Consent of instructor.*

**\*490-04. Independent Study - Asian.**

*Fall and Spring (1-3,1-3) Dye. Prerequisite: Consent of instructor.*

**\*490-05. Independent Study - Architecture.**

*Fall and Spring (1-3,1-3) Zandi-Sayek. Prerequisite: Consent of instructor.*

**\*490-07. Independent Study - American Art.**

*Fall and Spring (1-3,1-3) Wallach. Prerequisite: Consent of instructor.*

**\*490-08. Independent Study - Northern Renaissance and Baroque.**

*Fall and Spring (1-3,1-3) Levesque. Prerequisite: Consent of instructor.*

**\*490-09. Independent Study.**

*Fall and Spring (1-3,1-3) Staff. Prerequisite: Consent of instructor.*

**†\*495-496. Senior Honors in Art History Research.**

*Fall, Spring (3,3) Palermo. Prerequisite: Consent of instructor.*

Information available from the department website and the Charles Center.

## Biochemistry

ADVISORY COMMITTEE **Bebout** (Coordinator, Chemistry), **Coleman** (Chemistry), **Landino** (Chemistry) and **Shakes** (Biology).

Biochemistry is a formalized minor within the Interdisciplinary Studies program. Students must declare this minor before the beginning of preregistration for the final semester of their senior year by submitting a Biochemistry Minor Declaration form to the Director of Interdisciplinary Studies (Professor Schwartz in the Charles Center). Electives are to be selected by each student in consultation with a member of the Advisory Committee.

A Biochemistry minor is especially appropriate for those interested in advanced studies in Biology, Chemistry, Neuroscience or Medicine.

**Biochemistry Minor:** Two possible sequences for completing the course work required for the biochemistry minor are presented below. Courses enclosed in parentheses are only necessary to complete the minor if they are prerequisites to the upper level electives selected. See list below to determine typical semester availability of electives. Students with particularly strong preparation in the sciences and math could consider completing courses at a faster pace.

**Required credit hours:** 18 (12 credit core/6 credits in electives/9 hours in prerequisites)

### Sem. Life Sciences Scheduling

- 1 BIOL 220: Introduction to Organisms, Ecology, and Evolution (formerly BIOL 204)  
CHEM 103: General Chemistry I
- 2 BIOL 225: Introduction to Molecules, Cells, and Development (formerly BIOL 203)  
CHEM 206: Organic Chemistry I
- 3 (BIOL 206: General Zoology)  
CHEM 209: Organic Chemistry II or CHEM 307: Organic Chemistry II for Life Sciences  
(Math 111: Calculus)
- 4 CHEM 308: General Chemistry II for Life Sciences or CHEM 305: Inorganic and General Chemistry II  
(Math 112: Calculus)
- 5 Elective(s)
- 6 BIOL 414: Biochemistry
- 7 Elective(s)
- 8 Elective(s)

### Sem. Physical Sciences Scheduling

- 1 CHEM 103: General Chemistry I  
(Math 111: Calculus)
- 2 CHEM 206: Organic Chemistry I  
(Math 112: Calculus)
- 3 CHEM 209: Organic II or Chem 307: Organic Chemistry II for Life Sciences  
BIOL 220: Introduction to Organisms, Ecology, and Evolution (formerly BIOL 204)
- 4 CHEM 308: General Chemistry II for Life Sciences or CHEM 305: Inorganic and General Chemistry II  
BIOL 225: Introduction to Molecules, Cells, and Development (formerly BIOL 203)
- 5 (BIOL 206: General Zoology)  
Elective(s)
- 6 CHEM 414: Biochemistry
- 7 Elective(s)
- 8 Elective(s)

**REQUIRED CORE** (12 or more credits): Only two of these four courses can be applied to both a major and a minor. The minor requires 9 or more additional credits in prerequisites: Chemistry 103, Chemistry 206 and either Biology 220 or one of Chemistry 305 or 308 or 335.

- CHEM 209: Organic Chemistry II OR CHEM 307: Organic Chemistry II for Life Sciences
- BIOL 225: Introduction to Molecules, Cells and Development (formerly BIOL 203)
- One of CHEM 305: Inorganic and General Chemistry II; CHEM 308: General Chemistry II for Life Sciences, CHEM 335: Freshman Honors Chem; OR BIOL 220: Introduction to Organisms, Ecology and Evolution (formerly BIOL 204)
- CHEM 414: Biochemistry OR BIOL 414: Biochemistry

**ELECTIVES** (6 or more credits): Students must select two additional courses from those listed below which are not offered by their major department; students majoring in neither Biology nor Chemistry must select one Biology course and one Chemistry course. Some electives have optional laboratory component.

- BIOL 310: Molecular Cell Biology. Fall, Spring (3). Prerequisite: BIOL 220, BIOL 225; CHEM 307 recommended (formerly BIOL 406)
- BIOL 345: Neurobiology. Spring (3). Prerequisite: BIOL 203, BIOL 206
- BIOL 415: General Endocrinology. Fall (3). Prerequisites: BIOL 206, CHEM 307
- BIOL 420: Genetic Analysis. Fall (3). Prerequisite: BIOL 220, BIOL 225
- BIOL 433: Developmental Biology. Fall (3). Prerequisite: BIOL 206
- BIOL 436: Advanced Cell Biology. Spring (3). Prerequisite: BIOL 406
- BIOL 437: Immunology. Spring (3). Prerequisites: BIOL 220, BIOL 225
- BIOL 440: Microbiology. Spring (3). Prerequisite: BIOL 220, BIOL 225
- BIOL 442: Molecular Genetics. Fall (3). Prerequisite: BIOL 220, BIOL 225
- CHEM 309: Instrumental Analysis. Fall (3). Prerequisites: CHEM 305 or CHEM 308 or Chem 335
- CHEM 341: Physical Chemistry for Life Sciences. Spring (3). Prerequisites: CHEM 305 or CHEM 308 or CHEM 335, MATH 112 or 113 (Not offered Spring, 2011)
- CHEM 415: Advanced Biochemistry. Fall (3). Prerequisite: CHEM 414 or BIOL 414
- CHEM 417: Neurochemistry. Fall (3). Prerequisites: CHEM 414 or BIOL 414

## Biology

PROFESSORS Allison (Chair), Bradley, Chambers, Cristol, Fashing, Heideman, Saha, Sanderson, and Swaddle. ASSOCIATE PROFESSORS Capelli, Case, Forsyth, Griffin, Shakes, and Zwollo. ASSISTANT PROFESSORS Allen, Engstrom, Hinton, Kerscher, Leu, Wawersik, and Williamson. PROFESSOREMÉRITUS Hoegerman. VISITING ASSISTANT PROFESSORS, Battie, Micancin, Murphy, Sher. RESEARCH ASSISTANT PROFESSOR, Duerr. INSTRUCTORS Sadler and Saunders.

The program of the Department of Biology is organized to provide majors with a sound introduction to the principles of biology and to develop an appreciation for the diversity and complexity of living things. The department attempts to provide majors both breadth and depth of training as well as a variety of approaches to the study of life, while allowing maximum flexibility in the development of programs consistent with the interests and needs of individual students. The major requirements below have been designed with these objectives in mind.

Given the increasing intersection of modern biology with other sciences, majors may wish to enhance their training through a minor in other programs. In addition to those programs offering undergraduate majors, minors are also available in Biochemistry, Environmental Science and Policy, Marine Science, and, through the Applied Science program, in Computational and Mathematical Biology. See catalogue for further information.

### Requirements for Major

**Required Credit Hours:** 37

A minimum of 37 hours of biology as outlined below. In addition Biology majors are required to take Chemistry 103 and 206 with their associated labs, Math 131 (or Math 111), and either Math 132 (or Math 112) or Intro to Biostatistics (Bio 425); however, the credit hours for these courses do not apply toward the minimum requirements for a major in biology. Biology majors, especially those planning on pursuing advanced degrees, are strongly recommended to take two semesters of physics and two additional semesters of chemistry. Students who received a score of 5 on the Advanced Placement Examination should consult the catalog section on Requirements for Degrees in regards to credit and exemption options.

**Major Computing Requirement:** The Major Computing Proficiency Requirement is satisfied by completion of either Biology 221 or 226.

**Major Writing Requirement:** The Major Writing Requirement in biology is fulfilled in the required upper-level seminar, Biology 460 or a course that is specifically designated as fulfilling the seminar requirement.

### Core Requirements:

1. Principles of Biology: BIOL 220, 221, 225, and 226.
2. Integrative Functional Biology requirement. Two of the following three courses: BIOL 205, 206 or 440.
3. Molecular Cell Biology requirement: BIOL 310
4. Evolutionary Biology requirement: BIOL 312
5. Genetics requirement: One of the following courses: BIOL 401, 420, or 442
6. Advanced laboratory experience: Laboratory work in at least one 400 level course. BIOL 403 and/or BIOL 495-496 cannot substitute for the laboratory requirement.
7. Advanced seminar requirement: BIOL 460 or course specifically designated as a seminar course.
8. The remainder of the 37 credits can be completed by any additional 300 and 400 level BIOL courses.

Note: 100 level biology courses are not applicable towards the minimum requirements.

### Requirements for Minor

**Required Credit Hours:** 21 credits,

### Core Requirements:

BIOL 220, 221, 225, and 226. The remaining credits may be completed by taking any additional 200-400 level biology courses except BIOL 403. 100 level biology courses are not applicable toward the minimum requirements.

### Description of Courses

#### 105. Plants, People, and Agriculture

(GER 2B) Fall (3) Engstrom. (Alternate years, offered 2010-2011)

An introduction to the complex relationship between people, plants, and agriculture with an emphasis on agricultural sustainability as it pertains to both historical and current agricultural practices. Not applicable toward the minimum requirements for a major or minor in biology. Three class hours plus two field trips.

#### 106. Disease, Biomedicine, and Biomedical Research.

(GER 2B) Fall (3) Shakes. (Alternate years, not offered 2010-2011)

Introduction to the biology of common devastating diseases. Topics include the biological basis of specific disease and general approaches for accessing biomedical information, interpreting data from clinical trials, and appreciating the methodological approaches used by biomedical researchers to investigate disease. Not applicable toward the minimum requirements for a major or minor in Biology. Three class hours.

#### 108. Introduction to Ecology and Environmental Science.

(GER 2B) Spring (3) Capelli. (not offered in 2010-2011)

Designed for non-majors. An introduction to selected principles of ecology and their application to current environmental issues. Topics include food chain structure, nutrient cycling, competitive and predator/prey interactions, and population growth. Applications range from large scale (global warming) to local (Lake Matoaka issues). Not applicable toward the requirements for a major or minor in biology. Three class hours.

#### 109. Introduction to Ecology and Environmental Science Laboratory.

(GER 2) (Lab) Spring (1) Chambers. Prerequisite or Corequisite BIOL 108. (not offered in 2010-2011)

A field-oriented laboratory that provides first-hand experience with selected issues and methods. Focus will be on the College Woods as a protected but threatened terrestrial habitat, and Lake Matoaka as a highly impacted aquatic one. Designed to accompany BIOL 108. Three laboratory hours.

#### 110. Insects and Society.

(GER 2B) Spring (3) Fashing

A survey of insects and related arthropods emphasizing their role on earth as well as their interactions with humans. Not applicable toward the requirements for a major or minor in Biology. Three class hours.

#### 111. Insect Biology Laboratory.

(Lab) Spring (1) Fashing. Prerequisite or co-requisite: Bio 110 or consent of instructor.

A laboratory designed to provide non-majors with an appreciation of insects and related arthropods. Field trips and laboratory exercises emphasize the biology and recognition of common insects. Three laboratory hours.

#### 112. Medicine and the Mind.

(GER 2B) Fall (3) Griffin (Not offered in 2010-2011).

The first half of this course will take a historical look at medical science and those who looked into the brain for answers about its function, including Thomas Willis and Christopher Wren. The second half will focus on our brains and which has more influence, nature or nurture. Not applicable toward the requirements for a major or minor in biology. Three class hours.

**150W. Freshman Seminar.**

*Fall and Spring (4,4) Sher, Hoegerman.*

A course designed to introduce freshmen to various aspects of the study and consequences of the biological sciences. Not applicable toward the minimum requirements for major or minor in biology.

**\*201. Freshman Research.**

*Fall and Spring (1,1) Staff. Prerequisite: Consent of department and instructor.*

Introduction to research with faculty mentor for freshmen identified by the Biology Department as having an unusually strong Biology background. Students cannot register themselves for this course.

**205. Integrative Biology: Plants.**

*Spring (4) Case. Prerequisites: BIOL 220, BIOL 225.*

An examination of major groups of plants, as well as prokaryotes, algae and fungi. The structure, reproduction, physiology and ecological importance are emphasized in an evolutionary context. Three class hours, three laboratory hours.

**206. Integrative Biology: Animals.**

*Fall (4) Micancin. Prerequisites: BIOL 220, BIOL 225.*

The study of the evolution, classification, ecology, behavior, development and functional systems of the major animal phyla. Certain aspects of human biology will also be covered. Three class hours, three laboratory hours.

**220. Introduction to Organisms, Ecology, Evolution.**

*(GER 2B) Fall (3) Heideman. Corequisite: BIOL 221*

Course is designed for potential biology majors. Lectures explore the diversity of organisms, their interactions with each other and the environment, and the evolutionary processes that produce diversity. Topics include Mendelian genetics, major taxonomic groups, ecology, and evolution. Presupposes strong background in high school biology. Three class hours. (formerly BIOL204 lecture)

**221. Introduction to Organisms, Ecology, Evolution Laboratory. (Lab)**

*Fall (1) Sadler Corequisite: BIOL 220*

Laboratory investigations in ecology, Mendelian genetics, and animal behavior. One discussion hour, three laboratory hours. (formerly BIOL204 Lab)

**225. Introduction to Molecules, Cells, Development.**

*(GER 2B) Spring (3) Allison. Prerequisite: BIOL 220 and BIOL 221 or consent of instructor. Corequisite: BIOL 226. CHEM 103 strongly recommended.*

Lecture explore the molecular and cellular characteristics of living organisms including cell structure, biochemistry, metabolism, molecular genetics, and cellular processes in development. Recommended for science majors. Presupposes strong background in high school biology and chemistry. Three class hours. (formerly BIOL203 lecture)

**226 Introduction to Molecules, Cells, Development Laboratory.**

*(Lab) Spring (1) Sadler. Prerequisite: BIOL 220 and BIOL 221, Corequisite: BIOL 225*

Laboratory investigations in cell, molecular, and developmental biology. One discussion hour, three laboratory hours. (formerly BIOL203 Lab)

**310. Molecular Cell Biology.**

*Fall, Spring (3) Shakes, Wawersik. Prerequisites: BIOL 220, BIOL 225. Prerequisite or corequisite: CHEM 206.*

An introduction to the principles by which eukaryotic cells function with an emphasis on the molecular biology of cells and experimental approaches to their analysis. Three class hours. (formerly BIOL 406)

**312. Evolution of Organisms.**

*Fall, Spring (3) Murphy, Swaddle. Prerequisites: BIOL 220 or BIOL 225. BIOL 206 recommended.*

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. Three class hours. (formerly BIOL 448)

**317. Paleontology.**

*Spring (3) Lockwood. Prerequisites: GEOL 101 or GEOL 110 or GEOL 150 or both BIOL 220 and BIOL 2225, or consent of the instructor.*

The taxonomy of fossil organisms and the role of fossils in the study of organic evolution and the time relations of rock sequences. The laboratory stresses invertebrate morphology and quantitative measurement of local marine fossils. Field trips. Two class hours, two laboratory hours. (Cross listed with GEOL 302) Does not fulfill upper-division lab requirement.

**318. Conservation Biology.**

*Spring (3) Leu. Prerequisites: BIOL 220 and BIOL 221 or consent of the instructor.*

An introduction to the fundamentals of conservation biology and an examination of current conservation issues. Topics include threats to biodiversity, endangered species management, and the interplay of politics, economics, or societal values in conservation decision-making. Three class hours.

**330. Introduction to Oceanography.**

*Fall (3) Bauer, Patterson. Prerequisites: BIOL 220, BIOL 225.*

Description of physical, chemical, biological and geological processes operating in the world ocean. The interdisciplinary nature of oceanography is emphasized, providing an integrated view of factors which control ocean history, circulation, chemistry and biological productivity. Three class hours. (Cross listed with GEOL 330)

**345. Neurobiology.**

*Spring (3) Griffin. Prerequisites: BIOL 225.*

An introduction to the fundamental concepts of neurobiology; this course will cover basic neuroanatomy and electrophysiology, but will emphasize the molecular basis of neuronal development and signaling, including sensory systems, motor systems, learning and memory, behavior and disease of the nervous system. Three class hours

**401. Evolutionary Genetics.**

*Spring (4) Staff. Prerequisite: BIOL 220. (Not offered in 2010-2011)*

Evolution as an ongoing process, rather than as a history, is emphasized. Topics include theoretical and experimental population genetics, ecological genetics, interactions of evolutionary forces, genetic divergence, speciation, and molecular evolution.

**\*403. Research in Biology.**

*Fall and Spring (Credit to be arranged) Staff. Prerequisite: Consent of instructor.*

Independent laboratory or field research under the supervision of a faculty member. A written report is required. No more than three hours may be applied toward the minimum 37 required for a biology major. May be repeated for credit up to a maximum of 6 hours. Hours to be arranged.

**404. Special Topics in Biology.**

*Fall and Spring (1-4, 1-4) Staff.*

If there is no duplication of topic, courses with this number may be repeated for credit. Four credit courses have an associated laboratory. Credits count toward major.

**407. Molecular Cell Biology Laboratory.**

Fall (1) Shakes. Prerequisite: BIOL 310.

An introduction to the use of cell biology laboratory techniques including light and electron microscopy, mutant analysis and selected biochemical techniques. Three laboratory hours.

**409. Virology.**

Fall (3) Williamson. Prerequisites: BIOL 220, 221, 225, 226, and 310

This course gives an overview of fundamental concepts in virology. Topics include the discovery of viruses, principles of viral structure, viral morphogenesis, viral detection methods, viral vaccines, and ecological significance of viruses. A strong emphasis is placed on molecular mechanisms of viral replication. Three class hours.

**410. Animal Behavior.**

Spring (3) Micancin. Prerequisite: BIOL 220.

The study of vertebrate and invertebrate behaviors as adapted traits under the influence of both genes and the environment. Animal behavior, including that of humans and endangered species, will be placed in an ecological and evolutionary context. Three class hours.

**412. Vascular Plant Systematics.**

Fall (4) Case. Prerequisite: BIOL 205.

A study of the principles and research methods of vascular plant systematics, emphasizing classification, evolution, and comparative morphology of the major families of vascular plants. Three class hours, four laboratory hours.

**414. Biochemistry.**

Spring (3) Staff. Prerequisite: CHEM 307 or CHEM 209; prerequisite or corequisite: CHEM 305 or CHEM 308.

Chemistry listing: "The molecular basis of living processes; the chemistry of important constituents of living matter, biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms. Section 01 primarily for life science majors; 02 for physical science majors." (Cross listed with BIOL 414) Biology listing as above but with cross listing to CHEM 414.

**415. General Endocrinology.**

Spring (3) Bradley. Prerequisites: BIOL 206, CHEM 307.

A survey of the neuroendocrine physiology of major systems including the hormones of the hypothalamus, pituitary, adrenal, pancreas, thyroid, GI tract, and reproductive systems. The molecular-cellular control of general metabolism and reproduction in both health and disease is considered. Three class hours. In the fall of 2011, this course will have BIOL 310 and CHEM 206 as prerequisites.

**416. Ornithology.**

Fall (4) Duerr. Prerequisite: BIOL 220. (Alternate years; offered in 2010-2011)

Lectures, laboratory exercises, field experiments and birding trips will provide a comprehensive introduction to the ecology and evolution of birds. Phylogenetic relationships, behavior, conservation, and identification of Virginia's avian fauna will be stressed. Three class hours, three laboratory hours, several early morning field trips.

**417. Population and Community Ecology.**

Fall (4) Staff. Prerequisites: BIOL 205, BIOL 206; one may be taken concurrently. (Not offered in 2010-2011).

Discussion of the structure and dynamics of ecological populations and biotic communities. Emphasis will be on environmental constraints and species interactions that control population growth and determine both diversity and similarities in community structure and function. Three class hours, three laboratory hours.

**418. Functional Ecology.**

Spring (3) Sanderson. Prerequisite: BIOL 206. (Not offered 2010-2011)

Concepts and approaches in physiological ecology, biomechanics and ecological morphology. The course emphasizes critical thinking, discussion, and student presentations on journal articles from the primary literature. Hypothesis formulation and methods of data collection and analysis will be studied. Three class hours. This course fulfills the seminar requirement in biology.

**419. Plant Development and Physiology.**

Spring (4) Engstrom. Prerequisite: BIOL 205, 310. (Alternate years)

An investigation of major topics in plant biology, encompassing plant development, reproduction, energetics and physiology, and the use of genetic, molecular, and biochemical approaches to elucidate major outstanding questions. The accompanying lab will introduce students to model plant systems and a range of genetic, molecular, and histological techniques.

**420. Genetic Analysis.**

Spring (3) Kerscher. Prerequisites: BIOL 220, BIOL 225.

Discussion of classical and modern genetics. Topics will be drawn from the following: Mendelian inheritance, recombination and linkage, cytogenetics, model genetic systems, mutation analysis, mitochondrial, and chloroplast genetics. Three class hours.

**421. Genetic Analysis Laboratory.**

Spring (1) Staff. Prerequisite or corequisite: BIOL 420.

Designed to illustrate genetic principles through experimental work with living organisms, including *Drosophila*, flowering plants, fungi and bacteria. Three laboratory hours.

**425. Introduction to Biostatistics.**

Spring (4) Murphy. Prerequisites: BIOL 205, BIOL 206 and consent of instructor.

An introduction to statistics and research design, including statistical inference, hypothesis testing, descriptive statistics and commonly used statistical tests. Emphasis is placed on the application of quantitative techniques in the biological sciences and solution methods via use of the computer. Three class hours, three laboratory hours.

**426. Aquatic Ecology.**

Fall (4) Capelli. Prerequisite: BIOL 220 or consent of instructor.

Introduction to the ecology of aquatic systems; discussion of the important physical and chemical characteristics of aquatic environments and the adaptations of organisms living in water; community structure and the important processes affecting it, including major aspects of water pollution. Three class hours, three laboratory hours.

**427. Wetland Ecosystems.**

Fall (4) Chambers. Prerequisite: BIOL 220 and BIOL 225.

An investigation of structure and function of wetland ecosystems, considering their formation and distribution at local, regional and continental scales. Interactions amongst biologic, geologic and hydrologic components in wetland development will be presented in lecture, lab and field exercises. Three class hours, three laboratory hours.

**428. General Entomology.**

Fall (4) Fashing. Prerequisites: BIOL 220 and BIOL 225.

An introduction to the biology of insects designed to give the student an overview of entomology. Included are such topics as classification, morphology, physiology, behavior, ecology and economic importance. Three class hours, four laboratory hours.

**430. Mechanisms of Bacterial Symbiosis.**

Fall (3) Forsyth. Prerequisite: BIOL 440 or consent of instructor. (Alternate years.)

Symbiotic relationships encompass a spectrum from parasitism to mutualism. This class will explore the molecular basis of bacterial diseases and the basis of bacterial host mutualistic relationships. Three class hours. This course fulfills the seminar requirement in biology.

**432. Principles of Animal Physiology.**

Spring (4) Staff. Prerequisites: BIOL 206, CHEM 307. (Offered In 2010-2011)

The function of the animal as a whole as indicated by the physiology and interrelationships of different organs and organ systems. The emphasis is on vertebrates, with comparative examples from selected invertebrates. Three class hours, four laboratory hours.

**433. Developmental Biology.**

Fall (3) Saha. Prerequisite: BIOL 220 and 225.

An introduction to embryonic and post-embryonic developmental processes in animals emphasizing both molecular and organismal mechanisms governing cellular differentiation, and the generation of form, shape, and function. Applications of developmental biology to human disease will also be covered including birth defects, stem cell biology, and regenerative medicine. Three class hours. In the fall of 2011, this course will have a prerequisite of BIOL 310.

**434. Developmental Biology Laboratory.**

Fall (1) Staff. Prerequisite or corequisite: BIOL 433. (Not offered in 2010-2011)

An intensive examination of molecular techniques as applied to developmental processes; this semester-long laboratory will involve cloning and analyzing a developmentally significant gene. Three laboratory hours.

**436. Advanced Cell Biology.**

Spring (3) Shakes. Prerequisite: BIOL 310.

An in-depth study of a specific topic in cell biology based on readings from the current primary literature. Topics will vary but may include the cytoskeleton or cell signaling. Course may be repeated for credit when topics vary. Three class hours. This course fulfills the seminar requirement in biology.

**437. Immunology.**

Spring (3) Battie. Prerequisites: BIOL 220, BIOL 225.

This course gives an overview of the cells and molecules that compose the immune system and the mechanisms by which they protect the body against foreign invaders, with emphasis on current experimental approaches and systems. Three class hours. In the spring of 2012, this course will have a prerequisite of either BIOL 310 or BIOL 440.

**438. Immunology Laboratory.**

Spring (1) Battie. Prerequisite or corequisite: BIOL 437.

An introduction to current techniques available to study immune responses in mice. Includes tissue culture of lymphocytes, measuring antibody levels using ELISA techniques, and detection of proteins expressed during lymphocyte development using Western blot analyses. Three laboratory hours.

**439. Gene Regulation.**

Fall (3) Zwollo. Prerequisite: BIOL 225. Corequisite: BIOL 442, or BIOL 437, or consent of instructor. (Not offered in 2010-2011)

Students will gain experience in reading and critically analyzing articles from the primary literature. Topics will involve current research approaches in the field of gene regulation during immune system development. Course may be repeated for credit when topics vary. This course fulfills the seminar requirement in biology.

**440. Microbiology.**

Spring (3) Forsyth. Prerequisites: BIOL 220, BIOL 225.

Introduction to the biology of prokaryotes and viruses. Classical topics such as growth, metabolism and genetics as well as molecular biology are covered. The roles of microorganisms in ecological, biogeochemical, and environmental processes and human health and history are stressed. Three class hours.

**441. Microbiology Laboratory.**

Spring (1) Forsyth. Corequisite: BIOL 440.

An introduction to the techniques used routinely in various disciplines of microbiology. Experiments will cover basic microbiological technique, microbial ecology, and a solid foundation in molecular genetic methodology used in molecular biology research in various fields. Three laboratory hours.

**442. Molecular Genetics.**

Fall (3) Allison. Prerequisites: BIOL 220, BIOL 225.

This course gives a comprehensive introduction to molecular genetics emphasizing genome organization, DNA replication and repair, synthesis of RNA and proteins, regulation of prokaryotic and eukaryotic gene expression, epigenetics, RNA processing, molecular genetics of cancer, DNA biotechnology and human gene therapy. Three class hours. In the fall of 2011, this course will have a prerequisite of BIOL 310.

**443. Molecular Genetics Laboratory.**

Fall (1) Allison. Prerequisite or corequisite: BIOL 442.

Experiments illustrating current techniques in molecular genetics, including basic cloning, transformation of bacteria with recombinant DNA, plasmid and genomic DNA purification, gel electrophoresis, restriction digests, DNA labeling, Southern transfer, PCR and green fluorescent protein expression in transfected mammalian cells. Three laboratory hours.

**444. Biology Laboratory Teaching.**

Fall, Spring, Summer (1,1,1) Staff. Prerequisites: Student must have achieved an A- or above in an upper level biology laboratory class in which they will assist. Consent of instructor.

An introduction to biology laboratory teaching through selected readings and short discussion sessions. Teaching skills will be developed by assisting in an advanced biology laboratory. Three laboratory hours.

**445. Advanced GIS for Biologists.**

Fall (3) Leu. Prerequisites: ENSP 204 or consent of instructor.

This hands-on course will integrate Geographical Information Systems into biological research. Emphasis will be on developing spatial metrics, comparing cell or land cover patterns across spatial or temporal scales, classifying satellite or medical imagery, and modeling species distributions. Three class hours.

**446. Nuclear Structure and Gene Activity.**

Spring (3) Allison. Prerequisite: BIOL 442 or consent of instructor. (Alternate years; not offered in 2010-2011)

An in-depth, advanced exploration of the structure of the nucleus and molecular mechanisms of eukaryotic gene regulation, based on readings from the current primary literature. Topics will include mechanisms regulating nuclear import and export of transcription factors and RNA, the role nuclear architecture plays in gene activity and RNA processing, and how failure to appropriately coordinate these processes leads to abnormal or diseased states. Three class hours. This course fulfills the seminar requirement in biology.

**447. Neurophysiology.**

Fall (4) Griffin. Prerequisites: BIOL 225, CHEM 307, or consent of instructor.

An exploration into the basic concepts related to the activity of the nervous system. This course will focus on electrical and chemical signaling within the nervous system and the ability to control and regulate other physiologic systems. Three class hours, three laboratory hours. In the fall of 2011, this course will have a prerequisite of BIOL 345 and CHEM 307.

**449. Sexual Selection.**

Fall (3) Swaddle. Prerequisites: BIOL 220 or BIOL 206. (Offered as a 1 cr BIOL 404 course in Fall 2010)

An advanced seminar course using the study of sexual selection as a framework to critically examine the primary literature in organismal evolutionary biology and behavioral ecology. Emphasis is placed on student participation in evaluative discussions of published articles and the development of novel ideas for hypothesis testing. Three class hours.

**450. Microbial Pathogenesis.**

Fall (3) Forsyth. Prerequisite: BIOL 440. (Alternate years; offered in 2010-2011)

Class covers genetic, immunologic and evolutionary aspects of microbial virulence based on readings from the primary literature. Major bacterial and viral disease mechanisms will be examined. Three class hours. This course fulfills the seminar requirement in biology.

**451. Cellular Biophysics and Modeling.**

Fall (3) Smith. Prerequisite: MATH 112 or 113, BIOL 225, or consent of instructor.

An introduction to simulation and modeling of dynamic phenomena in cell biology and neuroscience. Topics covered will include the biophysics of excitable membranes, the gating of voltage- and ligand-gated ion channels, intracellular calcium signaling, and electrical bursting in neurons. (Cross-listed with APSC 351)

**452. Self-Organization in Life and Chemical Sciences.**

Spring (3) Del Negro and Bagdassarian.

Here we investigate self-organization and complex collective behaviors that emerge from simple dynamical principles in a variety of living and chemical systems. We consider, for example, oscillatory chemical reactions, single-celled organisms and their communal behaviors, as well as the spread of HIV in human populations using agent-based computer simulation to model and analyze these systems. The course culminates in a final research project wherein students, in consultation with the instructors, develop and analyze their own original model. (Cross listed with APSC 452)

**454. Bioinformatics and Molecular Evolution.**

Spring (3) Smith. Prerequisite: MATH 112 or 113, BIOL 225, or consent of instructor.

An introduction to computational molecular biology and molecular evolution including nucleotide and amino acid sequence comparison, DNA fragment assembly, phylogenetic tree construction and inference, RNA and protein secondary structure prediction and substitution models of sequence evolution. (Cross listed with APSC 454)

**455. How Students Learn.**

Fall (1) Heideman. Prerequisites: Two years of college science and/or mathematics and consent of Instructor.

A practical review of research on the structure and function of brain areas involved in learning (2/3 of the class) followed by practical methods to use his knowledge in teaching at the high school level (1/3 of the class). Not applicable to major or minor, with the exception that students pursuing a career in education may petition to count this toward a Biology major or minor.

**456. Vertebrate Biology.**

Fall (3) Staff. Prerequisite: BIOL 206. (Not offered 2010-2011)

A study of the ecology, phylogeny, behavior, physiology and functional morphology of vertebrates, with special emphasis on fishes, amphibians and reptiles. Three class hours. (formerly BIOL 314)

**457. Invertebrate Biology.**

Fall (4) Allen. (Fall 2010). Prerequisite: BIOL 206

Biology of the major invertebrate groups with an emphasis on marine and estuarine species. Strongly recommended for students interested in marine biology. Three class hours, three laboratory hours. (formerly BIOL 316)

**460. Advanced Seminar in Biology**

Fall and Spring (3) Staff. Prerequisites and corequisites vary by topic.

Special topics of interest will be discussed within the context of small, advanced seminar courses. Advanced seminars emphasize critical reading of the primary literature and discussions of experimental design. Students will be expected to give one or more oral presentations and complete one or more major writing assignments. Fulfills the major writing requirement in biology. Appropriate for juniors and seniors. With instructor permission, courses with this number may be repeated for credits when the topic varies, however only one counts towards the minimum 37 credits required for the major. Three class hours.

See Current Listing and Description of seminar topics on the Biology website at [www.wm.edu/biology](http://www.wm.edu/biology)

**480. Directed Readings in Biology.**

Fall and Spring (1-3, 1-3) Staff. Prerequisite: BIOL 220 and BIOL 225.

A directed readings course to investigate the biological basis of an advanced special topic in biology, with intensive reading of review of articles, texts, and primary literature on the topic.

**†495-496. Honors.**

Fall, Spring (3,3) Staff. Prerequisites: Senior standing, an overall major grade point average of 3.0 and consent of departmental committee on honors and undergraduate research.

Independent laboratory or field research for biology majors under the supervision of a faculty member. Students are required to write an Honors thesis based on a review of the literature and their research. Six hours may be applied toward the minimum 37 required for the biology major. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**Graduate Program**

The department offers the degrees of Master of Science and Master of Arts. For degree requirements and a description of graduate courses, write to the Chair of the Graduate Committee for a graduate catalog.

## Chemistry

PROFESSOR **Abelt** (Chair). PROFESSORS **Bebout, DeFotis, Pike** (Garrett-Robb-Guy Professor), **Poutsma** (Margaret Hamilton Professor) and **Thompson**. ASSOCIATE PROFESSORS **Bagdassarian** (on leave Fall 2010-Spring 2011), **Coleman, Harbron, Hinkle, Landino, and Rice**. ASSISTANT PROFESSORS **Scheerer and Wustholz** PROFESSOR EMERITI **Kiefer, Knudson, Kranbeuhl, Orwoll, Starnes**.

Students majoring in chemistry are afforded a variety of options upon graduation. Many go to graduate school in chemistry, biochemistry, engineering, materials science, medical school, dental school, law, or business. Others go directly into professional chemistry as employees of private industry, governmental agencies, or educational institutions. Departmental alumni/ae are university professors, research scientists, medical doctors, lawyers, dentists, executives, directors of research, secondary school teachers, and administrators.

Most majors engage in research projects for credit in association with a member of the department faculty. Normally this is begun during the second semester of the junior year and continued through the senior year. Opportunities exist for many students to work on projects prior to their junior year and/or over the summer through our paid summer research fellowships.

### Requirements for Major

**Required Credit Hours:** 38 (including 29 core credit hours).

**Major Computing Requirement:** Satisfied by successfully completing required word processing, data and graphical analysis, molecular drawing and modeling, and literature database searching assignments made throughout the core curriculum of the Chemistry major.

**Major Writing Requirement:** Consists of writing two papers (each at least 2,000 words) with a grade of C or better during the junior and senior years. The first paper is written in Chemistry 320, Introduction to Chemical Research, normally during the junior year; and the second is normally completed through Chemistry 409W or 496W for seniors enrolled for research credit but can be written as part of any 400-level Chemistry course with a "W" designation in which the student is concurrently enrolled.

**Core Requirements:** 29 semester credits of core chemistry courses. These core courses are presented here in a typical schedule of a student intending a major in chemistry.

Year	Fall	Spring
1	General I (Chem 103) Laboratory I (Chem 103L)	Organic I (Chem 206) Laboratory II (Chem 206L)
2	Organic II (Chem 209 or 307) Laboratory III (Chem 353)	General II (Chem 305 or 308) Laboratory IV (Chem 354 or 356)
3	Physical I (Chem 301) Physical Lab I (Chem 391) Instrumental Analysis (Chem 309) Instrumental Analysis Lab (Chem 309L)	Physical II (Chem 302) Physical Lab II (Chem 392) Introduction to Research (Chem 320, 1 credit) Introduction to Research (Chem 320, 0 credit)

In the second year, Chemistry 209, 305, and 356 are recommended for students intending a major in chemistry. Chemistry 307 and 308 are required for biology majors, but they also may be used to satisfy the requirements for a major in chemistry in place of 209 and 305, respectively.

The remaining nine semester credits needed to complete the required 38 must be selected from the elective courses Chemistry 401, 402, 403, 404, 408, 411, 412, 414, 415, 457, and 458. Chemistry 101, 149, 191, 291, 409, 410, 417, 495 and 496 may

not be included in the minimum 38, and only six credits can be applied to the degree from 403, 457, or 458. No more than six semester credits in Chemistry 409, 495 and 496 may be applied toward a degree. Credits obtained for Chemistry 291 cannot be used towards an ACS certified degree and the 120 hour graduation credit minimum. Students may not obtain credit for both Chemistry 305 or 308 and Chemistry 335.

In a typical program, majors will have completed Chemistry 103 and the sequence Chemistry 206-209-305 or 206-307-308 plus Mathematics 111, 112, and 212 or 213, and Physics 101-102 before enrolling for Chemistry 301 in their junior year (Math 212 or 213 can be taken concurrently with Chem 301 if necessary). The laboratory courses Chemistry 103L, 206L, 353, 354 or 356, 309L, 391 and 392 are taken concurrently with the appropriate lecture courses. Computer Science 141 and Mathematics 211 are valuable courses and recommended in the general education of a chemist.

The Department of Chemistry offers an accelerated program leading to the B.S. and M.S. degree for qualified students. Students in the graduate portion are typically supported with a tuition scholarship and stipend. Chemistry concentrators may apply for formal admission to the joint program in the second semester of their sophomore year.

More information about the Department of Chemistry can be found on our web site at [www.wm.edu/chemistry](http://www.wm.edu/chemistry).

### American Chemical Society Certification

The department curriculum is accredited by the American Chemical Society. An ACS certified degree in chemistry from William and Mary is awarded if a student's academic program meets additional course criteria within the minimum 38 credit hours of course work previously described plus a minimum of 3 credits of independent research through CHEM 409 or 6 credits in CHEM 495/496. The department currently offers four concentrations leading to ACS certification: chemistry, biochemistry, polymer chemistry, and chemical physics. The specific course requirements for each ACS concentration are summarized below.

- Chemistry: CHEM 414, and two additional 400 level courses.
- Biochemistry: CHEM 414, 415, 420 and one additional 400 CHEM level course. One upper level biology course selected from BIOL 310, 437, 440, or 442.
- Chemical Physics: CHEM 401, 414, and one additional 400 level CHEM course; PHYS 201 and 208; one additional course selected from MATH 302, 413, or PHYS 303, 313, 314, 401, 402, 251-252;
- Polymer Chemistry: CHEM 411, 412, 414, and 421.

Additional details for the four concentrations can be found on the department's website.

### Research In Chemistry--Summer Fellowship Program

A summer program for chemistry majors affords the opportunity to learn research skills and to apply these skills to a current research problem. Each student is designated a Summer Research Fellow and is associated with and guided by a faculty mentor. This program is supplementary to Chemistry 320, Introduction to Chemical Research, and provides valuable preparation for either Chemistry 495-496, Honors in Chemistry, or Chemistry 409, Senior Research. Admission to the fellowship program is competitive. Stipends and free campus housing are provided. Opportunities for summer research are also possible for rising sophomores and juniors.

### Requirements for Minor

**Required Credit Hours: 22**

**Core requirements:** Chemistry 103, 103L, 206, 206L, 209 or 307, one of 305, 335, or 308; 353, 354 or 356. Advanced course requirements: One course selected from either 301, 309, or 341; and one course selected from either 403, 411, 414, or 457. A declaration-of-intent-to-minor form is available in the department office or web site.

In addition to the chemistry minor, there is also a biochemistry minor which is described under the Catalog heading of Biochemistry. GER Courses and Advanced Placement Options Chemistry 101 or 103 may be used to fulfill the GER 2A requirement. Chemistry 101 has been designed for non-science majors. Chemistry 103 is for students majoring in a science and for students intending a career in medicine or a related field. Chemistry 101L is the laboratory course associated with Chemistry 101 and Chemistry 103L is the laboratory course associated with Chemistry 103. Either may be used to fulfill the GER 2A laboratory requirement.

Students entering with AP or IB credit for General Chemistry and planning to major in chemistry are encouraged to take CHEM 335. Students entering with AP or IB credit for only CHEM 103/103L and electing to take CHEM 335 may use this course to satisfy the General Chemistry II requirements (CHEM 305 or 308); however the Chemistry Laboratory IV (CHEM 354 or 356) must still be taken. Students in CHEM 335 are also eligible to apply for CHEM 191 (Freshman Honors Research).

## Description of Courses

### 101. Survey of Chemical Principles.

(GER 2A) Fall (3) Smith. For non-science majors. (Science majors and pre-medical students should enroll in CHEM103.) Consent of the instructor required if any chemistry lecture courses have been taken.

General chemical principles related to humans and their environment, including the composition of matter, chemical reactions and energy.

### 101L. Chemical Principles Laboratory.

Fall (1) Staff. Corequisite: CHEM 101.

For non-science majors. Science majors and pre-medical students should enroll in Chem103L. Laboratory techniques in chemistry. Four laboratory hours.

### 103. General Chemistry I.

(GER 2A) Fall (3) Pike, Poutsma, Thompson. For science majors and pre-medical students.

A study of the nature of atoms and molecules, stoichiometry, states of matter, solutions, reactions, kinetics, and equilibrium.

### 103L. General Chemistry Laboratory I.

(Lab) Fall (1) Staff. Corequisite: CHEM 103 science majors only.

Laboratory techniques in chemistry. Four laboratory hours.

### 150. Freshman Seminar.

Fall, Spring (3-4) Hinkle, Coleman.

A course designed to introduce freshmen to specific topics in the study of and applications of chemistry.

### 191. Freshman Honors Research.

Fall (1) Poutsma.

Introduction to chemical research with an assigned faculty mentor. Enrollment is competitive and restricted to freshman students concurrently enrolled in Chemistry 335.

### 206. Organic Chemistry I.

Spring (3) Abelt, Harbron, Hinkle. Prerequisite: CHEM103.

A mechanistic approach to the study of the chemistry of carbon compounds. Particular emphasis is placed on the relationship between structure and reactivity in organic reactions.

### 209. Organic Chemistry II.

Fall (3) Scheerer. Prerequisite: CHEM 206.

A continuation of the development of the chemistry of organic functional groups started in Chemistry 206. Recommended for students expecting to major in chemistry.

### 206L. Organic Chemistry Laboratory I.

(Lab) Spring (1) Staff. Corequisite: CHEM 206.

Laboratory techniques in organic chemistry. Four laboratory hours.

### 291. Chemical Research.

(Lab) Fall, Spring (1) Poutsma. May be taken only with the consent of the department.

Introduction to chemical research with an assigned faculty member. Credit obtained cannot be used towards an ACS certified degree and the 120 hour graduation credit minimum. Repeatable for credit.

### 301-302. Physical Chemistry.

Fall-Spring (3,3) Wustholz, Poutsma. Prerequisites: CHEM 305 or CHEM 308 or CHEM 335, PHYS 101, PHYS 102. Pre or Corequisite: MATH 212 or MATH 213.

A two-semester sequence in physical chemistry; topics include the states of matter, thermodynamics and its chemical applications, chemical kinetics, quantum mechanics and its application to chemistry, atomic and molecular spectroscopy, and introductory statistical mechanics.

### 305. Inorganic and General Chemistry II.

Spring (3) Thompson. Prerequisite: CHEM 103.

A study of chemical principles and inorganic chemistry; including acid/base chemistry, bonding, thermodynamics, electrochemistry, solid state structure and a systematic investigation of the chemical elements. Recommended for chemistry majors; also satisfies requirements for premedical students and biology and geology majors.

### 307. Organic Chemistry II for Life Sciences.

Fall (3) Coleman. Prerequisite: CHEM 206.

A continuation of the development of the chemistry of organic functional groups started in Chemistry 206. Particular emphasis is placed on the role of metals in living systems and the biosynthesis of organic molecules. Recommended for students expecting to major in the life sciences.

### 308. General Chemistry II for Life Sciences.

Spring (3) Bebout, DeFotis. Prerequisite: CHEM 103.

A continuation of the study of the principles of chemistry begun in Chemistry 103. Topics include thermodynamics, nuclear chemistry, chemical kinetics, descriptive inorganic chemistry, and acid-base chemistry. Recommended for students expecting to major in the life sciences, geology, and physics.

### 309. Instrumental Analysis.

Fall (3) Rice. Prerequisites: CHEM 305 or CHEM 308 or CHEM 335, CHEM 354 or CHEM 356.

Principles and applications of analytical methodology and instrumentation to chemical analysis; topics covered include electrochemistry, spectroscopy, mass spectrometry, and chromatography. Three class hours.

### 309L. Instrumental Analysis Laboratory.

Fall (1) Rice, Prerequisites: Chem 305 or Chem 308 or Chem 335; Chem 354 or Chem 356

A series of experiments designed to accompany Chemistry 309.

### 320. Introduction to Chemical Research.

Fall and Spring (0-1) Staff.

Individual study on a problem in chemistry under the supervision of a faculty member. This includes instruction in chemical safety, in using the resources of the chemical library, the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism, and writing a paper related to the problem under study. Enrollment is restricted to majors in chemistry. Students will normally take the class for (0) credits in the Fall semester of the Junior year and for (1) credit in the Spring of the Junior year. Attendance at the departmental seminar is required when taking the class for (1) credit.

### 335. Freshman Honors Chemistry.

Fall (3) Landino.

A systematic study of the properties and reactions of chemical elements and their compounds. Enrollment is restricted to

freshmen who receive William and Mary credit for Chemistry 103 with a score of 4 or 5 on the Advanced Placement Examination in Chemistry.

#### 341. Physical Chemistry for Life Sciences.

Spring (3) Bagdassarian (not offered 2010-2011). Prerequisites: CHEM 305 or CHEM 308 or CHEM 335, MATH 112 or 132.

Principles in physical chemistry developed for and applied to examples from the biological sciences. Topics include thermodynamics, kinetics and spectroscopy. Course may be used for a chemistry or biochemistry minor but not for a major in chemistry. Offered every other spring semester in odd years.

#### 353. Organic Chemistry Laboratory II.

Fall (1) Smith. Prerequisite: CHEM 206L. Corequisite: CHEM 209 or CHEM 307.

Laboratory techniques in organic chemistry. Four laboratory hours.

#### 354. General Chemistry Laboratory II.

Spring (1) Staff. Prerequisite: CHEM103L. Corequisite: CHEM 305 or CHEM 308.

Laboratory techniques in chemistry. Four laboratory hours.

#### 356. Inorganic and Quantitative Laboratory Methods.

Spring (1) Thompson. Prerequisite: CHEM 151.

A second semester general laboratory course designed for chemistry majors. Emphasis on quantitative analysis, inorganic synthesis, and graphing and data analysis.

#### 391-392. Physical Chemistry Laboratory.

Fall-Spring (1,1) DeFotis, Poutsma. Corequisites: CHEM 301-302.

A series of experiments designed to accompany Chemistry 301-302. Four laboratory hours.

#### 401. Advanced Physical Chemistry.

Fall (3) DeFotis. Prerequisite: CHEM 302.

Quantum chemistry and molecular spectroscopy; selected topics in statistical mechanics or chemical kinetics.

#### 402. Advanced Inorganic Chemistry.

Spring (3) Pike. Prerequisite or corequisite: CHEM 302.

Principles and applications of symmetry to structural, bonding and spectroscopy; inorganic biochemistry; structure and reactivity of transition metals; and other selected topics.

#### 403. Advanced Organic Chemistry.

Fall (3) Abelt. Prerequisite: CHEM 209 or CHEM 307.

A structure-reactivity approach to reaction mechanisms and modern synthetic chemistry.

#### 404. Advanced Analytical Chemistry.

Spring (3) Rice. Prerequisite: CHEM 309.

Advanced topics in chemical equilibria, electroanalytical techniques, and separation science.

#### 408. Computational Chemistry.

Spring (3) Poutsma. Prerequisite: CHEM 302. (Not offered Spring, 2011).

Principles and applications of computational methods currently used for the determination of molecular structure and energetics. Topics include: ad initio molecular orbital theory, density functional theory, semi-empirical calculations, and molecular force field methods. Two class hours. Three laboratory hours.

#### +409. Senior Research.

Fall and Spring (credits to be arranged) Abelt, Bagdassarian, Bebout, Coleman, DeFotis, Harbron, Hinkle, Landino, Orwoll, Pike, Poutsma, Rice, Scheerer, Thompson, Wustholz. Prerequisite: CHEM 320. May be taken only with the consent of the department.

A course for the advanced student affording an opportunity for individual work on a problem under the supervision of a faculty member. Attendance at the departmental seminar is required.

#### 410. Seminar in Applied Chemistry.

Fall (1) Staff. (Alternate years; Not offered 2010-2011)

A series of seminars by scientists primarily from industry and government. The course is open to students who have completed four semesters of chemistry or by permission of the instructor.

#### 411. Polymer Science I.

Fall (3) Staff. Prerequisites: CHEM 209 or CHEM 307 and CHEM 301.

An introduction to the chemical aspects of polymer science at the molecular level. Topics include the preparation, modification, degradation and stabilization of polymers. Reaction mechanisms are stressed.

#### 412. Polymer Science II.

Spring (3) Kranbuehl. Prerequisite: CHEM 301.

An introduction to the physical aspects of polymer science at the molecular level. Topics include the properties of polymers in bulk and in solution, conformational analysis, viscoelasticity, and rubber elasticity.

#### 414. Biochemistry.

Spring (3) Coleman, Landino. Prerequisite: CHEM 307 or CHEM 209; prerequisite or corequisite: CHEM 305 or CHEM 308 or CHEM 335.

Chemistry listing: "The molecular basis of living processes; the chemistry of important constituents of living matter; biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms. Section 01 primarily for life science majors; 02 for physical science majors." (Cross listed with BIOL 414) Biology listing as above but with cross listing to CHEM 414.

#### 415. Advanced Biochemistry.

Fall (3) Bebout. Prerequisite: CHEM414 or BIOL 414.

A continuation of the study of biological processes on a molecular level begun in Chemistry 414. Biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms.

#### 417. Neurochemistry.

Fall (3) Coleman. Prerequisites: CHEM 414 or BIOL 414

A study of the biochemistry and pharmacology of the nervous system. Topics include excitatory and inhibitory neurotransmitters, structure and function of receptors, reuptake transporters, and second messengers. The biochemical basis of neuro-active drugs, toxins, and diseases will be covered. Recommended for chemistry, biology, and neuroscience majors, and premedical students.

#### 420. Biochemistry Laboratory.

Spring (1) Landino. Prerequisites: CHEM 309 and CHEM 415.

Laboratory techniques of modern biochemistry and molecular biology

#### 421. Polymer Laboratory.

Spring (1) Staff (not offered 2010-2011) Prerequisite or corequisite: CHEM 411 or CHEM 412.

A series of experiments in polymer synthesis, solution characterization, and mechanical and thermal properties of polymers.

#### 457. Organic Synthesis.

Spring (3) Scheerer. Prerequisite: CHEM 209 or 307.

An advanced treatment of organic synthetic methods which includes examples of natural product synthesis.

#### 458. Organic Spectroscopy.

Fall (3) Harbron. Prerequisite: CHEM 209 or 307 and CHEM 309

Theory and application of spectroscopic methods to the analysis of organic compounds. Topics include absorption, fluorescence, infrared, and proton and carbon nuclear magnetic resonance spectroscopies with an emphasis on structural elucidation and other practical applications.

**460. Special Topics in Chemistry.**

*Fall, Spring (1-3, 1-3) Staff. Prerequisite or corequisite: varies by topic.*

Treatment of a selected chemistry topic that is not routinely covered in the regular course offerings.

**†495-496. Honors.**

*Fall, Spring (3,3) Abelt, Bagdassarian, Bebout, Coleman, DeFotis, Harbron, Hinkle, , Landino, Orwoll, Pike, Poutsma, Rice, Scheerer, Thompson, Wustholz.*

Requirements include a program of research with readings from the original literature, presentation of an Honors essay, and the satisfactory completion of a comprehensive oral examination in the subject area of the research. Attendance at the departmental seminar is required; otherwise, hours are to be arranged. Refer to the section of the catalog on College provisions governing the Admission to Honors.

**Graduate Program**

The department offers the degrees of Master of Arts and Master of Science. For degree requirements and a full description of graduate courses in chemistry, contact Dr. Debbie Bebout, director of the Chemistry Graduate Program.

## Classical Studies

PROFESSOR **Halleran** (Provost of the College), **Oakley** (Chancellor Professor and Forrest D. Murden, Jr. Professor) ASSOCIATE PROFESSORS **Donahue** (Chair), **Hutton**, **Irby-Massie**, **Panoussi** and **Spaeth**. ASSISTANT PROFESSOR, **Swetnam-Burland**. VISITING ASSISTANT PROFESSOR **Nesholm**. VISITING INSTRUCTOR **Zahavi-Ely**.

### Program

The principal objectives of the Department of Classical Studies are two:

1. To contribute broadly to the humanistic education of the undergraduate student through courses involving the reading of Greek and Latin literature in the original languages and through courses conducted in English in the area of Classical Civilization;
2. To offer those students who wish it a specialized training in the Greek, Hebrew, and Latin languages or in Classical Civilization for vocational or professional purposes.

In recent years, a large number of graduates have become teachers at the secondary level or have continued their study of the Classics in graduate school. Many others have used their undergraduate training as a basic educational background for various business occupations and professions.

The department is affiliated with the American School of Classical Studies at Athens, the American Academy in Rome, and the Intercollegiate Center in Rome; many students take advantage of the benefits of their programs.

### Requirements for Major

The Department of Classical Studies offers tracks in three fields: Greek, Latin, and Classical Civilization.

**Required Credit Hours:** Greek-42; Latin-42; Classical Civilization-36

**Major Computing Requirement:** Fulfilled during the completion of the Major Writing Requirement projects.

**Major Writing Requirement:** Will be satisfied in the following way:

1. When prospective majors, in consultation with a major advisor, fill out the form required for a declaration of major, they will specify which course of those numbered 300 or above in the chosen subject field is most appropriate to their area of special interest. This course will be the prospective concentrator's Major Writing Requirement Course.
2. At the time of registration for the specified course, the student will consult with the scheduled instructor to make all necessary arrangements for the series of opportunities to practice the writing of clear, effective prose, as the Major Writing Requirement requires.

**Core Requirements:** All students majoring in Greek, Latin or Classical Civilization will be required to satisfactorily complete six core courses which include CLCV 207 and 208 OR CLCV 217 and 218, and one course from the approved list below in each of the following areas: History, Literature, Archaeology and Art, and Interdisciplinary Studies.

History: CLCV 311, 312, 320, 323 and 325

Literature: CLCV 316, 317, 318, 319, and 329

Archaeology and Art: CLCV 314, 340, 341, 342, 343, 420 and 425

Interdisciplinary Studies: CLCV 315, 350, 351, 352, 409, and 412

A major in Greek consists of 24 hours taken in the Department of Classical Studies, exclusive of courses in Classical Civilization. A minimum of six hours of Latin and 17 hours of Greek are required.

A major in Latin consists of 24 hours taken in the Department of Classical Studies, exclusive of courses in Classical Civilization. A minimum of six hours of Greek and 17 hours of Latin are required.

A major in Classical Civilization consists of 36 hours divided as follows:

1. 18 hours of core courses as indicated above;
2. 18 hours from courses listed below under the headings Classical Civilization, Greek and Latin. In addition up to 2 of the following courses offered in other departments may also count towards this 18 hour total: Anthropology 225, 301, 319, 320; Art History 353; English 220, 311, 404; Government 303; History 355; Philosophy 332; Religious Studies 203, 204, 357, 358.

### Minor in Classical Studies

**Required Credit Hours: 18**

**Core Requirements:** Six must be CLCV 207 and 208 OR CLCV 217 and 218, and six more of which must be courses at the 300 level or above listed below under the headings Classical Civilization, Greek or Latin.

### Description of Courses

#### GREEK

##### 101-102. Elementary Classical and New Testament Greek.

*Fall and Spring (4,4) Hutton. Prerequisite for GREK 102: GREK 101 or consent of instructor.*

The elements of the Greek language with translation of stories and poems from selected readers. Parallel study of aspects of Greek civilization and of the legacy left by Greek culture and thought to the modern world.

##### 201. Introduction to Greek Literature: Prose.

*Fall (3) Oakley. Prerequisite: GREK 102 or consent of instructor.*

A course designed to introduce the student to the basic syntactical and stylistic elements of 5th-4th cent. B.C. Attic prose through an intensive examination of selected works of Plato, Lysias and Thucydides, and other prose writers.

##### 202. The Literature of Greece: Prose and Poetry.

*(GER5) Spring (3) Oakley. Prerequisite: GREK 201 or consent of instructor.*

Continued analysis of the style, compositional techniques and content of representative prose writers. In the second half of the semester the student will be introduced to dramatic poetry through the reading of one of the tragedies of Sophocles or Euripides.

##### 203. New Testament Greek.

*Spring (3) Spaeth. Prerequisite: GREK 201 or consent of instructor.*

Readings in the New Testament with emphasis on the language, vocabulary, and idiom of koine Greek. This course is not recommended for students who intend to continue to advanced courses in Classical Greek. Course readings in the original Greek.

##### 321. Philosophy.

*Fall or Spring (3) Hutton. Prerequisite: GREK 202 or consent of instructor.*

Readings from Plato, Aristotle, and others in the original Greek.

##### 322. New Testament.

*Fall or Spring (3) Spaeth. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek from the New Testament and related literature.

##### 323. Greek Epic Poetry.

*Fall or Spring (3) Hutton. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek from Homer and other epic poets.

**324. Greek Oratory.**

*Fall or Spring (3) Hutton. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek from Lysias, Demosthenes and other Greek orators and rhetoricians.

**325. Greek Historians.**

*Fall or Spring (3) Panoussi. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek from Herodotus, Thucydides, Xenophon and/or other ancient historiographers.

**326. Greek Lyric Poetry.**

*Fall or Spring (3) Panoussi. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek of lyric poetry and related genres, including elegy and iambus. Authors read may include Archilochus, Sappho, Pindar and Callimachus.

**327. Greek Tragedy.**

*Fall or Spring (3) Hutton. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek chosen from the plays of the great Athenian tragedians Aeschylus, Sophocles and Euripides.

**328. Greek Comedy.**

*Fall or Spring (3) Hutton. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek chosen from the works of the Athenian comic playwrights Aristophanes and Menander.

**329. The Greek Novel.**

*Fall or Spring (3) Hutton. Prerequisite: GREK 202 or consent of instructor.*

Readings in the original Greek chosen from the works of Longus, Achilles Tatius, Heliodorus, Lucian, and others.

**421. Writing in Greek - Greek Prose Composition.**

*Fall or Spring (1-3, 1-3) Hutton. Prerequisite: consent of instructor.*

Experience in writing ancient Greek, at first in elementary sentences, then in extended composition in the styles of various Greek prose authors. This course can be offered on a tutorial basis when it is requested by one or several students.

**490. Topics in Greek.**

*Fall or Spring (1-3, 1-3) Staff. Prerequisite: GREK 202 or consent of instructor.*

Treatment of a selected topic in Greek language or literature (in the original Greek) that is not covered in regular course offerings. Course may be repeated if topic varies.

**491. Independent Study.**

*Fall or Spring (1-3, 1-3) Staff. Prerequisite: consent of instructor.*

A program of reading, writing, and discussion on a particular author or topic in Greek literature in the original language. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. This course may be repeated for credit with a different topic.

**†495-496. Honors.**

*Fall, Spring (1-3, 1-3) Staff.*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion, by April 15, of a scholarly essay; and (d) satisfactory completion of an oral examination on the subject and subject field of the essay. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**HEBREW****101-102. Elementary Biblical Hebrew.**

*Fall and Spring (4,4) Zahavi-Ely. Prerequisite for HBRW 102: HBRW 101 or consent of instructor.*

The elements of the Hebrew language with translation of simple narrative passages from the Hebrew Bible.

**201. Reading the Bible in Hebrew I.**

*Fall (3) Zahavi-Ely. Prerequisite: HBRW 102 or consent of instructor.*

Review of grammar followed by readings in various genres of Biblical literature. Emphasis on syntax, vocabulary and style of the Hebrew Bible. This course introduces the student to methods of modern biblical interpretation. (Cross listed with RELG 205)

**202. Reading the Bible in Hebrew II.**

*(GER 5) Spring (3) Zahavi-Ely. Prerequisite: HBRW 201 or RELG 205 or consent of instructor.*

Further readings and analyses of selected biblical passages. (Cross listed with RELG 206)

**490. Topics in Biblical Hebrew.**

*Spring (3) Zahavi-Ely. Prerequisite: HBRW 202 or consent of instructor.*

In-depth reading of one or two books of the Hebrew Bible in Hebrew; text-critical questions and research tools, current research on content and composition. Readings will vary; will include both prose and poetry. Course may be repeated if readings differ.

**491. Independent Study.**

*Fall or Spring (1-3, 1-3). Zahavi-Ely. Prerequisite: consent of instructor.*

A program of reading, writing, and discussion on a particular author or topic Classical Hebrew literature in the original language. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. This course may be repeated for credit with a different topic.

**LATIN**

Departmental placement in Latin is achieved through the submission of the results of a standardized examination, either a certified external examination, such as the SAT II Achievement Test in Latin or an AP Latin examination, or the department's own internal examination. For further information, see the catalog section on "Requirements for Degrees: Course Specific Requirements: Foreign Language Proficiency," in the paragraph beginning "The following additional placement rules apply to classical languages."

**101-102. Elementary Latin.**

*Fall and Spring (4,4) Nesholm.. Prerequisite for LATN 102: LATN 101 or departmental placement.*

This course is designed to equip the student with a mastery of the structure of the Latin language and with knowledge of basic vocabulary. There are translations from appropriate Latin texts and parallel study of pertinent aspects of Roman life and history.

**201. Introduction to Latin Prose.**

*Fall and Spring (4,4) Irby-Massie. Prerequisite: LATN 102 or departmental placement.*

There will be a review of forms and syntax after which some major prose author will be read at length.

**202. Introduction to Latin Poetry.**

*(GER 5) Spring (3) Irby-Massie. Prerequisite: LATN 201 or departmental placement.*

A major poet will be read at length and other selections from Classical Latin poetry will be covered.

## 96 • CLASSICAL STUDIES

### 321. Latin Lyric and Elegiac Poetry.

*Fall or Spring (3) Panoussi. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the works of Catullus, Horace, Propertius, Ovid, and others.

### 322. Cicero.

*Fall or Spring (3) Donahue. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the orations, letters and/or essays of Cicero.

### 323. Roman Drama.

*Fall or Spring (3) Panoussi. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the works of Plautus, Terence, and Seneca.

### 324. Roman Satire.

*Fall or Spring (3) Donahue. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the works of Horace, Juvenal, Persius, and others.

### 325. Roman Historians.

*Fall or Spring (3) Swetnam-Burland. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the works of Livy, Tacitus, and others.

### 326. Vergil.

*Fall or Spring (3) Panoussi. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the Aeneid and other Vergilian works.

### 327. The Roman Novel.

*Fall or Spring (3) Spaeth. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the works of Petronius, Apuleius, and others.

### 328. Roman Philosophy.

*Fall or Spring (3) Spaeth. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the works of Cicero, Lucretius, Seneca, and others.

### 329. Medieval Latin.

*Fall or Spring (3) Irby-Massie. Prerequisite: LATN 202 or departmental placement.*

Readings in the original Latin chosen from the works of medieval authors in prose and poetry.

### 421. Writing Latin – Latin Prose Composition.

*Fall or Spring (3) Panoussi. Prerequisite: LATN 202 or departmental placement.*

Reading of such Latin prose authors as Caesar, Cicero and Nepos followed by the writing of connected Latin passages in imitation of their style. This course can be offered on a tutorial basis whenever it is requested by one or several students, if staff is available

### 490. Topics in Latin.

*Fall and Spring (1-3) Staff. Prerequisite: LATN 202 or departmental placement.*

Treatment of a selected topic in Latin language or literature (in the original Latin) that is not covered in regular course offerings. Course may be repeated if topics vary.

### 491. Independent Study.

*Fall or Spring (1-3, 1-3). Staff. Prerequisite: consent of instructor.*

A program of reading, writing, and discussion on a particular author or topic in Latin literature in the original language. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. This course may be repeated for credit with a different topic.

### †495-496. Honors.

*Fall, Spring (3,3) Staff.*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion by April 15 of a scholarly essay; and (d) satisfactory completion of an oral examination of the subject and subject field of the essay. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## CLASSICAL CIVILIZATION

### 150/150W. Freshman Seminar: Topics In Classical Civilization.

*Fall or Spring (3-4) Nesholm.*

An exploration of a specific topic. Writing is emphasized. Normally only available to first-year students.

### 205. Greek and Roman Mythology.

*(GER 5) Fall and Spring (3,3) Nesholm..*

The origins and development of classical mythology and heroic legend as religious belief, its relation to other mythologies, and its adaptation as literary and artistic symbol from Homer through the 21st century A.D.

### 207. Greek Civilization.

*(GER 4A, 5) Fall (3) Hutton.*

A survey of ancient Greek culture from the Bronze Age to the time of Alexander the Great, examining the evolution of Greek society, art, literature and material culture in the historical context of political and economic developments.

### 208. Roman Civilization.

*(GER 4A, 5) Spring (3) Irby-Massie.*

A survey of Roman culture from the founding of Rome to the early medieval period, examining the evolution of Roman society, art, literature and material culture in the historical context of political and economic developments.

### 217. Greek Archaeology and Art.

*(GER 4A, 5) Fall (3) Oakley.*

An archaeological consideration of the Minoan, Mycenaean, Archaic and Classical periods of Greek civilization. Architecture, sculpture, painting, and the minor arts are included.

### 218. Roman Archaeology and Art.

*(GER 4A, 5) Spring (3) Swetnam-Burland.*

The architecture, painting and sculpture of Hellenistic Greece and of Rome until the 4th century A.D. from the archaeological viewpoint.

### 311, 312. Ancient History.

*(GER 4A) Fall and Spring (3,3) Donahue.*

Ancient Civilization from the beginning of Greek history to the downfall of the Roman Empire. The first semester deals with ancient Greece; the second semester with Rome. (Cross listed with HIST 365, 366)

**314. The Ancient City in Greece and Italy.***Fall or Spring (3) Swetnam-Burland.*

The development of urban areas of Greece and Italy between 3000 B.C. and 400 A.D. Readings from ancient observers on the urban scene. Techniques of excavations and types of evidence which give us information about life in ancient cities, towns and villages will also be studied.

**315. Women in Antiquity.***(GER 4A) Fall or Spring (3) Zahavi-Ely.*

A study, through analysis of dramatic, historical and artistic sources, of the role of women in Greece and Rome. The role of women in the home, in politics and in religion will be discussed, as will the sexual mores involving both heterosexual and lesbian women. (Cross listed with WMST 315)

**316. The Voyage of the Hero in Greek and Roman Literature – The Classic Epic.***(GER 5) Fall or Spring (3) Panoussi.*

From the rage of Achilles to the cunning of Odysseus to the dutifulness of Aeneas, this course follows the evolution of the paradigm of heroism as reflected in the epic poetry of ancient Greece and Rome. All readings in English. (Formerly CLCV 410)

**317. Sacred Violence in Greek and Roman Tragedy.***(GER 5) Fall or Spring (3) Irby-Massie*

Murder, incest, suicide, rape: these were typical themes in the dramatic works of the ancient Greeks and Romans. The surviving tragedies will be read in translation, focusing the role of theatrical violence in its social, historical and religious contexts. (Formerly CLCV 411) (Cross listed with THEA 461-03)

**318. Ancient Laughter: Comedy in Greece and Rome.***(GER 5) Fall or Spring (3) Hutton.*

From the uninhibited ribaldry of Aristophanes to the well mannered situation comedies of Menander and Terence, this course will trace the development of comedy in antiquity as a means of examining the role of humor in ancient and modern society. All readings in translation. (Cross listed with THEA 461-02)

**319. The Birth of the Novel in Antiquity.***(GER 5) Fall or Spring (3) Hutton.*

A study, in translation, of the Greek and Roman novel, its emergence as a separate genre and its influence on later literature. Works to be studied include Longus' *Daphnis and Chloe*, Heliodorus' *Ethiopian Tale*, and Petronius' *Satyricon*.

**320. Pagans and Christians in the Roman World.***Fall or Spring (3) Donahue.*

This course considers the encounter between Roman religious and political institutions and the rise of Christianity, from the first through the fourth centuries A.D. Primary emphasis on Roman response to Christianity, from persecution to conversion, through Roman and Christian sources. (Cross listed with RELG 320)

**321. Judaism in the Greco-Roman World.***Spring (3) Staff.*

This course will examine the religion of Judaism as it existed in Palestine and the Mediterranean world during the Hellenistic and early Roman periods (ca. 331BCE - 73 CD) (Cross listed with RELG 315)

**323. The Late Roman Empire.***Fall or Spring (3) Donahue.*

An examination, through primary and secondary sources, of the Roman Empire in the fourth and fifth centuries, with an emphasis on the social, economic, military, political, and religious features of this period.

**325. Alexander the Great.***Fall or Spring (3) Donahue.*

This course examines the spectacular life and career of Alexander of Macedon through ancient and modern sources in order to assess his profound influence upon the Hellenistic age and subsequent eras.

**329. The Invention of History Writing in Antiquity.***(GER 5) Fall or Spring (3) Donahue.*

A study, in translation, of the emergence of history writing in Greece, Rome and the Near East, examining the emergence and development of the genre, and the influence of ancient paradigms on later historical writing. Texts include Herodotus, Livy, and the Old Testament.

**331. Greek Philosophy.***(GER 4A) Fall and Spring (3,3) Staff. Prerequisites: Two courses in philosophy or consent of the instructor.*

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle. (Cross listed with PHIL 231)

**340. Roman Britain.***Fall or Spring (3) Hutton.*

The history and archaeology of Roman Britain. The story of the founding of the Roman province in Britain and its subsequent development. Examination of various aspects of Roman-British culture, including town life, fortifications, religion, art, villas, leisure and amusements.

**341. Roman Greece.***Fall or Spring (3) Hutton.*

An archaeological, literary and cultural study of ancient Greece during the period in which Greece was part of the Roman Empire. How did Greece change under Roman rule, and how did Greek culture affect the rest of the empire?

**342. Pompeii and Herculaneum.***(GER 5) Fall or Spring (3) Swetnam-Burland.*

A study of Roman civilization in microcosm through the examination of the towns destroyed by the eruption of Vesuvius in A.D. 79. The archaeological evidence from these towns is combined with literary and epigraphical evidence to provide a vivid recreation of Roman society, politics, daily life, art, and religion.

**343. Classical Myth in Ancient Art.***Fall or Spring (3) Oakley.*

An examination of Greek and Roman myth as preserved in ancient art. Emphasis will be placed on iconographical development; the social, cultural, and political reasons for iconographical change; and myth or versions of myth not preserved in literary sources.

**350. Greek Religion.***Fall or Spring (3) Spaeth.*

This course examines Greek religion utilizing an interdisciplinary approach incorporating archaeological, artistic, literary, and epigraphical evidence. The course covers the prehistory of Greek religion, its major concepts, and important divinities and cults.

**351. Roman Religion.***Fall or Spring (3) Spaeth.*

This course examines ancient Roman religion in its social, historical, and political context from the foundation of Rome to the rise of Christianity utilizing archaeological, literary, and epigraphical evidence.

**352. Classical Athens.**

(GER 5) Fall or Spring (3) Hutton.

An introduction to the 5th-century B.C. city of Athens. Different aspects of public and private life and the buildings, monuments and artifacts associated with them will be studied using both primary and secondary sources.

**409. Magic and the Supernatural in the Ancient World.**

Fall or Spring (3) Spaeth.

Topics covered include the definition of magic in classical antiquity, practitioners of magic, magical words and objects, supernatural creatures, methods of supernatural contact, the relationship between magic and mystery cults, and the tension between the state and magic users.

**412. Food and Drink in the Ancient World.**

Fall or Spring (3) Donahue.

Topics include the availability and production of food, styles and patterns of consumption, and public and private occasions where food and drink were important; also, the relationship of food and drink to gender, status, death, morality, and sex.

**420. Greek Vase Painting.**

Fall or Spring (3) Oakley.

A study of the development of Attic red-figure and black-figure pottery. Special emphasis will be placed on the major artists who painted these vases and the iconography of their mythological scenes.

**425. Ancient Architecture.**

Fall or Spring (3) Swetnam-Burland.

This course, taught in seminar format, examines the major developments of ancient Greek and Roman architecture in Europe, Africa, and the Middle East from the Bronze Age to the 4th century A.D.

**451. The Medieval Book.**

Fall or Spring (3) Staff.

The Medieval Book is a comprehensive survey of manuscript books from the European Middle Ages. The course starts with Umberto Eco's "The Name of the Rose" as a gateway to medieval book culture and the communities that used books most intimately. Topics will include scribal and shop practices for making books (codicology), paleography, and the reading of ancient manuscript hands, illuminations and miniatures in medieval books, and the analysis of original manuscripts and facsimiles. (Cross listed as INTR 451)

**480. Research in Classical Studies.**

Fall or Spring (1-3) Staff.

Students meet on a weekly basis with a faculty advisor and complete an independent research project connected with the advisor's own research. Open only to concentrators upon the consent of an advisor. This course may be repeated once for credit.

**490. Special Topics in Classical Civilization.**

Fall or Spring (1-3) Staff.

A study in depth of some particular aspect of Greco-Roman culture. This course is intended for the student who already has some background in Classical Civilization. The course may be repeated if the topic is basically different.

**491. Independent Study.**

Fall and Spring (1-3, 1-3). Staff. Prerequisite: consent of instructor.

A program of reading, writing, and discussion in a special area of Classical Studies. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. This course may be repeated for credit with a different topic.

**492. Museum Internship in Classical Art.**

Fall and Spring (3,3) Oakley, Swetnam-Burland. Prerequisite: consent of instructor.

This course allows students to gain practical experience in museum work under the supervision of a faculty advisor. The internship requires the production of a major research paper and a journal that records learning experiences while at the museum.

**493. Undergraduate Research Symposium in Classical Studies.**

Fall. (1) Spaeth, Donahue. Prerequisite: consent of instructor.

Students present their research to the university community through a research symposium sponsored by the department. Participants will prepare an oral presentation based on a research paper that they have previously produced in a Classical Studies course or independent study.

**494. Undergraduate Research Abroad in Classical Studies.**

Summer (5). Spaeth, Donahue, Hutton, Panoussi, Irby-Massie, or Swetnam-Burland. Prerequisite: GREK, LATN, or CLCV 491.

Students travel to Italy or Greece to participate in an intensive three-week program of research and presentations on specific classical sites and artifacts, chosen in consultation with a faculty advisor.

**†495-496. Honors.**

Fall, Spring (3,3) Staff.

The Department of Classical Studies offers Honors study in Classical Civilization as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) supervised reading of a special bibliography in the field of the student's major interest; (b) satisfactory completion by April 15 of a scholarly essay; and (c) satisfactory completion of an oral examination of the subject and subject field of the essay. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**497. Field Methods in Classical Archaeology.**

Summer (3-6). Oakley, Swetnam-Burland.

An introduction to field and laboratory methods in classical archaeology through participation in a field project approved by the department. Such topics as excavation techniques, data collection and recording, archaeological survey and mapping, artifact processing and analysis may be covered.

## Community Studies

Advisory Committee: **Griffin** (Director, Engaged Scholarship and the Sharpe Community Scholars Program, OCES); **Schwartz** (Director, Charles Center, Government); **Charity Hudley** (William and Mary Professor of Community Studies, English/Linguistics); **Whalon** (Sharpe Professor of Civic Renewal and Social Entrepreneurship, Education); **Root** (Hispanic Studies); **Stelljes** (OCES); **Aday** (Sociology, CMST); **Taylor** (VIMS).

The Community Studies minor in Interdisciplinary Studies offers students a structured opportunity to integrate community-based research and community engagement with academic courses. The Community Studies Minor is designed to augment and complement academic concentration in any discipline at the College, starting possibly from a student's first year and continuing through their senior year at William and Mary. Community Studies students are required to design an academic path of study that meaningfully integrates continuing community-based research and engagement with their course work, and leads to the fulfillment of their plan with a capstone research experience or Honors thesis.

### Declaration Process

Each year Community Studies will announce a date in the fall term by which students must apply to declare the minor. To be eligible, students must have attained sophomore status and have either completed, or currently be taking, the required introductory course (either a Sharpe freshman seminar or CMST 250). To declare, students must meet with a member of the Advisory Committee prior to this deadline.

### Requirements:

**Introductory Engaged Learning Seminar Requirement:** Candidates for the Community Studies Minor must enroll in at least one engaged learning seminar which can be satisfied by a freshman seminar in the Sharpe program or by the sophomore-level alternative for students who would like to do the minor but were not in the freshman Sharpe program: CMST 250 Introduction to Community Studies.

**Core Courses Requirement:** The following core courses are required of all Community Studies Minors:

CMST 350	Critical Engagement in Context
CMST 351	Methods in Community-Based Research

**Electives:** At least five (5) credit hours must be drawn from the College's existing curriculum, in courses that will enrich the student's understanding in a subject area and advance their development toward completing a community-based research project. Elective credit hours for the minor must be approved by a Community Studies advisor as part of the student's academic plan of study.

**Capstone Research or Honors Thesis:** All Community Studies Minors are required to complete a senior research paper, which can be either a 1-semester independent study or a 2-semester honors project. Either of these can be done in the department of the student's major or in Interdisciplinary Studies.

**Community Engagement Requirement:** Students are expected to engage in a minimum of 60 hours of work in the community that is associated with their Minor courses. Their fulfillment of this requirement will be monitored and subject to evaluation by the director of the Sharpe Program.

## Description of Courses

Community Studies courses support enrollment for the freshman Sharpe Community Scholars Program, the Community Studies Minor, and upper-level students who want to integrate community-based projects into academic classes.

### CMST 100. The College and the Community.

*Fall and Spring (1,1) Griffin. Co-requisite: Must be taken along with a designated Sharpe freshman course.*

This course introduces freshman Sharpe Scholars to community engagement as guided by interdisciplinary objectives for learning. Students develop an intellectual foundation for understanding discipline-based study as integrated with key ethics and practices in various forms of civic participation. The course aims to prepare first-year students for carrying out community-based action and/or research locally, regionally, and abroad. Sharpe Scholars all take this course in both the fall and spring of the freshman years. Repeatable for credit.

### CMST 250. Introduction to Community Studies.

*Fall or Spring (4, 4) Staff.*

This course is an introductory engaged learning seminar for Community Studies students and requires community service or research in the community, in addition to in-class hours. Major topics for the course and community partnerships will vary by teaching professor.

### CMST 350. Critical Engagement in Context.

*Fall or Spring (4, 4) Staff.*

This course will survey a range of critical theories and perspectives about civic engagement, including but not limited to philosophies of citizenship, organizational structure and efficacy, social justice and inequality, social movements, and others. Students will be encouraged to use an interdisciplinary lens for understanding principles and practices of civic engagement in this course, delving more deeply in areas of faculty expertise but covering a range of theoretical and critical perspectives that "complicate" notions of identity, community, and effective engagement depending on social, economic, and global contexts of participation for example.

### CMST 351. Methods in Community-Based Research.

*Fall or Spring (4, 4) Staff.*

This course is intended to survey a variety of community-based participatory research methods, including but not limited to survey research, individual and focus group interviewing, ethnographic field methods, documentary activism, and others. Students will be guided through critical thinking about community issues and their involvement, while assessing the utility and relevance of research-based responses to those issues in partnership with a community organization or agency.

### CMST 450. Topics in College and Community.

*Fall or Spring (1-4) Staff.*

Topics courses taught under this number all provide students with significant and sustained community-based research, or engaged learning experiences. Some topics may have co-requisites.

## Computer Science

ASSOCIATE PROFESSOR **Kearns** (Chair). PROFESSORS **Chrisochoides**, **R. Noonan**, **Smirni**, **Stathopoulos** and **Torczon**. ASSOCIATE PROFESSORS **Kemper**, **Li**, **Mao**, and **Wang**. ASSISTANT PROFESSORS **Poshyvanyk**, **Shen** and **Zhou**. INSTRUCTOR **D. Noonan**. PROFESSORS EMERITUS **Bynum**, **Feyock**, **Prosl** and **Stockmeyer**.

Computer science studies the development of algorithms and data structures for representing and processing information using computers. Additionally, computer science examines the logical organization of computers themselves. Questions which arise include the following. Given the enormous difficulty of writing large programs, what kinds of computer languages can be easily specified, easily understood, and yet mechanically translated? What concepts govern information processing? What are the most advantageous ways of distributing computing loads over a collection of distributed processors? How are graphical images best stored and processed? Are some functions inherently harder to compute than others? Do functions exist which cannot be computed? How is knowledge best represented in a computer?

The department's programs prepare students for graduate study in computer science and for employment as computer science professionals.

### Requirements for Major

**Required Credit Hours:** 37 (if given 4 credits for CSCI 141) otherwise 36.

**Major Computing Requirement:** CSCI 141 or CSCI 241.

**Major Writing Requirement:** Completion of CSCI 423W (in conjunction with CSCI 423), or by fulfilling the requirements of CSCI 495-496, Honors Project in Computer Science.

### Core Requirements:

1. Computer Science 141, 241, 243, 301, 303, 304, 312, and 423. Mathematics 214 may be substituted for Computer Science 243.
2. Any 12 credits chosen from 300-400 level computer science courses excluding Computer Science 320, 430 and 498. Math 413 and 414 may be counted toward partial fulfillment of this requirement.
3. Proficiency in Math 111, 112 and 211 is also required for a major in computer science.

Students who intend to concentrate in computer science are encouraged to have completed Computer Science 141, Computer Science 241, either Computer Science 243 or Mathematics 214, and a required 300 level computer science course by the end of their sophomore year. Proficiency in Math 111 and 112 should also be completed by that time.

### Requirements for Minor

**Required Credit Hours:** 19 if given 4 credits for CSCI 141; otherwise 18.

**Core requirements:** A minor in computer science requires Computer Science 141, Computer Science 241, either Computer Science 243 or Mathematics 214, and any nine elective credits chosen from 300-400 level computer science courses excluding Computer Science 320, 430 and 498. Math 413 and 414 may be counted toward partial fulfillment of the requirement for nine elective credits.

### Description of Courses

#### 120. Elementary Topics.

*Fall or Spring (1-3 credits, depending on material) Staff.*

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in detailed course schedule.

#### 121. Elementary Topics with Laboratory.

*Fall or Spring (1-3 credits, depending on material) Staff.*

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in appropriate registration bulletins. Scheduled weekly two-hour laboratory sessions account for one of the credit hours assigned to this course.

#### 131. Concepts in Computer Science.

*Fall and Spring (3) D. Noonan, Staff. Corequisite: CSCI 131L.*

An overview of computer science, presenting an introduction to key issues and concepts: elementary computer organization and arithmetic, algorithms, program translation, operating systems, elementary data structures, file systems and database structures. Required laboratory sessions introduce students to application software for data management, text processing and network use. Not open to students who have received credit for any 300-400 level computer science course. Two lecture hours, two laboratory hours. Some majors require their students to satisfy the Major Computing Requirement by taking a computer science course designated for that purpose. CSCI 131 is designated for that purpose.

#### 135. Web Design.

*Spring (3) Noonan. Prerequisite: CSCI 131.*

Principles of web site design; introduction to markup languages; visual design; interactive web pages; introduction to web site tools; systems for managing content.

#### 141. Computational Problem Solving.

*Fall and Spring (4) D. Noonan. Corequisite: CSCI 141L.*

An introduction to computational problem solving, including basic programming and algorithms. Programming assignments will emphasize the solution of problems taken from the natural sciences, the social sciences, and business.

#### 146. Reasoning Under Uncertainty.

*(GER 1) (3) Staff. Prerequisite: CSCI 141. (Not Offered 2009-2010)*

A computationally-oriented exploration of quantitative reasoning for situations in which complete information is not available. Topics will include an introduction to discrete probability theory, Monte Carlo simulation, sampling theory and elementary game theory.

#### 150W. Freshman Seminar.

*Fall or Spring (4) Staff.*

A course designed to introduce freshmen to the study of issues related to the use of computing technology. Satisfies the lower-level writing requirement.

#### 241. Data Structures.

*Fall and Spring (3) Torczon, Staff. Prerequisite: CSCI 141.*

Continuation of fundamental concepts of computer science: data abstraction, data structures, and data representation. Lists, stacks, queues, trees, balanced trees, priority queues, hashing, and applications. The implementation of abstract data structures using classes gives this course a significant programming component.

#### 243. Discrete Structures of Computer Science.

*Fall, Spring (3) Chrisochoides, Li, Mao. Prerequisite: CSCI 141.*

Theoretical foundations of computer science, including sets, functions, boolean algebra, first order predicate calculus, trees, graphs and discrete probability.

#### 301. Software Development.

*Fall (3) R. Noonan, Kemper. Prerequisites: CSCI 241.*

An introduction to principled software development, emphasizing design at the module level as well as tools and techniques. Topics include object-oriented class design and implementation, abstraction techniques, debugging techniques, defensive programming, development and analysis tools, and testing. Em-

phasizes the role of the individual programmer in large software development projects.

### 303. Algorithms.

*Spring (3) Mao, Stathopoulos, Torczon. Prerequisites: CSCI 241, either CSCI 243 or MATH 214.*

A systematic study of algorithms and their complexity, including searching, sorting, selecting, and algorithms for graphs. A survey of algorithm design methods, including greedy algorithms, divide-and-conquer, dynamic programming, and backtracking. An introduction to NP-complete problems.

### 304. Computer Organization.

*Fall (3) Torczon. Prerequisites: CSCI 241.*

Organization of computer hardware and software; virtual machines, computer systems organization, machine language, assembler language and microprogramming.

### 312. Principles of Programming Languages.

*Fall (3) R. Noonan. Prerequisites: CSCI 241, either CSCI 243 or MATH 214.*

A study of programming language principles and paradigms. Formal syntax, including grammars, and semantics. Paradigms, including: imperative, object oriented, functional, logic, event-driven, and concurrent. Run-time implementation issues, including: memory management, parameter passing, and event handling.

### 315. Systems Programming.

*Spring (3) Kearns. Prerequisite: CSCI 304.*

The design and implementation of programs which provide robust and efficient services to users of a computer. Macro processors; scripting languages; graphical interfaces; network programming. Unix and X are emphasized.

### 320. Directed Study.

*Fall, Spring (1-3) Staff. Prerequisites: one of CSCI 301, 303, 304, 312.*

A directed study course to investigate aspects of computer science. Course can be based on readings from the literature, on a project, or on a research topic.

Cannot be applied to the requirements for a concentration or a minor in computer science. Permission of instructor required.

### 321. Database Systems.

*Fall (3) Kearns, Zhou. Prerequisites: CSCI 241, either CSCI 243 or MATH 214.*

Design, organization and implementation of database management systems: file organization and processing, hierarchical, network, and relational models of database structure, data definition and data manipulation languages, security and integrity of databases, and the study of existing database implementations.

### 412. Web Programming.

*Spring (3) R. Noonan. Prerequisites: CSCI 321, either CSCI 301 or 312.*

Overview of the Internet. Markup languages: HTML, CSS, XML. Server-side programming languages: Perl/Python, PHP, Java. Other topics include: N-tier programming, security, database access, XML processing.

### 420. Special Topics in Computer Science.

*Fall or Spring (1-3 credits, depending on material) Staff.*

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science. A complete course description and a list of prerequisites will appear in appropriate registration bulletins.

### 423. Finite Automata and Theory of Computation.

*Fall (3) Mao. Prerequisites: CSCI 303.*

Theory of sequential machines, finite automata, Turing machines, recursive functions, computability of functions.

### 424. Computer Architecture.

*Spring (3) Smirni, Stathopoulos. Prerequisite: CSCI 304.*

An introduction to the principles of computer design. Topics include data representation, including adders, signed integer arithmetic, floating point representation and character representation. A study of microprocessor, minicomputer and mainframe architecture including clocks, memory management, bus communication and input/output.

### 426. Simulation.

*Fall (3) Smirni. Prerequisites: CSCI 301, CSCI 303, MATH 112.*

Introduction to simulation. Discrete and continuous stochastic models, random number generation, elementary statistics, simulation of queueing and inventory systems, discrete event simulation, point and interval parameter estimation.

### 427. Computer Graphics.

*(3) Staff. Prerequisites: CSCI 301, CSCI 303, MATH 211. (Not offered 2009-2010)*

Introduction to computer graphics and its applications. Topics include coordinate systems, the relationship between continuous objects and discrete displays, fill and flood algorithms, two-dimensional geometric transformations, clipping, zooming, panning and windowing. Topics from three-dimensional graphics include representations for objects, geometric and projection transformations, geometric modeling and hidden line/surface removal algorithms.

### 430. Computer Languages.

*Fall and Spring (1-3 credits, depending on language; Pass/Fail only) Staff. Prerequisite: CSCI 241.*

Topics include syntax, semantics and pragmatics of one computer language as well as the influence of the languages intended areas of applications on its design. The language studied will vary and students may repeat the course for different languages. This course does not count toward satisfying the major requirements or the major GPA.

### 434. Network Systems and Design.

*Spring (3) Zhou. Prerequisite: CSCI 301, CSCI 315.*

The Internet; principles and design of network applications, including web servers and multimedia; transport, network and data link layers; network security; network performance evaluation and capacity planning.

### 435. Software Engineering.

*Spring (3) R. Noonan, Poshyvanyk. Prerequisite: CSCI 301, CSCI 312.*

The software life cycle. Software design methodologies. Testing and maintenance. Programming teams.

### 442. Compiler Construction.

*Fall (3) R. Noonan, Shen. Prerequisites: CSCI 301, CSCI 304, CSCI 312.*

The emphasis in this course is on the construction of translators for programming languages. Topics include lexical analysis, block structure, grammars, parsing, program representation and run-time organization.

### 444. Principles of Operating Systems.

*Fall (3) Kearns, Wang. Prerequisites: CSCI 303, CSCI 315. (Not offered 2009-2010.)*

The conceptual view of an operating system as a collection of concurrent processes; semaphores, monitors and rendezvous. Real and virtual memory organization and management, processor allocation and management, and external device management.

### 454. Computer and Network Security.

*Spring (3) Wang. Prerequisites: CSCI 315. (Not offered 2009-2010)*

An introduction to the principles and practices of cryptography, network security, and secure software. Cryptography topics includes: basic methods, key distribution, and protocols for authenticated and confidential communications. The practice of network security includes: Kerberos, PGP, public key infra-

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structures, SSL/TLS, IP security, intrusion detection, password management, firewalls, viruses and worms, and Denial of Service (DoS) attacks.

### †\*495-496. Honors.

*Fall, Spring (3,3) Staff.*

Students admitted to Honors study in computer science will be enrolled in this course during both semesters of their senior year. The course comprises: (a) supervised research in the student's area of interest; (b) presentation by April 15 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### †498. Internship.

*Fall and Spring (3; Pass/Fail only) R. Noonan.*

Students wishing to receive academic credit for an internship program must request and obtain departmental approval prior to participation in the program. A student may not receive credit for this course more than once.

### Graduate Program

The department offers the degrees of Master of Science in Computer Science and Doctor of Philosophy in Computer Science. For degree requirements and a full description of graduate courses in computer science, visit the department's website at <http://www.cs.wm.edu>.

### Special Five-Year M.S. Program

The department offers a special program designed to enable particularly well-prepared B.S. or B.A. students to obtain an M.S. in Computer Science 12 or 15 months after receiving their bachelors degrees. Students taking computer science as either their major or as a minor in their undergraduate years may be eligible for this program. Upon request, an eligible candidate will receive an advisor in computer science by the end of the junior year. Candidates will register for two graduate-level courses during the senior year and four such courses each semester during the following academic session. Candidates will complete the requirement for an independent research project in either the summer following the senior year or the summer after the course work is completed. Students qualifying for this program may apply to the department for possible financial assistance.

## Economics

PROFESSORS **Hausman** (Chair, Chancellor Professor), **Abegaz, Anderson** (Francis T. West Professor of Economics), **Archibald** (Chancellor Professor), **Basu, Campbell** (CSX Professor of Economics and Public Policy), **Feldman, Haulman, Jensen** (Director, Thomas Jefferson Program in Public Policy), **Mellor, Moody, Pereira** (Thomas Arthur Vaughn Professor of Economics), **Schmidt, and Stafford** (Paul R. Verkuil Professor of Public Policy). ASSOCIATE PROFESSOR, **Hicks**. ASSISTANT PROFESSORS **Coibion, Freeborn, He, May, McHenry, McInerney, Schreiber**. VISITING INSTRUCTORS **Hulbert, Meyer**.

The program in economics offers courses that provide a valuable component of a liberal education as well as providing a foundation for graduate work in economics or for enrollment in professional programs such as law, business, urban and regional planning, public policy, as well as for careers after completion of the B.A. degree. For additional information on the program see Economics: A Handbook for Majors, Minors, and other Interested Students, available on the department website.

### Requirements for Major

**Required Credit Hours:** 30 (beyond the 100 level)

**Major Computing Requirement:** Economics 307 (or equivalent, see below)

**Major Writing Requirement:** The Major Writing Requirement may be satisfied by completing one of the following courses: Economics, 308, 341, 342, 355, 380, 400, 411, 412, 446, 451, 456, 460, 474, 480, 484, an independent study course with a writing component (490) or departmental honors (495-496).

**Core requirements:** At least 9 semester hours must be taken in courses numbered 400 or above. All majors are required to take the following courses:

- 303 Intermediate Microeconomic Theory (3 credits)
- 304 Intermediate Macroeconomic Theory (3 credits)
- 307 Principles and Methods of Statistics (3 credits)

Students may substitute Business 231, Math 351, or Sociology 353 for the statistics requirement, but these courses do not count in the number of credit hours toward the major.

### Requirements for Minor

**Required Credit Hours:** 15 (beyond the 100 level)

**Core Requirements:** The 15 semester hours must include at least one Intermediate Economic Theory course (303 or 304) and at least 3 semester hours in courses numbered 400 or above.

Consult the Department website (<http://www.wm.edu/economics>) for updated information on curricular requirements, course offerings, and other opportunities.

### Description of Courses

#### 101. Principles of Microeconomics.

(GER 3) Fall and Spring (3,3) Staff.

The study of economic behavior at the level of individual households and firms. Topics include scarcity and choice, supply and demand, production, cost and market organization.

#### 102. Principles of Macroeconomics.

(GER 3) Fall and Spring (3,3) Staff. Prerequisites: ECON 101/151.

The study of aggregate economic activity. Topics include national income and output, unemployment, money and inflation, and international trade.

#### 150. Freshman Seminar: Topics in Economics.

Fall or Spring (3-4) Staff.

This seminar focuses on specific topics in economics and will vary from semester to semester. This course may not substitute for ECON 101 or ECON 102.

#### 151. Freshman Seminar: Microeconomic Topics.

(GER 3) Fall (4) Staff.

Seminars focus on topics in microeconomics and will vary from semester to semester. This course is a substitute for ECON101. Students may not receive credit for ECON 101 and ECON 151.

#### 152. Freshman Seminar: Macroeconomic Topics.

(GER 3) Spring (4) Staff. Prerequisites: ECON 101/151.

Seminars focus on topics in macroeconomics and will vary from semester to semester. This course is a substitute for ECON102. Students may not receive credit for ECON 102 and ECON 152.

#### 300. Topics in Economics.

Fall or Spring (3) Staff. Prerequisites: ECON 101/151, ECON 102/152.

Classes focusing on specific topics in economic theory or policy. The topics differ across sections and vary from semester to semester.

#### 303. Intermediate Microeconomic Theory.

Fall and Spring (3,3) Campbell, Freeborn, Pereira. Prerequisites: ECON 101/151.

The theory of price and resource allocation in a market economy.

#### 304. Intermediate Macroeconomic Theory.

Fall and Spring (3,3) Abegaz, Archibald, Coibion, Schmidt, Schreiber. Prerequisites: ECON 102/152.

Theories of aggregate economic behavior.

#### 307. Principles and Methods of Statistics.

(GER 1) Fall and Spring (3,3) Archibald, Hausman, Hulbert. Prerequisites: ECON 101/151, ECON 102/152.

A study of the principles and uses of descriptive statistics, probability distributions, sampling distributions, statistical inference, hypothesis testing and regression analysis. See section heading "Statistics" under "Requirements for the Baccalaureate Degree".

#### 308. Econometrics.

Fall and Spring (3,3) He, Jensen, Moody, Schmidt. Prerequisites: ECON 101/151, ECON 102/152, ECON 307.

A survey of the econometric methods that are commonly used in economic research with emphasis on the application of these techniques rather than their theoretical development. No calculus or linear algebra is required.

#### 311. Money and Banking.

Fall or Spring (3) McBeth. Prerequisites: ECON 101/151, ECON 102/152.

An analysis of the monetary system with emphasis upon financial institutions, determination of the money supply and the relationship between money and economic activity.

#### 315. Financial Economics.

Fall (3) Moser. Prerequisites: ECON 101/151, ECON 102/152.

A survey of the theory and principles of the financial system and of financial economics.

#### 321. Economics of the Public Sector.

Fall and Spring (3,3) McInerney. Prerequisites: ECON 101/151, ECON 102/152.

Theory and principles of public economics with emphasis on state and federal expenditure programs and taxes. Topics include education, welfare, Social Security, unemployment insurance, and the impact of taxes on labor supply, savings, and wealth.

**322. Environmental and Natural Resource Economics.**

Fall (odd numbered years), Spring (3) Hicks, Stafford. Prerequisites: ECON 101/151

The application of efficiency and equity criteria to environmental issues. Topics include policies for environmental protection, renewable resources, exhaustible resources and unique natural environments.

**331. Introduction to Mathematical Economics.**

Fall (3) Moody. Prerequisites: ECON 101/151, ECON 102/152.

A survey of mathematical techniques used in economics including topics in linear algebra, calculus and optimization techniques. Emphasis will be on the economic applications of these methods.

**341. American Economic History.**

(GER 4A) Fall or Spring (3) Hausman. Prerequisites: ECON 101/151, ECON 102/152.

A study of the major trends and developments in the American economy from colonial times through New Deal. Topics include trade, transportation, business, banking, labor, and policy.

**342. Global Economic History.**

(GER 4A) Fall or Spring (3) Hausman. Prerequisites: ECON 101/151, ECON 102/152.

An introduction to the global economic history of the world from ancient times to the mid-20th century, with emphasis on a European development, growth, world-wide economic interactions perspective.

**346. Comparative Economic Inequality in Multiracial Societies.**

(GER 4C) Spring (3) Abegaz. Prerequisites: ECON 101/151, ECON 102/152.

A comparative study of the historical patterns of inequality of income and wealth in multiracial economies. Theory and empirical evidence on the dynamics of racial and class inequality will be examined with a focus on three case studies (Brazil, South Africa, and the U.S.) (Cross listed with AFST 310).

**355. Seminar in Population Economics.**

Fall or Spring (3) Jensen. Prerequisites: ECON 101/151, ECON 102/152.

Economic analysis is used to examine the determinants and consequences of population change. Topics considered include the economics of population growth in developing countries, population aging in developing countries and illegal migration into the United States.

**362. Government Regulation of Business.**

Fall or Spring (3) Stafford. Prerequisites: ECON 101/151, ECON 102/152.

An analysis of the principles and purposes of government regulation of business. Topics include energy policy, consumer and worker protection, transportation, telecommunications and public utilities.

**380. Experimental Economics.**

Fall or Spring (3) Anderson. Prerequisites: ECON 101/151.

Experimental economics is a field in which decision making is examined in a controlled laboratory environment. The resulting data are used to evaluate theories and policies that are not easily tested with naturally occurring data. This course surveys experimental research in many fields including decision and game theory, environmental economics, industrial organization, and public economics, and provides a basic framework for designing and conducting experiments.

**382. Comparative Economics.**

(GER 4C) Fall or Spring (3) Abegaz. Prerequisites: ECON 101/151, ECON 102/152.

A study of the centrally planned economy as a distinctive system of resource allocation and income distribution. The emphasis is on the economics of transition from classical central planning to a market economy. Case studies of reform include Russia, Hungary, the Czech Republic, Poland and China.

**\*398. Internship.**

Fall and Spring (1) Staff. Prerequisites: ECON 101 and ECON 102.

A pass/fail, directed readings/research course in conjunction with an internship experience.

**400. Topics in Economics.**

Fall or Spring (3) Staff. Prerequisites: ECON 303 and/or ECON 304.

Seminar classes, normally 10-15 junior or senior economics majors, focusing on specific topics in economic theory or policy. Topics vary by section and semester to semester.

**403. Advanced Microeconomic Theory: Incentives.**

Fall or Spring (3) Campbell. Prerequisites: ECON 303, MATH 111 or ECON 331.

An investigation of contracts and other devices that harness self-interest. The aim is to determine the conditions under which the mechanisms generate socially optimal outcomes. Situations in which the pursuit of self-interest is self-defeating, yielding outcomes that are far from socially optimal, are also treated. Calculus is used to identify and evaluate outcomes.

**407. Cross Section Econometrics.**

Fall (3) Jensen, Hicks. Prerequisite: ECON 308.

Economic data often come as a cross-section of data points, frequently collected as part of a sample survey. The nature of these data calls for the use of a specialized set of tools, which will be developed in the course. Among the models to be examined are discrete, censored and truncated dependent variable, sample selectivity and duration models. Hands-on analysis of data sets will feature prominently.

**408. Time-Series Econometrics.**

Spring (3) Moody. Prerequisites: ECON 308, ECON 331 (or MATH 211).

This course is an introduction to the econometric analysis of time series data. Topics include ARIMA models, forecasting, analysis of nonstationary series, unit root tests, co-integration and principles of modeling.

**410. Game Theory.**

Fall or Spring (3) Anderson. Prerequisite: ECON 101 and ECON 303.

Game Theory is a set of mathematical models used to study how individuals make decisions when their actions affect each other. The emphasis of the course material is a mix of formal theory and applications, including bargaining, information and auctions. While economists turn to game theory to model many situations, the field is firmly rooted in mathematics. Thus, you will struggle in this course if you are not very comfortable with college-level algebra and basic calculus. In addition to mathematical modeling, this course will make extensive use of economics experiments to identify situations where game theory predicts actual behavior and to learn more about why game theory fails to predict behavior in some settings.

**411. Advanced Macroeconomics**

Fall or Spring (3) Coibion. Prerequisite: ECON 304, MATH 111.

A critical survey of the current state of macroeconomic model building including discussions of Neoclassical and New Keynesian models, emphasizing the microeconomic foundations of the models and their implications for business cycle analysis.

**415. Applied Financial Derivatives.**

Fall (3) Tarter. Prerequisites: ECON 303 and 307.

The economic theory of stochastic calculus and the solutions of the resulting partial differential equations are developed in the context of equity derivatives. Corollary risk-management characteristics are considered. Context is provided as each student manages a paper portfolio of electronic derivatives.

**420. Economics of Information.**

Fall or Spring (3) Campbell. Prerequisites: ECON 303.

How markets and governments create incentives to elicit private information from individuals and firms, and how individual welfare is affected as a result. Topics include: Auctions; bank failures; internet commerce; education; mandatory retirement; voting and preference revelation; allocating dormitory rooms.

**422. Applied Environmental Economics.**

*Fall (even numbered years) (3) Hicks. Prerequisites: MATH 111, ECON 308.*

This course will cover the application of welfare economics to environmental problems. Topics include differences in consumer surplus and other measures of economic welfare and techniques to measure the economic value of environmental resources. The course will be organized around contemporary environmental issues; for example, the economic value of oyster reef restoration in the Chesapeake Bay, preservation of endangered species, and impacts of global climate change on property. The course will examine these problems using real world data and will expose students to a wide variety of economic valuation techniques.

**435. Topics in Mathematical Economics.**

*Spring (3) Moody. Prerequisite: ECON 331.*

A survey of topics in mathematical economics including growth theory, general equilibrium analysis and duality theory.

**446. History of Economic Thought.**

*Fall or Spring (3) Haulman. Prerequisites: ECON 303, ECON 304.*

The development of economic analysis with emphasis upon classical and neo-classical economics.

**451. Labor Market Analysis.**

*Fall or Spring (3) McHenry. Prerequisite: ECON 303.*

A theoretical and empirical analysis of labor demand and supply behavior. Topics include labor force participation, labor mobility and wage differentials, the economics of labor unions, and analyses of minimum wage, occupational safety and health, and unemployment insurance.

**456. Economics of Health Care.**

*Fall or Spring (3) Mellor. Prerequisite: ECON 303*

This course applies economic analysis to the study of health and health care. Topics include: the determinants of health status, features of the market for medical care, insurance and health care delivery, and the role of government in the health care sector.

**460. Economic Analysis of Law.**

*Fall or Spring (3,3) Stafford. Prerequisite: ECON 303.*

Economic analysis is employed to explain the existence of prevailing legal rules in standard areas of legal study such as property, contracts, torts, family law, civil procedure and criminal procedure.

**461. Industrial Organization: Theory, Evidence and Cases.**

*Fall or Spring (3) Freeborn, Stafford. Prerequisite: ECON 303.*

An analysis of the key theories of market behavior and performance under varying conditions of competition and monopoly, the empirical studies testing these theories and the application of the Federal antitrust laws to protect market competition.

**474. Seminar in International Economic Integration.**

*Fall or Spring (3) Abegaz, Feldman. Prerequisite: ECON 303, 304, and 475.*

The theory and practice of preferential trade arrangements and their impact on the multilateral trading system. Topics covered include stages of regional integration (free trade area, customs union, economic and monetary union), regionalism versus multilateralism and the role of domestic interests in the formulation of trade policy. Case studies include NAFTA, the EC/EU and the GATT.

**475. International Trade Theory and Policy.**

*Fall and Spring (3,3) Basu, Feldman, May. Prerequisite: ECON 303.*

This course examines the gains from trade, trading patterns between countries, the effect of trade on income distribution and the effects of industrial and commercial policies. Other topics include the political economy of trade protection and the development of the world trading system.

**476. International Finance and Open Economy Macroeconomics.**

*Fall and Spring (3) Basu, Coibion, Schmidt, Schreiber. Prerequisite: ECON 304.*

This course is a theoretical and empirical examination of international financial markets and national income determination in an open economy. Topics include exchange rate systems, the balance of payments and macroeconomic policymaking among interdependent economies.

**483. Development Economics.**

*Fall or Spring (3,3) Abegaz, Basu, Feldman. Prerequisites: ECON 101/151, ECON 102/152, ECON 303 and ECON 304.*

A survey of theories that seek to explain the process of economic development and the contrasts in economic performance among low-income countries. Emphasis on the link between the economy and institutions, both market and non-market. Topics include sources and sectoral distribution of growth, evolution of markets, trade, finance, income distribution, and development policy/strategy.

**484. Economics of Growth.**

*Fall or Spring (3) Abegaz. Prerequisites: ECON 303, ECON 304.*

Explores models of economic growth with emphasis on developing economies. Examines proximate causes (factor accumulation and technology), correlates (industrialization, demography, inequality), fundamentals (geography, history, culture, institutions), and policy implications. Blends theory with empirical evidence on the convergence and divergence of percapita incomes.

**\*490. Independent Study in Economics.**

*Fall and Spring (1-4, 1-4) Staff. Prerequisites: ECON 303 and/or ECON 304.*

A directed readings/research course conducted on an individual or small group basis on various topics in economics. Normally 3 credits, this class may be taken for 1, 2 or 4 credits with permission of the instructor. No more than one independent study course may be taken in any one semester and no more than 6 independent study credits may be counted toward the economics major.

**†\*495-496. Honors.**

*Fall, Spring (3,3) Staff. Prerequisite: Major in economics.*

Students wishing to pursue Honors in economics should obtain a copy of departmental guidelines from the economics department office. Those admitted to the program will enroll in these courses during their senior year. A student who completes an Honors thesis but does not achieve Honors may receive credit for ECON 490. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## English Language and Literature

PROFESSORS **Blank** (Hamilton Professor), **Braxton** (Cummings Professor), **Conlee, Donaldson** (Chair) (NEH Professor), **Hart** (Hickman Professor), **MacGowan, McLendon, Meyers** (Chancellor Professor), **Morse, A. Potkay** (Kenan Professor), **Raitt, Schoenberger, Scholnick, and Taylor** (Cooley Professor). PROFESSORS EMERITI **Heacox, Maccubbin, Wiggins**. ASSOCIATE PROFESSORS **Barnes, Begley, Burns, Gray, Hagedorn, Joyce, Keilen, Kennedy, Knight** (Boyd Associate Professor), **Lowry, Martin, Pinson, M. Potkay, Putzi, Reed, Savage, Weiss, Wenska, and Wheatley**. ASSISTANT PROFESSORS **Charity** (Assistant Professor of Community Studies), **Minear, and Wilson**. VISITING ASSOCIATE PROFESSORS **Peterson**. VISITING ASSISTANT PROFESSORS **Dawson, Lunden, Melfi, Osiapem, and Zuber**. LECTURERS **Ashworth and Davis**. ADJUNCT ASSISTANT PROFESSOR **Pease**. ADJUNCT INSTRUCTORS **Alexander, Cha, Coibion, Gaines, and Proehl**. WRITER-IN-RESIDENCE **Bailey**.

### The Program in English

The Department of English Language and Literature provides distinctive opportunities for the development of writing skills, increased sensitivity to language, awareness of the aesthetic and intellectual enjoyments of literature, and an understanding of the cultural values reflected in literature.

The department meets several specific obligations within the liberal arts program of the College. On behalf of the faculty as a whole, it provides formal instruction in English composition. The department offers a broad range of electives for students who are not English majors: please note in particular the section marked Interdisciplinary Studies for a list of interdisciplinary majors and minors. English majors pursuing a Teaching Certificate in Secondary Education should see the School of Education catalog section.

In its major program, the department serves students who are seeking to teach; students who are preparing for graduate study in English; students who desire a rich intellectual and aesthetic experience in advance of professional study in fields such as law, medicine and business; and students who choose English simply because they enjoy the disciplined study of literature and language. In order to satisfy these needs, the department has devised a comprehensive major that also affords the student unusual freedom in choice of courses. During the senior year a student who qualifies may pursue Honors in Literature or Creative Writing.

### Requirements for Major

**Required Credit Hours:** 36 (at least 27 of which must be in courses numbered 300 and above)

**Major Computing Requirement:** English 475 or 494

**Major Writing Requirement:** A student who satisfies all requirements for the major in English will also satisfy the Major Writing Requirement

**Core Requirements:** All majors are required to take the following:

1. English 203: British Literature I
2. English 204: British Literature II
3. One course in American literature, chosen from 207, 361, 362, 363, 364, 365, 366, 371, 414A, or 417B
4. One course in a single author or auteur, chosen from English 419, 420, 421, 422 or 426
5. English 475: Research Seminar or English 494: Junior Honors Seminar

English majors may include six credit hours from Literary and Cultural Studies 201, 301 or 302 in the first 36 credits of their major program, but must notify the Registrar's Office that they wish these courses to count toward their English major.

Major courses are chosen in consultation with a departmental advisor on the basis of the student's preparation, background, career expectations, and educational interests. The department encourages students to design a program of study that exposes

them to a range of historical periods and critical approaches to literature. A sound major program should include, in addition to the requisite courses in English, a coherent pattern of complementary courses in other departments and allied fields chosen in consultation with the advisor.

## Description of Courses

### LITERATURE

#### 150W. Freshman Seminar: Special Topics.

*Fall and Spring (4,4) Staff.*

An exploration of a specific topic in literary or linguistic studies. Writing is emphasized. Normally available only to first year students.

#### 200-level: Introductory courses in literature (open only to academic freshmen, academic sophomores, and declared English majors)

#### 203. British Literature I.

*(GER 5) Fall and Spring (3,3) Blank, Conlee, Hagedorn, Keilen, McLendon, Minear, A. Potkay, M. Potkay, Savage, Wiggins.*

A survey of British literature of the Middle Ages and Renaissance, required for the English major. The course covers narrative, dramatic, and lyric poetry, including works by Chaucer, Spenser, Shakespeare, and Milton.

#### 204. British Literature II.

*(GER 5) Fall and Spring (3,3) Melfi, Meyers, Morse, A. Potkay, Raitt, Wheatley, Wilson.*

A survey of British literature from 1675-1900, required for the English major. The course includes Augustan satire, Romantic and Victorian poetry, and the Victorian novel.

#### 205. An Introduction to Shakespeare.

*(GER 5) Fall and Spring (3,3) Blank.*

A general introduction to Shakespeare's major poetry and plays. Students will read eight to ten plays, chosen to reflect the major periods in Shakespeare's dramatic development, and some poetry, especially the sonnets. (It is suggested that students have previously taken English 203 or another 200-level course, or have AP credit for 210.)

#### 207. American Literature: Themes and Issues.

*(GER 5) Fall and Spring (3,3) Barnes, Braxton, Dawson, Kennedy, Knight, Lowry, Pinson, Putzi, Scholnick, Wiggins, Zuber.*

An introduction to American literature through an analysis of major continuing themes, such as the meaning of freedom; literature and the environment; urban-rural dichotomies.

#### 209. Critical Approaches to Literature.

*(GER 5) Fall and Spring (3,3) Wenska.*

An introduction to important critical approaches to literature such as traditional (historical/biographical, moral/philosophical), formalist, psychological, archetypal and feminist. (Appropriate for students intending to major in English or having AP credit for English 210.)

#### 210. Topics in Literature.

*(Most topics will fulfill GER 5) Fall and Spring (3-4, 3-4) Staff.*

An introduction to a topic in literature, or in literature and another discipline, designed for non-majors. If there is no duplication of topic, may be repeated for credit.

#### 300-level: Historical surveys and other period-based courses in literature.

#### 310. Literature and the Bible.

*(GER 5) Fall (3) A. Potkay, M. Potkay.*

This course introduces students to the principal biblical narratives, their historical contexts, and the ways they have been interpreted by Western authors. Readings from the King James version of the Bible will include the major books of the Old and

New Testaments. Lectures will examine the literary qualities of the biblical texts and the artistic traditions associated with them.

### 311. Epic and Romance.

Fall (3) Hagedorn, Wiggins.

A study of the development of these major genres, with illustrative works drawn from ancient, medieval and Renaissance periods; includes English and Continental authors.

### 314. Old English.

Fall (3) M. Potkay.

An introduction to Old English, including elementary grammar and phonology and the reading of prose and short poems; collateral readings in the history and culture of the period.

### 315. Beowulf.

Spring (3) M. Potkay. Prerequisite: ENGL 314.

An intensive study of the text in Old English, with the aim of understanding Beowulf as a great work of literature. Emphasis is placed on the structure and the themes of the poem. Collateral readings in recent criticism.

### 316. Arthurian Literature.

Spring (3) Conlee, Hagedorn, M. Potkay.

A study of selected works from the Arthurian literary tradition. Major emphasis is upon authors from the medieval period (e.g., Geoffrey of Monmouth, Chrétien de Troyes and Malory), but some attention is also given to Arthurian literature in the 19th and 20th centuries.

### 322. Medieval Literature.

Fall and Spring (3,3) Conlee, Hagedorn, M. Potkay.

A survey of selected major works and other representative examples of Old and Middle English literature, exclusive of Chaucer. The course explores the development of typical medieval attitudes and themes in a variety of literary forms and genres.

### 323. The English Renaissance.

Fall (3) Blank, Wiggins.

A survey of the poetry, prose and drama of Tudor England, including selected works of More, Sidney, Spenser, Marlowe, and Shakespeare.

### 324. The Early Seventeenth Century.

Spring (3) Keilen, Wiggins.

A survey of poetry, prose and drama from John Donne and Ben Jonson to 1660, including early poems of Milton and Marvell.

### 325. English Renaissance Drama.

Fall (3) Savage.

A study of the dramatic literature written by Shakespeare's contemporaries, including Dekker, Kyd, Marlowe, Jonson, Tourneur, and Webster.

### 331. English Literature, 1660-1744.

Fall (3) A. Potkay, Wilson.

A survey including poetry, fiction and drama. Some attention to arts related to literature. Emphasis on comedy and satire. Major figures studied include the Earl of Rochester, Dryden, Swift, Pope, Gay, and Fielding.

### 332. English Literature, 1744-1798.

Spring (3) A. Potkay, Wilson.

A survey of the poetry and prose of the period, with special attention to the intellectual/historical contexts. Major figures studied include Johnson, Gray, Hume, Gibbon, Smart, and Blake.

### 333. The Novel to 1832.

Fall (3) A. Potkay, Wilson.

This course studies selected British and Continental novels from the early modern through Romantic periods, drawing upon authors such as Cervantes, Defoe, Fielding, Sterne, Rousseau, Goethe, Austen, and Scott.

### 341. The English Romantic Period.

Fall (3) A. Potkay, Wheatley.

A survey of poetry, prose and fiction of the period between 1798 and 1832, with special attention to the works of the major Romantic poets.

### 342. The Victorian Age.

Spring (3) Joyce, Meyers.

A survey of major writers during the reign of Victoria. Emphasis is on social and intellectual issues as expressed primarily by leading poets and essayists from Carlyle to Hardy.

### 343. English Novel, 1832-1900.

Spring (3) Joyce, Morse.

Novels by Charlotte and Emily Bronte, Dickens, Trollope, Gaskell, Eliot and Hardy are studied as primary examples of the nature and development of the English novel during the Victorian period.

### 344. The World Novel After 1832.

Spring (3) Staff.

A study of selected novels written mostly by authors who are not Anglo-American. Focus of readings will vary from year to year (e.g., history of the genre; 19th-century Europe; postcolonialism).

### 352. Modern British Literature.

Fall and Spring (3,3) Burns, Gray, Heacox, Joyce, Melfi, Meyers.

A survey from the end of the Victorian era through at least the post-World War II period. Selected works by such writers as Conrad, Yeats, Joyce, Lawrence, Woolf, and Thomas are emphasized.

### 355. Modern Fiction.

Fall and Spring (3,3) Gray, Kennedy, Melfi.

Reading, analysis and discussion of the principal American and British fiction writers from 1890 to the present, chosen to illustrate contemporary tendencies in matter and technique.

### 356. Modern Poetry to 1930.

Fall (3) Hart, MacGowan.

Development of modern British and American poetry from transitional poets Hopkins, Housman and Hardy through the first generation modernist poets. Reading, interpretation and discussion, with emphasis on Yeats, Pound, Eliot, Lawrence, Williams, and Stevens.

### 357. Modern Poetry since 1930.

Spring (3) Hart.

Development of modern British and American poetry from second-generation modernist poets through confessional and contemporary poets. Reading, interpretation and discussion, with emphasis on Auden, Thomas, Roethke, Lowell, Plath, and Berryman.

### 358. Modern Drama to 1940.

Fall (3) Begley.

Survey of modern drama which traces the historical development of character against the theories of Darwin, Marx, Nietzsche and Freud. Students read plays by Ibsen, Strindberg, Hauptmann, Chekhov, Rostand, Shaw, Pirandello, O'Neill and Brecht, in conjunction with acting treatises.

### 359. Modern Drama since 1940.

Spring (3) Begley.

Survey of modern and contemporary drama that examines textual and performative representations of Being. Students read plays by Sartre, Genet, Ionesco, Beckett, Weiss, Baraka, Soyinka, Shange, Churchill, and Kushner, in conjunction with critical readings on artistic and philosophical movements.

**360. Contemporary Literature.**

*Fall and Spring (3) Burns, Gray, Kennedy, Schoenberger.*

A survey of contemporary literature, including such movements as confessional and beat poetry, theater of the absurd, postmodernism and magic realism.

**361. American Literature to 1836.**

*Fall (3) Putzi, Wenska.*

A survey from Columbus to Poe, emphasizing the Puritan/Enlightenment backgrounds of such writers as Bradford, Bradstreet, Taylor, Edwards, Franklin, Brown, and Freneau.

**362. The American Renaissance.**

*Fall and Spring (3,3) Barnes, Scholnick.*

A survey of the mid-19th century, emphasizing the writers of the Concord Group, Emerson, Hawthorne, Melville, Whitman, and Dickinson.

**363. American Literature, 1865-1920.**

*Fall and Spring (3,3) Dawson, Donaldson, Lowry, Putzi.*

A survey from the Gilded Age to the end of the First World War, emphasizing such writers as Mark Twain, Howells, James, Stephen Crane, Norris, Dreiser, and the Regionalists.

**364. American Literature, 1912-1960's.**

*Fall and Spring (3,3) Dawson, Donaldson, MacGowan, Pinson, Wenska.*

A survey from the rise of the modernist poets and the Lost Generation to the 1960s, emphasizing such writers as Pound, Eliot, W. C. Williams, Hemingway, Fitzgerald, Faulkner, O'Connor, Lowell, and Plath.

**365. Early Black American Literature.**

*Fall (3) Braxton, McLendon, Pinson, Weiss.*

Survey of Black American literature and thought from the colonial period through the era of Booker T. Washington, focusing on the ways in which developing African American literature met the challenges posed successively by slavery, abolition, and emancipation. (Cross-listed with AFST 365.)

**366. Modern Black American Literature.**

*Spring (3) Braxton, McLendon, Pinson.*

Survey of African American literature from the 1920s through the contemporary period. Issues addressed include the problem of patronage, the "black aesthetic," and the rise of black literary theory and "womanist" criticism. (Cross-listed with AFST 366.)

**371. Topics in American Literature.**

*Fall and Spring (3) Staff.*

Advanced study of a specific topic in American literature. If there is no duplication of topic, may be repeated for credit.

**380. Topics in a Literary Period.**

*Fall and Spring (3) Staff.*

In-depth study of a specific topic from within or across the traditional historical periods of British or American literature. If there is no duplication of topic, may be repeated for credit.

**400-level: Thematic and theoretical courses in literature; single-author courses, senior research seminars, independent studies, and honors classes**

**411. Topics in Literary Theory.**

*Fall and Spring (3) Staff.*

Topics in theory, exploring questions of aesthetics, the history of the study of literature, literature's function as representation, its relationship to the world and to other disciplines. Topics vary but may include contemporary literary theory, psychoanalysis, and postmodernism. If there is no duplication of topic, may be repeated for credit.

**411A. Theory of Literature.**

*Fall (3) Heacox.*

A study of the major attempts to identify and define the nature of literature, our responses to it and its relation to life and to the other arts. The emphasis is on modern and contemporary literary theory, but with some concern for the historical tradition.

**412. Topics in Literature and Other Arts.**

*Fall and Spring (3) Staff.*

Exploration of the intersections among written, visual, and/or performing arts. Topics vary from semester to semester but may include Shakespeare and Film, art and literature of the Harlem Renaissance, and race, representation, and arts in the U.S. South. If there is no duplication of topic, may be repeated for credit.

**414. Topics in Women Writers.**

*Fall and Spring (3) Staff.*

Study of fiction, non-fiction, and/or poetry by selected women writers. Topics vary from semester to semester but may include British women writers, medieval women writers, contemporary women writers. If there is no duplication of topic, may be repeated for credit.

**414A. Major African American Women Writers.**

*Spring (3) McLendon, Braxton, Pinson.*

This course studies the fiction and non-fiction of major African American women writers such as Toni Morrison, Alice Walker, and Gloria Naylor. Some attention to black feminist/womanist and vernacular theoretical issues through selected critical readings. (Cross-listed with AFST 414.)

**416. Topics in Gender and Sexuality.**

*Fall and Spring (3) Staff.*

Courses that address literary and/or theoretical treatments of gender and sexuality. Topics vary from semester to semester and may include issues such as sexual identity, queer theory, feminist criticism, masculinity studies and literature and the formation of sexual identity. If there is no duplication of topic, may be repeated for credit.

**416A. Literature and the Formation of Homosexuality.**

*Spring (3) Heacox.*

A study of the homosexual tradition and the formation of sexual identity in 19th-20th-century British and American literature. Authors read include Oscar Wilde, E. M. Forster, Willa Cather, Thomas Mann, Christopher Isherwood, Sigmund Freud and Michel Foucault.

**417. Topics in Race, Ethnicity, and Nationality.**

*Fall and Spring (3) Staff.*

Study of literature focusing on changing cultural definitions of race, ethnic identity, and the shaping of (and rationale for) national literatures. Topics will vary but may include comparative and cross-cultural studies. If there is no duplication of topic, may be repeated for credit.

**417A. Literature of the Americas.**

*Spring (3) Kennedy.*

A study of works that extend the definition of "American" literature beyond the national boundaries of the United States. Focus of readings will vary from year to year (e.g., Caribbean literature, U.S./Latin American literary relations, multiculturalism).

**417B. Harlem in Vogue.**

*Fall (3) McLendon, Braxton, Pinson, Weiss.*

Exploration of the 1920s movement known as the Harlem Renaissance, focusing on the ways race, gender/sexuality, and class informed the artists' construction of identity. Writings by Hughes, Hurston, Larsen, Toomer, among others; some attention to visual art and music. (Cross-listed with AFST 417.)

**419. Study of a Single Author or Auteur.**

*Fall and Spring (3) Staff.*

In-depth study of a single author or auteur. Topics vary from semester to semester but may include Jane Austen, Charles Dickens, William Faulkner, Oscar Wilde, Orson Welles. If there is no duplication of topic, may be repeated for credit.

**420. Chaucer.**

*Fall (3) Conlee, Hagedorn.*

A study of *The Canterbury Tales* and *Troilus and Criseyde* as expressions of Chaucer's art. Emphasis is placed on the narrative and dramatic features of the poetry as vehicles for the presentation of medieval attitudes and themes.

**421. Shakespeare History and Comedy.**

*Fall and Spring (3,3) Blank, Minear, Savage, Wiggins.*

A study of the major history plays, including consideration of Renaissance political theory, and of the forms and conventions of Shakespearean comedy.

**422. Shakespeare Tragedy.**

*Fall and Spring (3,3) Blank, Minear, Savage, Wiggins.*

A study of approximately 12 tragedies, with emphasis on Shakespeare's development as a verse dramatist. Special attention is given to the nature of tragedy.

**426. Milton.**

*Spring (3) Savage.*

A study of the major poetry and prose, with emphasis on *Paradise Lost* and the theological and literary traditions behind the poem.

**465. Topics in English.**

*Fall and Spring (1-3,1-3) Staff.*

Exploration of a topic in literature or in the relations between literature and other disciplines. If there is no duplication of topic, may be repeated for credit.

**475. Research Seminar in English.**

*Fall and Spring (4,4) Staff.*

Study in depth of a specialized literary topic. Students write and present research papers for critical discussion. Non-majors may enroll upon consent of the department chair. If there is no duplication of topic, may be repeated for credit.

**\*480. Independent Study in English.**

*Fall and Spring (1-3,1-3) Staff. Prerequisites: Student must have at least a 3.0 in English.*

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the departmental Undergraduate Program Committee. Normally open only to majors who have completed at least 18 credits towards the major. Normally may be taken only once.

**\*494. Junior Honors Seminar.**

*Spring (4) Wheatley.*

Study in depth of a specialized literary topic, emphasizing student discussion and the preparation of critical papers. This course is restricted to majors planning to enroll in senior Honors. Students are admitted by the departmental Honors Committee.

**†495-496. Honors.**

*Fall, Spring (3,3) Staff.*

Honors study in English comprises (a) supervised reading in the field of the student's major interest; (b) presentation two weeks before the last day of classes of the student's graduating semester of an Honors essay or a creative writing project upon a topic approved by the departmental Honors Committee; and (c) oral examination in the field of the student's major interest. Students who have not completed ENGL 494 may be admitted only under exceptional circumstances. Creative Writing Honors students may substitute for ENGL 494 either three Advanced Creative Writing courses, or two Advanced Creative Writing courses and a Creative Writing Independent Study (the project of the Independent Study must be different from the proposed Hon-

ors project). For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**\*498. Internship.**

*Fall, Spring (1-3) Staff. Prerequisites: Student must have at least a 3.0 in English.*

Must be approved in advance on a case-by-case basis by the departmental Undergraduate Program Committee. Graded pass/fail. Normally open only to majors who have completed at least 18 credits towards the major. Normally may be taken only once.

**CREATIVE AND EXPOSITORY WRITING****WRIT 101. Writing.**

*Fall and Spring (3,3) Ashworth, Davis, Zuber.*

Practice in writing under supervision, with frequent conferences. This course may be used to satisfy the lower-division writing requirement by students who are not exempted. Each section is limited to 16 students.

**200-level: Introductory course****ENGL 212. Introduction to Creative Writing.**

*(GER 6) Fall and Spring (2,2) Ashworth, Pease, Schoenberger.*

Workshop format emphasizes the basics of writing fiction and poetry. Class meets for one two-hour session per week. No previous writing experience is required. Open to academic freshman and academic sophomores with priority given to academic freshmen.

**300-level: Intermediate courses****\*WRIT 300. Contemporary Theory and College Writing.**

*Spring (1) Zuber.*

*This course is designed to train students who have applied to work in the Writing Resources Center by analyzing the writing and speaking processes and the dynamics of one-on-one peer consultations.*

**ENGL 367. Advanced Expository Writing.**

*Fall and Spring (3,3) Lowry, Meyers, Melfi, Pease, Schoenberger, Zuber.*

Practice in writing papers of various types under supervision, emphasizing style and expository techniques. Sections limited to 15 students each.

**\*ENGL 368. Creative Writing: Fiction.**

*(GER 6) Fall and Spring (3,3), Schoenberger.*

An opportunity for students to develop their abilities in imaginative writing of fiction under supervision. Sections limited to 15 students each.

**\*ENGL 369. Creative Writing: Poetry.**

*(GER 6) Fall and Spring (3,3) Hart, Pinson, Schoenberger.*

An opportunity for students to develop their abilities in imaginative writing of poetry under supervision. Sections limited to 15 students each.

**400-level: Advanced courses****\*ENGL 466. Seminar in Non-Fiction Writing.**

*Spring (3) Staff.*

A seminar in writing the kinds of non-fiction that appear regularly in magazines and newspapers, with reading for emulation in Didion, McPhee and others. Designed for students interested in writing careers.

**\*ENGL 467. Advanced Workshop in Fiction Writing.**

*Fall (3) Schoenberger.*

An advanced workshop in writing narrative fiction, with emphasis on short fiction, the novella or the screenplay, for students of demonstrated promise and achievement. If there is no duplication of topic, may be repeated for credit.

**\*ENGL 468. Advanced Workshop in Fiction Writing.***Spring (3) Staff.*

An advanced workshop in writing narrative fiction, with emphasis on short fiction, the novella or the screenplay, for students of demonstrated promise and achievement. If there is no duplication of topic, may be repeated for credit.

**\*ENGL 469. Advanced Workshop in Poetry Writing.***Fall (3) Hart, Schoenberger.*

An advanced workshop in poetry writing for students of demonstrated promise and achievement. If there is no duplication of topic, may be repeated for credit

**\*ENGL 470. Advanced Workshop in Poetry Writing.***Spring (3) Pinson, Schoenberger.*

An advanced workshop in poetry writing for students of demonstrated promise and achievement. If there is no duplication of topic, may be repeated for credit

**†ENGL 495-496. Honors.***Fall, Spring (3,3) Staff.*

Honors study in English comprises (a) supervised reading in the field of the student's major interest; (b) presentation two weeks before the last day of classes of the student's graduating semester of an Honors essay or a creative writing project upon a topic approved by the departmental Honors committee; and (c) oral examination in the field of the student's major interest. Students who have not completed ENGL 494 may be admitted only under exceptional circumstances. Creative Writing Honors students may substitute for ENGL 494 either three Advanced Creative Writing courses, or two Advanced Creative Writing courses and a Creative Writing Independent Study (the project of the Independent Study must be different from the proposed Honors project). Creative Writing Honors involves the completion of a sustained project in creative writing. For College provisions governing the Admission to Honors, see page catalog section titled Honors and Special Programs.

**LINGUISTICS****200-level: Introductory course in linguistics****220. Study of Language.***(GER 3) Fall and Spring (4,4) Staff.*

An introduction to linguistics, the scientific study of human language. Considers languages as structured systems of form and meaning, with attention also to the biological, psychological, cultural and social aspects of language and language use. (Cross listed with ANTH 204)

**300-level: Intermediate courses in linguistics****303. History of the English Language.***Fall (3) Taylor.*

A study of the history of the English language from Old English to the present. Some attention is given to contemporary developments in "World English."

**304. Generative Syntax.***(GER 3) Fall (3) Reed. Prerequisite: ENGL 220/ANTH 204.*

This introduction to generative syntax investigates the structures and operations underlying sentences currently used by speakers of English. The course focuses on one linguistic model, with attention given to linguistic theory, alternative models and issues in syntax and semantics.

**307. Phonetics and Phonology.***(GER 3) Spring (3) Staff. Prerequisite: ENGL 220/ANTH 204.*

A study of sound patterns and word-formation rules in English and other languages. Focus on analysis with some attention to theoretical issues.

**400-level: Advanced courses in linguistics; senior research seminars and independent studies****400. Meaning and Understanding in Western Cultural Thought.***(GER 4A) Fall (3) Taylor.*

A critical approach to the history of Western thinking about meaning, understanding, language and mind: tracing the integration of these topics into Western cultural and intellectual traditions, from Classical Greece and Rome up to modern developments in 20th-century European and American thought.

**404. Historical Linguistics.***(GER 3) Fall (3) Martin. Prerequisite: ENGL 220/ANTH 204.*

A study of the kinds of change which languages may undergo. Covers the nature and motivation of linguistic evolution, and the methods by which unattested early stages of known languages may be reconstructed. (Cross listed with ANTH 411)

**405. Descriptive Linguistics.***(GER 3) Spring (4) Martin, Reed. Prerequisites: ENGL 304, ENGL 307 and ENGL/ANTH 418, or consent of instructor.*

A study of contemporary methods of linguistic analysis, with emphasis on data drawn from a wide variety of languages; in-depth analysis of a single language. Language universals, language types and field methods are discussed. (Cross listed with ANTH 412)

**406. Language and Society.***(GER 3) Spring (3) Taylor. Prerequisites: ENGL 220/ANTH 204 and either ENGL 303 or ENGL/ANTH 415, or consent of instructor.*

A study of the place of language in society and of how our understanding of social structure, conflict and change affect our understanding of the nature of language. (Cross listed with ANTH 413)

**415. Linguistic Anthropology.***(GER 3) Spring (3) Staff. Prerequisite: ENGL 220/ANTH 204.*

This course will introduce students to the history and theories of linguistic anthropology with emphasis on North American languages. Students will approach these subjects through readings, class discussions and problem sets. (Cross listed with ANTH 415)

**418. Language Patterns: Types and Universals.***Fall (3) Martin. Prerequisite: ENGL 220/ANTH 204.*

A survey of common patterns and constructions in language ranging from word order to case, agreement, voice, aspect, relative clauses, interrogation and negation. Major themes include the unity and diversity of language and the techniques used to measure it. (Cross listed with ANTH 418)

**464. Topics in Linguistics.***Fall and Spring (1-3,1-3) Staff. Prerequisite: ENGL 220/ANTH 204 or consent of instructor.*

Investigation of a major sub-field of linguistics. If there is no duplication of topic, may be repeated for credit.

**474. Research Seminar in Linguistics.***Spring (4) Martin, Reed, Taylor. Prerequisites: ENGL 220/ANTH 204 and consent of the instructor.*

Study in depth and independent research/writing about a topic in linguistics. Students who are not linguistics majors may enroll with instructor's permission. May be repeated for credit with different topic.

**\*481. Independent Study in Linguistics.***Fall and Spring (1-3,1-3) Staff.*

A tutorial course on a topic agreed upon by the student and instructor and approved in advance by the departmental Undergraduate Program Committee.

## Environmental Science and Policy

ADVISORY COMMITTEE: **Swaddle** (Director, Biology), **Boone** (Business), **Butler** (Law), **Chambers** (Biology), **A. Fisher** (History), **W. Fisher** (Anthropology), **Hancock** (Geology), **Hicks** (Economics). ASSISTANT PROFESSOR: **Hamilton**. COURTESY ASSISTANT PROFESSOR: **DeBerry**.

The environmental problems that threaten the planet on which our society depends are complex, requiring us to integrate insights across the disciplines. Because of the interdisciplinary nature of these problems, students pursuing careers in the environment need significant breadth of training in natural and social sciences and the humanities. At the same time, students need to have an area of expertise, and so should develop effective skills based on depth of training in a specific area. In light of the need for an appropriate balance between breadth and depth of training, the Environmental Science and Policy (ENSP) program has been designed as a secondary major and a minor, each to be pursued in conjunction with a primary major in another complementary subject field. Every ENSP major/minor must major in another discipline.

The Environmental Science and Policy major provides breadth in basic course work as well as familiarization with the specific scientific and social considerations related to a wide range of environmental issues. Participation in the program requires an initial consultation with the Director, and a formal declaration of major no later than the second semester of the junior year. Students pursuing a primary major in Biology, Chemistry, Geology, Physics, or other natural science field will normally have their secondary major designated as Environmental Science and Policy and they will receive the Bachelor of Science (B.S.) degree. Others, often students pursuing a primary major in Economics, Global Studies, Government, International Relations, Public Policy, or Sociology, will receive a Bachelor of Arts (B.A.) with an Environmental Policy designation. There are two slightly different programs for the B.A. and B.S. majors: the "Science Track" and the "Policy Track."

There are no formal restrictions on the primary major pursued in conjunction with the Environmental Science and Policy major. However, the primary major is expected to both supplement and complement the student's environmental training, while providing the necessary additional depth. Therefore, students are expected to develop an overall program with an appropriate rationale based on interconnections among subjects as well as the student's long-term career interests. Two courses may be counted toward both majors; therefore, depending on the primary major, the number of additional courses required to complete the Environmental Science and Policy major may total less than 36 hours.

For both the B.A. and B.S., limited substitution of other courses for some of these requirements may be possible with the approval of the Director. In addition to the required work, various other courses as well as non-classroom training (such as internships, research projects with faculty, participation in study abroad programs, or off-campus study and research such as participation in an REU program) are strongly recommended.

For advice, further information, updates, and additional descriptive material, contact the Director (Prof. John Swaddle, Biology Dept., jpswad@wm.edu) and visit [www.wm.edu/environment](http://www.wm.edu/environment).

### Requirements for Major

#### Required Credit Hours: 36

**Major Computing Requirement:** The 400-level courses satisfy the Major Writing and Computer Proficiency Requirements by achieving a grade of at least C-

**Major Writing Requirement:** The 400-level courses satisfy the Major Writing and Computer Proficiency Requirements by achieving a grade of at least C-

### Core Requirements Common to Both Science and Policy Tracks:

1. ENSP 101 Introduction to Environmental Science and Policy (3 credits)
2. At least five credits of ENSP 200-250, including one ENSP 200-249 course and at least one ENSP 250 seminar
3. Natural science course with field laboratory component: BIOL 416 Ornithology (4); BIOL 417 Population and Community Ecology; BIOL 426 Aquatic Ecology (4); BIO 427 Wetland Ecosystems (4); GEOL 314 Watershed Dynamics (4); GEOL 315 Hydrology (4); GEOL 316 Environmental Geochemistry (3); GEOL 320 Surface Processes: Landscapes & Water (4); or other approved course
4. Environmental Ethics: ENSP 302 Philosophic History of American Environmentalism (3); ENSP 303 Topics in Environmental Ethics; ENSP 210 The Ethics of Sustainability: Beyond Environmentalism (3); ENSP 211 The Ethics of Globalization and Sustainability (3); KINE 393: Health Ethics (3); RELG 321 Ecology and Ethics (3); or other approved course
5. Other Environmental Humanities or Arts: ANTH 315 Environmental Archaeology (3); HISP 360: Cultural Constructions of the Environment in Latin America (3); HIST 226: American West Since 1890 (3); HIST 490C: African Environmental History (3); ENGL 475 (3): Novels of Eco-Catastrophe (3); or other approved course
6. A 3 credit course in statistics (available through several departments); MATH 106; MATH 351; BIOL 425; SOCL 353; ECON 307; PSYC 301; BUAD 231; KINE 394; or other approved course
7. Environmental capstone experience: (3 credits)
  - a. ENSP 440 Special Topics in Environmental Science and Policy
  - b. ENSP 490 Independent Research
  - c. ENSP 495-496 Honors
  - d. ENSP 498-499 Internship
  - e. or other approved capstone experience with permission of the Director

### Additional Requirements for Environmental Science (the Science Track):

8. Three additional courses in the Natural Sciences. One from each category.
  - a. Foundation in Biology/Ecology: BIOL 220/221 Introduction to Organisms, Ecology and Evolution (4)
  - b. Foundation in Geology: Geology: GEOL 110 Earth's Environmental Systems: Physical Geography (3) (preferred) or 101 The Dynamic Earth: Physical Geology (3)
  - c. Foundation in Chemistry: CHEM 206 Organic Chemistry I or CHEM 308 General Chemistry II (3) [CHEM 103 General Chemistry I and 151 General Chemistry I Lab are prerequisites for these courses]
9. One additional course in Social Sciences: ECON 322 Environmental and Natural Resources Economics (3) [ECON 101 is a prerequisite for this course]; SOCL 308: Environmental Sociology (3); SOCL 427: Globalization and the Environment (3); ANTH 338: Native Cultures of Latin America (3); GOVT 322: Global Environmental Governance (3); GOVT 491: International Organizations and Environmental Governance (3); or other approved course

### Additional Requirements for Environmental Policy (the Policy Track):

8. Two additional courses in the Natural Sciences. One from each category.
  - a. Foundation in Natural Science: BIOL 220/221 Introduction to Organisms, Ecology and Evolution (4), or GEOL 110 Earth's Environmental Systems: Physical Geography (3), or GEOL 101 The Dynamic Earth: Physical Geology (3).
  - b. Foundation in Chemistry: CHEM 101: Survey of Chemical Principles, or CHEM 103: General Chemistry (3).

9. Two required courses in Social Sciences. One from each category.
- ECON 322 Environmental and Natural Resources Economics (3) [ECON 101 and 102 are prerequisites for this course]; or other approved course
  - Politics and Sociology: SOCL 308: Environmental Sociology (3); SOCL 427: Globalization and the Environment (3); ANTH 338: Native Cultures of Latin America (3); GOVT 322: Global Environmental Governance (3); GOVT 491: International Organizations and Environmental Governance (3); or other approved course

### Requirements for Minor in Environmental Science and Policy

#### Required Credit Hours: 20

#### Core Requirements:

- ENSP 101 Introduction to Environmental Science and Policy (3 credits)
- Five credits of ENSP 200-250, including one ENSP 200-249 course and at least one ENSP 250 seminar
- Three courses, at least one from each group (at least 9 credits total):
  - Natural Sciences course with field laboratory component: BIOL 416 Ornithology (4); BIOL 417 Population and Community Ecology; BIOL 426 Aquatic Ecology (4); BIOL 427 Wetland Ecosystems (4); GEOL 314 Watershed Dynamics (4); GEOL 315 Hydrology (3); GEOL 316 Environmental Geochemistry (3); GEOL 320 Surface Processes: Landscapes & Water (4); or other approved course [all of the courses listed require some form of introductory biology or geology course as a prerequisite]
  - Environmental Policy/Sociology: ECON 322: Environmental and Natural Resources Economics (3) [ECON 101 is a prerequisite for this course]; GOVT 322: Global Environmental Governance (3); GOVT 491: International Organizations and Environmental Governance (3); SOCL 308: Environmental Sociology (3); SOCL 427: Globalization and the Environment (3); ANTH 315 Environmental Archaeology (3); ANTH 338: Native Cultures of Latin America (3); HIST 360: Cultural Constructions of the Environment in Latin America (3); HIST 226 American West Since 1890 (3); HIST 490C: African Environmental History (3); or other approved course
  - Ethics: ENSP 302 Philosophic History of American Environmentalism (3); ENSP 303: Issues in Environmental Ethics; ENSP210 The Ethics of Sustainability: Beyond Environmentalism? (3); ENSP211 The Ethics of Globalization and Sustainability (3); KINE 393: Health Ethics (3); RELG 321 Ecology and Ethics (3); or other approved course
- Capstone experience: (3 credits)
  - ENSP 440 Special Topics in Environmental Science and Policy
  - ENSP 490 Independent Research
  - ENSP 495-496 Honors
  - ENSP 498-499 Internship
  - or other approved capstone experience with permission of the Director

#### Description of Core Courses

##### 101. Introduction to Environmental Science and Policy.

*Fall (3) Hicks, , Chambers, Kaup, Staff.*

This team-taught interdisciplinary course brings together perspectives and approaches to environmental problems from natural sciences, social sciences, and humanities. Examines key environmental concepts by exploring case studies such as pollution and contamination disputes, ecosystem management in the Chesapeake Bay, and biodiversity.

##### 201. Watershed Dynamics.

*Spring of alternate years (4) Chambers, Hancock. Prerequisite: BIOL 220 or 225 OR GEOL 101, 110, or 150. (Next offered in 2011)*

This team-taught course will combine biologic and hydrologic approaches to explore the interactions between the physical, biological, and chemical processes active in watersheds. Emphasis will be placed on understanding how interactions between these processes control water quality and biologic diversity, and how anthropogenic activities modify these processes. Laboratory is required.

##### 202. Global Environmental Challenges: Climate Change.

*Fall, Spring (3) Taylor. Prerequisite: ENSP 101.*

This course introduces students to the state of scientific knowledge about climate and climate change, including natural cycles and human-induced changes. It explores potential impacts of climate change, national policies, the Kyoto Protocol, and other global efforts to address the problem.

##### 203. Public Commons Project.

*Fall, Spring (1-3) Taylor. Prerequisites: ENSP 101.*

This workshop course will have students and faculty working as a team on community-based research, addressing important local and regional environmental issues in consultation with community organizations and local government agencies. Topics vary by semester and results are presented publicly.

##### 204. Geographic Information Systems.

*Fall, Spring (3) Hamilton. Prerequisites: ENSP 101 or GEOL 101, 110, or 150.*

This course will provide an introduction to using Geographic Information Systems (GIS) as a tool in environmental science and policy. Emphasis will be on hands-on application of GIS to create maps, to organize and visualize spatial data, and to query spatial data to elucidate answers to environmental questions. This course is cross-listed from the Geology department.

##### 205. Marine and Environmental Science.

*Fall, Spring (3) Staff. Prerequisite: ENSP 101.*

This course introduces students to the science of marine and terrestrial environments. It ties marine science and policy to land use, watershed and coastal zone management, pollution, forests and agriculture, ocean fisheries, mineral resources, climate change, and biodiversity.

##### 210. The Ethics of Sustainability: Beyond Environmentalism.

*(GER 7) Fall (3) Fowler. Pre or Corequisite: ENSP 101.*

The ethical implications of the sustainability revolution are examined with emphasis on its progress beyond environmentalism and its applicability to such issues as global warming, biodiversity, food production and world hunger, population growth, and HIV-AIDS.

##### 211. The Ethics of Globalization and Sustainability.

*(GER 7) Spring (3) Fowler. Pre or Corequisite: ENSP 101.*

The ethical implications of globalization and the sustainability revolution are examined. Emphasized are the ethical controversies surrounding the social responsibility of trans-national corporations, consumerism, growing world thirst, and the challenges of protecting the environment, jobs and workers rights.

##### 249. Environmental Challenges: Topics.

*Fall, Spring (1-4) Staff. Prerequisite: ENSP 101.*

This course is an in-depth look at an important issue of environmental science and policy. The topics to be considered will be announced prior to the beginning of the semester. The course is primarily designed for sophomores and juniors who have taken Introduction to Environmental Science and Policy. ENSP 249 can be repeated for credit if the topic changes. Some topics will include a required weekly laboratory session. In past year it has been common for us to count GEOL 305 Environmental Geology as an ENSP 249 class.

**250. Seminar Topics in Environmental Science and Policy.***Spring (1-3) Staff.*

Key environmental topics will be addressed by top national and international environmental experts in three lectures and informal discussion sessions with students. Small groups of students will meet with faculty to discuss readings and the lectures, and a written assignment will integrate the topic.

**302. Philosophic History of American Environmentalism.***(GER 4A, 7) Fall, Spring (3) Fowler.*

The Philosophic History of American Environmentalism. Examines basic ethical controversies surrounding modern American environmentalism, with special focus on: 1) our moral place in Darwinian nature, 2) the wilderness ideal, 3) Native American ecology, land ethic and deep ecology, 4) preserving biodiversity, and 5) environmentalism as social justice.

**303. Issues in Environmental Ethics.***(GER 7) Fall, Spring (3) Fowler.*

This course reviews core issues in environmental ethics and then takes an in-depth look at one area environmental ethics, such as the ethics of conserving biodiversity, Earth Rights, or key environmental cases which raise ethical concerns.

**440. Special Topics in Environmental Science and Policy. (varies by year)***Spring or Fall (1-4) Staff.*

This course provides students a hands-on, in-depth look at an issue of environmental science and policy. The topics to be considered will be announced prior to the beginning of the semester. The course is primarily designed for senior majors or minors. ENSP 440 can be repeated for credit if the topic changes.

**460. Seminar in Environmental Issues.***Spring (3) Staff.*

A topics course for seniors based on an extended review of an environmental issue by each student. In consultation with the professor, students will select a topic in advance of registration for the course, and will research the topic through all appropriate sources (literature, Internet, individuals, etc). An oral presentation and a paper are required.

**490. Independent Research.***Fall and Spring (1-3) Staff.*

This course is designed to permit the environmental science/studies concentrator to engage in independent research in their Junior or Senior years. Working closely with a faculty member as an advisor, each student will be expected to conduct original research and prepare a substantial research paper. This course may be repeated for credit.

**†495-496. Honors.***Fall, Spring (3,3). Staff.*

Environmental Science and Policy Honors students must meet the College's provisions on admissions to the program, see catalog section titled Honors and Special Programs. These students enroll for both semesters of their senior year, defending an Honors Proposal at the end of the first semester, and completing an Honors research project or essay and defending it in an oral exam by April 15th.

**498-499. Internship.***Fall and Spring (1-3) Staff. Prerequisite: Consent of instructor and director.*

This course is designed to allow students to gain knowledge through experience in the environmental area, through work with government agencies, nonprofits, or companies. Students will be supervised by faculty members, and students must complete an agreed-upon list of readings and write a paper tying their experience to existing theory and research. Requires written permission from the Director and a faculty advisor.

**Additional Courses for Major or Minor in Environmental Science and Policy.**

Following is a sample listing of courses that may be credited toward the major or minor. Not all of these courses are offered every semester, and additional courses may qualify for Environmental Science and Policy credit. Please consult with Prof. Swaddle, Director of Environmental Science and Policy, for information.

ANTH 420	Tropical Ecology
APSC 492	Global Changes
APSC 494	Climate: Science and Policy
BIOL 105	Plants, People, and Agriculture [can be considered for an ESNP 249 substitution]
GEOL 305	Environmental Geology [can be considered for an ESNP 249 substitution]
GEOL 306	Marine Geology [can be considered for an ESNP 249 substitution]
GEOL 312	Weather, Climate, and Change [can be considered for an ESNP 249 substitution]
GEOL 330	Introduction to Oceanography [can be considered for an ESNP 249 substitution]
GOVT 381	Human Geography
GOVT 384	The Geography of Latin America and the Caribbean
HIST 211	Early American Environmental History
LAW 424	Environmental Law
LAW 425	Land Use Control

## Film Studies

Advisory Committee: **Kennedy** (Director, English), **Angelone** (Modern Languages) **Begley** (English), **Davis** (Swem Media Center), **Joyce** (English), **Knight** (English/American Studies), **Lowry** (English), **MacGovern** (History/American Studies), **MacGowan** (English), **Palermo** (Art History), **Preston** (Music), **Prokhorov** (Modern Languages), **Prokhorova** (Modern Languages), **Stock** (Modern Languages), **Zuber** (English).

The minor in Film Studies provides interested students a coherent education in this major art form, one that—along with television—is perhaps the predominant way that World cultures represent themselves. Film has become an increasingly significant and popular part of the humanities curriculum at the College; a number of disciplines—Modern Languages and Literatures, American Studies, English, and Literary and Cultural Studies—regularly offer courses about film or use films to increase understanding of other art forms. The Film Studies minor provides students the opportunity to organize these disciplinary and interdisciplinary courses into a meaningful curriculum.

Students may also use the minor as a basis for a major in Literary and Cultural Studies focusing on film (see Literary and Cultural Studies).

Students wishing to pursue a minor in Film Studies should meet with a member of the Advisory Committee as early as is possible, normally during their sophomore year.

More information is available at the Film Studies Program website: [www.wm.edu/as/filmstudies](http://www.wm.edu/as/filmstudies)

### Requirements

#### Required Credit Hours: 18

#### Core Requirements: Distributed as follows:

- I. At least nine credit hours in required courses:
  - A. FILM 150W or 250 (4 credits). “Introduction to Film Studies.”
  - B. FILM 251 (3 credits). “World Cinema Before TV (1895-1955).”
  - C. FILM 306 (3 credits). “Video Production Workshop” OR one course chosen from the following: ART 211 or 212; ENGL 212 or any advanced creative writing course; MUSC 207, 281, or 365; THEA 152W, 206, 301, 303, 317, 318.
- II. Nine credit hours in elective courses, taken after consultation with a member of the Advisory Committee. Courses might include the following:
  - AMST 202: Cinema and the Modernization of US Culture
  - ANTH 348: Japanese Values Through Literature and Film
  - CHIN 280/JAPN 280: East Asian Cultures Through Film (in English translation)
  - FILM 350: Documentary
  - FREN 310: French Cinema (taught in French)
  - FREN 393: Topics in French/Francophone Cinema (taught in French)
  - GERM 220: Survey of German Cinema (in English translation)
  - GERM 424: The Holocaust in German Literature and Film
  - HISP 320: Topics in Hispanic Cinema
  - HISP 417: Hispanic Cinema (taught in Spanish)
  - HISP 383: Issues in Visual Culture
  - ITAL 310: Italian Cinema and Post-War Italian Culture
  - MUSC 375: Music and Film
  - RUSN 309: Topics in Russian Cinema (in English Translation)
  - RUSN 380: Russian Cinema (in English Translation)
  - FILM 480: Independent Study
  - FILM 498: Internship

And special topics courses as appropriate.

**Note:** No more than two courses from the department or program in which the student majors may be counted toward the Film Studies minor; in the case of students majoring in interdisciplinary programs, no more than two courses being counted toward the major may be counted toward the Film minor as well.

### Description of Courses

#### 150W. Introduction to Film Studies.

(GER 5) Fall (4) *Kennedy, MacGowan, Riofrio.*

A freshman seminar in film as an independent aesthetic form, treating the formal and narrative components of film and briefly introducing students to the history of film and the comparison of films made in the United States with those made in other countries. This course satisfies the freshman writing requirement.

#### 250. Introduction to Film Studies.

(GER 5) Fall (4) *Prokhorova.*

An introduction to film as an independent aesthetic form, treating the formal and narrative components of film and briefly introducing students to the history of film and the comparison of films made in the United States with those made in other countries. Shares the same course content as FILM 150W, but designed for students who have already completed their freshman seminar/writing proficiency requirement. Students must take either 150W or 250 for the Film Studies minor, and they may not take both courses for credit.

#### 251. World Cinema Before TV (1895-1955).

(GER 5) Spring (3) *Staff.*

An overview of the history of world cinema(s), focusing on the technological development of filmmaking; popular and narrative film forms; the social, cultural, and political frameworks of various cinemas; and non-dominant cinema. Students are strongly encouraged to take Film 150W/250 before taking Film 251.

#### 300. Global Film Festival Internship.

Spring (0) *Barnard. Prerequisite: Film 351.*

A zero credit practical internship for students involved in running the College's annual Global Film Festival.

#### 306. Video Production.

(GER 6) Fall (3) *Zuber. Prerequisites: FILM 150W/250, 251.*

Students in this workshop-style course will produce short videos, from the idea stage through editing, while experiencing the collaborative nature of production.

#### 350. Documentary.

Spring (3) *Zuber.*

A historical survey of documentary film. This course explores the wide range of documentary impulses, from ethnographic films like *Nanook of the North* to Nazi propaganda like *Triumph of the Will* to “reality” productions like MTV's *Real World*.

#### 351. Special Topics in Film Studies.

Fall, Spring (1-4) *Staff.*

Exploration of a particular topic in Film Studies. This course may be repeated for credit.

#### 401. Seminar in Film Studies.

Fall, Spring (3-4) *Staff.*

Study in depth of a specialized topic in Film Studies. This course may be repeated for credit.

#### 480. Independent Study.

Fall and Spring (1-3, 1-3) *Staff.*

A program combining (as appropriate to the topic) extensive viewing, production, writing, reading and/or discussion in a specific area of Film Studies. The syllabus for this tutorial will be agreed upon by the student and instructor and approved in advance by the Coordinator of the Film Studies Minor. This course is open only to students who have completed at least half the requirements for the Film Studies Minor and may ordinarily only be taken once.

**498. Internship.**

*Fall and Spring (1-3, 1-3) Staff.*

A directed readings/research course in conjunction with an internship experience. Must be approved in advance by the Coordinator of the Film Studies Minor prior to the student's participation in the internship. This course is open only to students who have completed at least half the requirements for the Film Studies Minor and may ordinarily only be taken once.

## Geography

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PROFESSOR **Blouet**, Coordinator.

Those interested in geography can prepare themselves for further study in the field by selecting suitable courses from among the following. Students are advised to start with GEOL 110-Physical Geography and GOVT 381-Human Geography.

### Physical Geography

Geology 110–Physical Geography  
Geology 204–GIS in the Earth and Environmental Sciences  
Geology 305–Environmental Geology  
Geology 312–Weather, Climate, and Change

### Human Geography

Government 381–Human Geography  
Government 482–Geostrategic Thought  
Sociology 308–Environmental Sociology  
Sociology 427–Globalization and the Environment

### Regional Geography

Anthropology 330–Caribbean Cultures  
Anthropology 335–Peoples and Cultures of Africa  
Anthropology 338–Native Cultures of Latin America  
Anthropology 342–Peoples and Cultures of East Asia  
Government 382–World Regional Geography I  
Government 383–World Regional Geography II  
Government 384–The Geography of Latin America and the Caribbean  
Government 386–The Political Geography of Europe

## Geology

PROFESSORS **Bailey** (Barkley Professor), **Macdonald** (Chancellor Professor), **Owens (Chair)**. ASSOCIATE PROFESSORS **Hancock** (Spears Professor) and **Lockwood**. ASSISTANT PROFESSOR **Kaste**, VISITING ASSISTANT PROFESSOR **Cadol**. RESEARCH ASSOCIATES **Beach**, **Berquist**, **Campagna**, **Hodges**, and **Izett**.

The program of the Department of Geology is designed to provide each major with a strong, broad background in geology that is sufficiently flexible to allow students freedom to follow their own interests. The major may choose one of two options, either general geology or environmental geology. Ample opportunity is available for independent student research and such research is an integral part of the curriculum regardless of the option chosen.

The geologic setting of Williamsburg enhances the program in geology and offers a wide variety of areas for field study. Situated on the Coastal Plain with its excellent exposures of sediments and fossils, the College is only 50 miles from the Fall Zone beyond which are the igneous and metamorphic rocks of the Piedmont. The Blue Ridge and Valley and Ridge areas of the Appalachian Mountains are within a three-hour drive. Thus the field study area includes all major rock types and representatives of most geologic time periods from Precambrian to Holocene.

### Requirements for Major

**Required Credit Hours:** 36 (or more, depending on options)

**Major Computing Requirement:** Geology 492 or Geology 496.

**Major Writing Requirement:** Senior Research (Geology 492) or the Honors Thesis (Geology 496); students must receive a grade of C- or better to satisfy the requirement.

### Core requirements:

1. A core for all majors consisting of nine semester courses totaling 25 or more credits, which are Geology 101 or 110 or 150, 160, 320, 321, 322, 323, 404, and either 491 and 492 OR 495 and 496.
2. The Geology Option:
  - a. Three elective courses totaling at least nine credits selected from 204, 303, 305, 306, 307, 312, 314, 315, 316, 422, 423. Only one of 314 or 315 can be used to satisfy this requirement.
  - b. One advanced seminar totaling at least two credits selected from 424, 425, 426, 427, 428, 429, 437. GEOL 422 may also be taken to satisfy this requirement.
3. The Environmental Geology Option:
  - a. Three elective courses totaling at least nine credits selected from 204, 305, 312, 314, 315, 316. One of the three courses must be 314 or 315; only one of 314 and 315 can be used to satisfy the three course requirement.
  - b. One advanced seminar totaling at least two credits selected from 427, 428, 429. Depending on the topic, 437 may be used as one of the advanced courses with permission of the chair.
  - c. Biology 204, 417, 426, or 427

Geology majors are required to take eight credits (two courses and associated laboratories) from the following list of five choices: Chemistry 103 and 103L, Chemistry 206 and 206L, Chemistry 308 and 354, Physics 101, and Physics 102.

A year of calculus, a year of chemistry, and a year of physics are strongly recommended for a career in the earth sciences.

### Requirements for Minor

**Required credit hours:** 21 credits (or more depending on choices).

**Core requirements:** A minor in geology requires seven courses distributed as follows:

1. One from Geology 101, 110, 150
2. Geology 160
3. Two courses from Geology 320, 321, 322, 323
4. Three courses (with at least nine credits) from GEOL 303,

305, 306, 307, 312, 314, 316, 422, 423, 424, 425, 426, 427, 428, 429, 437. A course from group 3 may be substituted for one from group 4.

### Description of Courses

#### 101. The Dynamic Earth: Physical Geology.

(GER 2A) Fall and Spring (3,3) Kaste, Layout, Staff.

An investigation of the major features of the earth and its materials and the interaction of the geologic processes active on the surface and in the interior of the earth. Topics include volcanoes, rivers, glaciers, earthquakes, natural resources, and global change.

#### 110. Earth's Environmental Systems: Physical Geography.

(GER 2A) Fall and Spring (3,3) Bailey, Lockwood, Cadol.

Introduction to the interactions between the earth's environmental systems – the atmosphere, hydrosphere, biosphere, and solid earth. Emphasis will be placed on the relationship between the environment and the human condition.

#### 150W. Freshman Seminar in Geology.

Fall (4) Lockwood.

A course designed to introduce first-year students to topics in the study of geology. Satisfies the freshman writing requirement. Topics will vary from semester to semester.

#### 160. Investigating the Earth: Introductory Geology Laboratory.

(Lab) Fall and Spring (1,1) Morse, Staff. Prerequisite or corequisite: GEOL 101 or GEOL 110 or GEOL 150.

Investigating the Earth through exercises involving observations and interpretations of maps, minerals and rocks, groundwater and streams, coastal processes, and earthquakes. Required field trips. Three laboratory hours.

#### 204. GIS in the Earth and Environmental Sciences.

Fall, Spring (3) Hamilton. Prerequisites: ENSP 101 OR GEOL 101, 110, or 150.

This course will provide an introduction to using Geographic Information Systems (GIS) as a tool in earth and environmental science and policy. Emphasis will be on hands-on application of GIS to create maps, to organize and visualize spatial data, and to query spatial data to elucidate answers to earth and environmental questions. (Cross-listed with ENSP 204)

#### 303. Age of Dinosaurs.

Fall (3) Lockwood. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150. (Not offered 2010-2011)

In this course, we'll use dinosaurs and the Mesozoic world to explore concepts of geologic time, extinction, climate change, evolution, and plate tectonics. Emphasis will also be placed on how science works and major discoveries in dinosaur paleontology.

#### 305. Environmental Geology.

Fall (3) Kaste. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150.

The application of geology toward understanding the connections between human activities and the environment. Topics include climate change, flooding and water pollution, coastal processes, and natural hazard prediction.

#### 306. Marine Geology.

Fall (3) Kuehl, Macdonald. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150. Offered alternate years.

The physical geology of the continental margins and ocean basins. Evolution of the ocean basins, oceanic circulation patterns, marine environment, and human impact are stressed.

#### 307. Planetary Geology.

Fall (3) Bailey. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150. (Not offered 2010-2011)

An investigation of planetary bodies in the Solar System. Topics include celestial mechanics, the formation of planets and satellites, planetary surfaces, and planetary atmospheres.

**310. Regional Field Geology.**

Spring, Summer (1-3,1-3) Staff. Prerequisites GEOL 101 or 110 or 150, GEOL 160, and instructor consent.

Field techniques and their application in the study of the geology and geologic history of selected regions. One to four-week field trip with pre-field trip lecture sessions. This course may be repeated for credit. Fee Required.

**311. Field Methods in the Earth Sciences.**

Spring (3) Bailey. Prerequisite: GEOL 200. (Not offered 2010-2011)

Field techniques and their application to solve geological and environmental problems. Topics include GPS surveying, topographic surveying, bedrock and surficial mapping, and introduction to geophysical methods. Required Spring Break field project. Offered in alternate years.

**312. Weather, Climate, and Change.**

Spring (3) Bailey. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150.

An introduction to meteorology and climate with an emphasis on the workings of the atmosphere. The course will consider weather forecasting, hazards, and the nature of climate and change through time.

**314. Watershed Dynamics.**

Spring (4) Chambers, Cadol. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150 or BIOL 203 or 204. Offered in alternate years.

This team-taught course will combine biologic and hydrologic approaches to explore the interactions between the physical, biological, and chemical processes active in watersheds. Emphasis will be placed on understanding how interactions between these processes control water quality and biologic diversity, and how anthropogenic activities modify these processes. Laboratory is required. (Cross listed with ENSP 201)

**315. Hydrology.**

Spring (4) Hancock. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150, MATH 111. Offered in alternate years.

Quantitative investigation of the major components of the hydrologic cycle and their interactions, including atmospheric water, surface water, and groundwater. Field trips required. Three class hours, three laboratory hours.

**316. Environmental Geochemistry.**

Fall (3) Kaste. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150, CHEM 103.

This course examines the chemical interactions among water, rock, and biota. We will investigate the basic inorganic and organic chemistry of nutrients, metals, and carbon. Topics covered include weathering, oceanic and terrestrial biogeochemical cycles and heavy-metal deposition.

**320. Earth Surface Processes.**

Fall (4) Cadol. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150, GEOL 160.

A quantitative investigation of processes that act to shape the Earth's surface. Explores the links between surface processes, tectonics, and climate; the mechanics and rates of landscape processes and evolution; and the movement of water on and near the surface.

**321. Rock-Forming Minerals.**

Fall (4) Owens. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150, GEOL 160.

An introduction to the structures, compositions, characteristic features, and uses of the most common minerals. This course will emphasize the fundamental role that minerals play as the building blocks of sedimentary, igneous, and metamorphic rocks. Field trips.

**322. The Sedimentary Record.**

Spring (4) Macdonald. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150, GEOL 160.

An introduction to the origin and interpretation of sediments, fossils, and sedimentary rocks with a focus on depositional environments, paleoclimates, and the use of sediments, fossils, and sedimentary rocks in the interpretation of earth history. Field trips.

**323. Earth Structure & Dynamics.**

Spring (4) Bailey. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150, GEOL 160.

An introduction to the internal structure of the earth and its dynamics. Geological and geophysical characteristics of the earth are used to understand tectonic processes. Examines major earth structures and investigates the physics of deformation. Field trips.

**330. Introduction to Marine Science**

Spring (3) Bauer, Patterson. Prerequisite: GEOL 101 or GEOL 110 or GEOL 150. Offered alternate years.

Description of physical, chemical, biological, and geological processes operating in the world ocean. The interdisciplinary nature of oceanography is emphasized, providing an integrated view of factors which control ocean history, circulation, chemistry and biological productivity. (Cross listed with BIOL 330 and MS 330)

**404. Introduction to Geological Research.**

Spring (1) Owens.

Analysis of journal articles, discussion of research topics, and instruction in the use of library resources including electronic databases. Class work will include oral and written presentations and students will develop a formal research proposal for a senior research or Honors project in consultation with their research advisor. Enrollment is restricted to geology majors, normally in their junior year.

**\*407. Special Topics in Geology.**

Fall and Spring (1-3,1-3) Staff. Prerequisite: Consent of instructor.

Advanced study of topics not routinely covered by existing courses. Subjects, prerequisites and instructor will vary from year to year. This course may be repeated for credit.

**\*409. Independent Study in Geology.**

Fall and Spring (1-3,1-3) Staff.

A program for geology majors who wish to pursue independent study of a problem or topic in geology. May be repeated for credit.

**422. Igneous and Metamorphic Petrology.**

Spring (3) Owens. Prerequisite: GEOL 321.

Mineral and rock genesis in the igneous and metamorphic environments. A study of hand specimens and thin sections, structures, textures, and areal distribution. Field trips. Two class hours, two laboratory hours.

**423. Paleontology.**

Spring (3) Lockwood. Prerequisite: GEOL 101 or 110 or 150 or both BIOL 203 and BIOL 204.

The taxonomy of fossil organisms and the role of fossils in the study of organic evolution and the time relations of rock sequences. The laboratory stresses invertebrate morphology and quantitative measurement of local marine fossils. Field trips. (Cross listed with BIOL 317)

**424. Sedimentology Seminar.**

Fall (1-3) Lockwood. Prerequisite: GEOL 322.

Advanced seminar in topics in Sedimentology.

**425. Structural Geology Seminar.**

Fall (1-3) Prerequisite: GEOL 323.

Advanced seminar in topics in Structural Geology.

**426. Paleobiology Seminar.**

*Fall or Spring (1-3) Lockwood. Prerequisite: GEOL 423.*

Advanced seminar in topics in Paleobiology.

**427. Surface Processes Seminar.**

*Spring (1-3) Hancock. Prerequisite: GEOL 320.*

Advanced seminar in topics in Surface Processes.

**428. Geochemistry Seminar.**

*Fall (1-3) Kaste. Prerequisite GEOL 316.*

Advanced seminar in topics in Geochemistry.

**429. Hydrology Seminar.**

*Fall or Spring (1-3) Hancock. Prerequisite: GEOL 314 or 315.*

Advanced seminar in topics in Hydrology.

**437. Special Topics Seminar.**

*Fall or Spring (1-3) Staff. Prerequisites: GEOL 101 or 110 or 150, GEOL 160.*

Advanced seminar.

**491-492. Senior Research.**

*Fall and Spring (2-2) Staff. Prerequisite: GEOL 404.*

Independent study throughout the senior year culminating in a written thesis and a formal presentation.

**†495-496. Honors.**

*Fall, Spring (3,3) Staff. Prerequisite: GEOL 404.*

The requirements of Honors study in geology include a program of research accompanied by readings from the original literature, the satisfactory completion of a comprehensive examination in geology, and the preparation and presentation of an Honors essay based on the student's reading and research. For College provisions governing the Admission to Honors, see the Department Honors section of the catalog under Requirements for the Baccalaureate Degree.

## Global Studies

Students who major in Global Studies (GBST) design an interdisciplinary sequence of courses together with an advisor in one of the following area concentrations: East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, and Russian and Post-Soviet Studies. Through coursework in the culture, history, languages, literature, politics, and religions of major world regions, students explore the specificity of a given region, the ways in which global forces are realized in and through local contexts, and the interconnections between global regions. Majors often combine their program of study with service learning, internships, or study abroad. Familiarity with a specific region provides a foundation for grappling with the emerging possibilities and the ethical responsibilities of living in an interconnected world.

In general, a major in Global Studies includes courses from at least three departments. Detailed descriptions of the degree programs are provided below. Additional information about courses and requirements is available from Global Studies faculty advisors.

**Language Requirement.** Degrees in Global Studies include a modern foreign language component which exceeds the College's proficiency requirement. Students meet the requirement by completing the appropriate line requirements of their concentration.

**Major Writing Requirement (MWR).** The major writing requirement may be satisfied by (1) fulfilling the major writing requirement for a disciplinary major (e.g. ANTH 470 or (2) completing a writing project designed to meet the MWR with special permission from a faculty member.

**Major Computer Proficiency Requirement (CPR).** Global Studies majors may satisfy the computing proficiency requirement by (1) fulfilling the computing requirement for a department that offers a course in the student's major or (2) completing Computer Science 131 or higher. For European Studies concentrators, GBST 201 fulfills the computing proficiency requirement.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities which complement their Global Studies major. With prior approval, most courses taken abroad may be applied to major or other requirements. Contact Global Studies or the Global Education Office at the Reves Center for more information.

**Major Declaration.** Prospective majors in Global Studies should discuss their plans with a faculty advisor in the concentration as early as possible.

**Minors.** In Global Studies students may complete a minor in African Studies, East Asian Studies, Japanese Studies, Latin American Studies, Middle Eastern Studies, or Russian and Post-Soviet Studies.

### Description of Global Studies Courses (GBST)

With the exception of core courses, special topics courses, internships, independent study, and senior honors (listed below), courses for a Global Studies major are selected from those available in the curricula of the various departments and schools. Course descriptions appear elsewhere in the catalog.

#### 201. Introduction to European Studies.

*Spring (3).*

An introduction to the interdisciplinary field of European Studies. Students explore how Europe has emerged and been contested as an idea, dynamic region, and shared community. Topics include 1) Imagining Europe; 2) The European Mix: Peoples, Ideas, Spaces; and 3) European Integration.

#### 390. Topics in Global Studies.

*Fall or Spring (1-4) Staff.*

Selected topics in Global Studies are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

#### 391. Short Course in Global Studies.

*Fall or Spring (1) Staff.*

Selected topics in Global Studies are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

#### 480. Independent Study in Global Studies.

*Fall and Spring (3,3) Staff. Prerequisite: Consent of instructor.*

For majors who have completed most of their major requirements and who have secured approval from a supervising instructor. A Global Studies major can include no more than six hours of independent study. These courses may be repeated for credit, if the topic varies.

#### †495-496. Senior Honors in Global Studies.

*Fall, Spring (3,3) Staff.*

Students who wish to conduct an honors project must apply for admission to the Departmental Honors program, which is administered by the Charles Center. As part of the application, students must get the approval of an honors project by a member of the Global Studies faculty member. Application, which includes a faculty signature and a prospectus should be made to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in Global Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center.

Students admitted into the Honors program in Global Studies will enroll in these courses during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site.

#### 498. Internship.

*Fall and Spring (credits to be arranged) Staff.*

An internship offers work experience relevant to Global Studies, including international work experience, while providing opportunities to apply and develop ideas, languages and research techniques outside the classroom. Internships must be developed in cooperation with an on-site internship supervisor and a sponsoring William and Mary faculty member and must be approved in advance.

### Description of and Requirements for Global Studies Concentrations

All Global Studies majors select a concentration in East Asian, European, Latin American, Middle Eastern, or Russian and Post-Soviet Studies. Majors must complete courses from eleven "lines" of a menu system, where each line includes one or more courses. Once a course is counted under a line, it cannot be counted elsewhere. Thirty-three credit hours in these courses are required for the major.

**AFRICAN STUDIES, see AFRICANA STUDIES**

**EAST ASIAN STUDIES**

East Asian Studies is an interdisciplinary concentration which integrates several academic disciplines—anthropology, economics, art history, government, history, language and literature, philosophy, and religion—in the study of a major world region. The language requirement must be met in Chinese or Japanese.

**Lines 1, 2, 3, 4 and 5. Core Courses (required)**

- ANTH 342: Peoples and Cultures of East Asia
- GOVT 336: Governments and Politics of China and Japan
- HIST 141: Survey of East Asian Civilization to 1600
- HIST 142: Survey of East Asian Civilization since 1600
- RELG 215: History of Religion in East Asia

**Lines 6 and 7. Advanced Language Courses (choose two)**

- CHIN 300: Chinese Studies in China II (CHIN 202 and acceptance by selection committee)
- CHIN 301: Upper-Intermediate Chinese I (CHIN 202 or consent of instructor)
- CHIN 302: Upper-Intermediate Chinese II (CHIN 301 or consent of instructor)
- CHIN 303: Topics in Chinese Language, Civilization or Literature (CHIN 202 and acceptance by selection committee)
- CHIN 306: Advanced Conversation (CHIN 202 or consent of instructor)
- CHIN 400: Chinese Studies in China III
- CHIN 401: Advanced Chinese I (CHIN 302 or consent of instructor)
- CHIN 402: Advanced Chinese II (CHIN 401 or consent of instructor)
- CHIN 410: Advanced Topics in Chinese Language, Civilization or Literature (CHIN 303 or consent of instructor)
- CHIN 411: Independent Study (CHIN 302 or 303)
- JAPN 301: Upper-Intermediate Japanese I (JAPN 202 or consent of instructor)
- JAPN 302: Upper-Intermediate Japanese II (JAPN 301 or consent of instructor)
- JAPN 305: Directed Readings in Japanese Literature (JAPN 302 or consent of instructor)
- JAPN 401: Advanced Japanese I (JAPN 302 or consent of instructor)
- JAPN 402: Advanced Japanese II (JAPN 401 or consent of instructor)
- JAPN 410: Advanced Topics in Japanese Literature and Culture (in Japanese) (JAPN 302 or consent of instructor)
- JAPN 411: Independent Study (consent of instructor)

**Line 8. Literature in Translation (choose one)**

- CHIN 150: Freshman Seminar
- CHIN 309: Survey of Chinese Literature in English
- CHIN 312: Special Issues in Chinese Poetic Tradition
- CHIN 316: Women in Chinese Culture and Literature
- CHIN 322: Twentieth Century Chinese Literature (in English translation)
- JAPN 150: Freshman Seminar
- JAPN 308: Topics in Japanese Literature and Culture (in English)
- JAPN 309: Classical Japanese Literature in Translation
- JAPN 310: Modern and Contemporary Japanese Literature in Translation

**Line 9. Humanities (choose one)**

- ARTH 393: The Art of China (ARTH 251)
- ARTH 394: The Art of Japan (ARTH 251)
- CHIN/JAPN 280: East Asian Cultures through Film
- JAPN 311: Japanese Cinema
- PHIL 324: Classical Chinese Philosophy (PHIL 201 or PHIL 150W or consent of instructor)
- RELG 208: Topics in Religion (East Asian topics only)
- RELG 214: Buddhism
- RELG 308: Topics in Religion (East Asian topics only)
- RELG 365: Buddhism in China
- RELG 366: Buddhism in Japan

**Lines 10 and 11. Electives (choose two)**

- ANTH 347: Japanese Society
- ANTH 348: Japanese Values through Literature and Film
- ANTH 349: Contemporary Issues in Japanese Society
- ANTH 350: Special Topics in Anthropology (East Asian topics only)
- ANTH 460: Independent Study (East Asian topics only; consent of instructor)
- CHIN 150: Freshman Seminar (East Asian topics only)
- CHIN/JAPN 280: East Asian Cultures through Film
- CHIN 303: Topics in Chinese Language, Civilization or Literature (CHIN 202 and acceptance by selection committee)
- CHIN 309: Survey of Chinese Literature in English
- CHIN 312: Special Issues in Chinese Poetic Tradition
- CHIN 316: Women in Chinese Culture and Literature
- CHIN 322: Twentieth Century Chinese Literature (in English translation)
- CHIN 410: Advanced Topics in Chinese Language, Civilization or Literature (CHIN 303 or consent of instructor)
- CHIN 411: Independent Study (CHIN 302 or 303)
- ECON 300: Topics in Economics (ECON 101/151, 102/152; East Asian topics only)
- ECON 382: Comparative Economics (ECON 101/151, 102/152)
- ECON 400: Topics in Economics (ECON 303 and/or 304; East Asian topics only)
- ECON 480: East Asian Economic Development
- GBST 390: Topics in Global Studies (East Asian topics only)
- GBST 480: Independent Study in Global Studies (East Asian topics only)
- GBST 495/496: Senior Honors in Global Studies (East Asian topics only)
- GBST 498: Internship (East Asian topics only)
- GOVT 391: Topics in Government (East Asian topics only)
- GOVT 435: Political Economy of the Newly Industrializing Countries (East Asian topics only)
- GOVT 436: International Relations of East Asia
- GOVT 491: Seminar in Government (East Asian topics only)
- GOVT 494: Independent Study (East Asian topics only) (consent of instructor and Chair of Department)
- HIST 150: Freshman Seminar (East Asian topics only)
- HIST 211/212: Topics in History (East Asian topics only)
- HIST 265: Postwar Japan
- HIST 311/312: Topics in History (East Asian topics only)
- HIST 328: Modern Japanese History
- HIST 329: Modern Chinese History
- HIST 332: Modern Korean History
- HIST 330: America and China: U.S.-China Relations Since 1784
- HIST 467/468: Independent Study in History (East Asian topics only; consent of instructor)

HIST	490C/491C:	Topics in History (East Asian topics only)
JAPN	150	Freshman Seminar
JAPN	308	Topics in Japanese Literature and Culture (in English)
JAPN	309:	Classical Japanese Literature in Translation
JAPN	310:	Modern and Contemporary Japanese Literature in Translation
JAPN	311:	Japanese Cinema
JAPN	410:	Advanced Topics in Japanese Literature and Culture (in Japanese) (JAPN 302 or consent of instructor)
JAPN	411:	Independent Study (consent of instructor)
MDLL	360:	Topics in Modern Languages, Literature, and Cultures (East Asian topics only)
RELG	150:	Freshman Seminar (East Asian topics only)
RELG	308:	Topics in Religion (East Asian topics only)
RELG	365:	Buddhism in China
RELG	366:	Buddhism in Japan
RELG481/482:		Independent Study in Religion (East Asian topics only; consent of instructor)
THEA	150W	Freshman Seminar in Asian Cinema
THEA	460:	Asian Performance Styles
THEA	461:	Asian/Asian American Theatre and Film

East Asian Studies concentrators who wish to minor in Chinese Language and Literature (offered by the department of Modern Languages and Literatures) will be allowed to apply up to 12 additional credit hours in Chinese Language and Literature beyond the current 48 credit hours limit in the major.

## EUROPEAN STUDIES

A concentration in European Studies provides interdisciplinary exposure to Europe's history, culture, and politics, emphasizing both Europe's regional specificity and its historical and contemporary interactions with other global regions. The concentration prepares students culturally and linguistically for professions in the public and private spheres in the US and Europe, as well as for graduate study. Core courses are drawn from History, Art History, Classical Studies, Government, and Modern Languages and Literatures, and students choose electives from these and other departments, including Economics, English, Music, Philosophy, and Religion.

Concentrators must have the following prerequisites, which do not count toward the 33 required credit hours: History 111 (Europe to 1715) and 112 (Europe since 1715), or an AP score of 4 or 5 in European History; 202 or equivalent in one European language; 102 or equivalent in a second European language.

ES concentrators are strongly encouraged to participate in study-abroad programs in Europe. Courses taken abroad are evaluated toward the ES concentration on a case-by-case basis.

Declaring a concentration in European Studies requires meeting with an ES advisor to create a plan of study that focuses on a particular region, chronological period, and/or theme. This plan of study must be filed with the European Studies Curriculum Faculty Advisory Committee (CFAC). Students should keep in mind that not all courses listed as eligible for the ES concentration are offered each year and should work closely with a European Studies advisor to ensure their plan of study is viable given actual course offerings. Students are also advised to check with professors in contributing departments to confirm the frequency with which specific courses are taught.

Course prerequisites are indicated in brackets after the appropriate course titles (slashes between course numbers indicate that students must take one of the listed courses).

### Line 1. Core Course In European Studies

GSBT 201: Introduction to European Studies

### Lines 2 and 3. History and Art History (choose two)

Choose two history courses, from the following list

HIST	241:	Europe, 1815-1914
HIST	242:	Europe, 1914-1945
HIST	243:	Europe since 1945
HIST	363:	The Age of Absolutism in Europe
HIST	364:	The Age of Revolution in Europe
HIST	392:	Intellectual History of Modern Europe
	OR	

Choose one history course from the list above and one course from the following list in art history, classical studies, and history:

ARTH	251:	Survey of Art History I
ARTH	252:	Survey of Art History II
ARTH	370:	19th-Century Art [ARTH 252]
ARTH	371:	20th-Century Art [ARTH 252]
CLCV	207:	Greek Civilization
CLCV	208:	Roman Civilization
CLCV	217:	Greek Archaeology and Art
CLCV	218:	Roman Archaeology and Art
CLCV 311/HIST	365:	Ancient Greek History
CLCV 312/HIST	366:	Ancient Roman History
HIST	355:	Medieval Europe I
HIST	356:	Medieval Europe II
HIST	358:	The European Renaissance
HIST	359:	The Reformation in Western Europe

### Line 4: Government/Politics (choose one)

GOVT	311:	European Political Systems [GOVT 203]
GOVT	330:	Politics of European Cooperation [GOVT 204]
GOVT	335:	Politics of Eastern Europe

### Lines 5 and 6: European Literatures and Cultures (choose two)

Choose two courses at the 300 level or higher in one European literature/culture, from the lists below. These courses must be taught in a European language other than English and must be courses on the literatures/cultures of these countries, as opposed to courses on language.

All literature/culture courses carry 202 as a prerequisite. Other prerequisites are indicated in brackets.

### Classical Greek:

GREK	321:	Philosophy - Plato and Aristotle
GREK	322:	New Testament
GREK	323:	Greek Epic Poetry
GREK	324:	Greek Oratory
GREK	325:	Greek Historians
GREK	326:	Greek Lyric Poetry
GREK	327:	Greek Tragedy
GREK	328:	Greek Comedy
GREK	329:	Greek Novel
GREK	490:	Topics in Greek

### French:

FREN	300:	French Studies Abroad at the Advanced Level
FREN	302:	Perspectives on Contemporary Society
FREN	310:	French Cinema [FREN 305]
FREN	314:	Introduction to French Cultural Studies [FREN 305]
FREN	315:	Introduction to French Literature [FREN 305]
FREN	316:	The Middle Ages [FREN 315]
FREN	318:	The Renaissance [FREN 315]
FREN	321:	Early Modern French Theater [FREN 315]
FREN	331:	Topics in Eighteenth-Century French Literature and Culture [FREN 315]
FREN	332:	Topics in Early Modern Literature and Culture [FREN 315]
FREN	333:	Versailles [FREN 314/315]
FREN	341:	Romanticism as Revolution [FREN 315]

FREN	342:	Inventing Modernity: Nineteenth-Century French Narrative [FREN 315]
FREN	350:	Modern French Poetry [FREN 315]
FREN	351:	20th-Century French Literature I [FREN 315]
FREN	352:	Post-war, Post-modern, Post-colonial [FREN 315]
FREN	355:	Contemporary Women Writers and Movie Makers From the Francophone World [FREN 315]
FREN	361:	Culture in Context I: Art and Ideas
FREN	362:	Culture in Context II: The Republic
FREN	363:	Culture in Context III: Social Trends
FREN	385:	Francophone African Literature I [FREN 315]
FREN	39x:	Topics courses (course number/content and prerequisites vary)
FREN	450:	Senior Seminar (topics vary)

**German:**

GRMN	307:	The German Speaking Peoples and Their Civilization [GRMN 206/208]
GRMN	320:	Great Moments in German Literature [GRMN 205/206]
GRMN	333:	Germans in the Provinces [GRMN 205/206]
GRMN	334:	The German City [GRMN 205/206]
GRMN	335:	Germans in Exile [GRMN 205/206]
GRMN	390/410:	Topics in German Studies (topics and prerequisites vary)
GRMN	417:	German Detective Fiction
GRMN	420:	The Enlightenment in Germany [one 300-level course in German]
GRMN	421:	The Turn-of-the-Century: Vienna and Berlin [one 300-level course in German]
GRMN	422:	The Weimar Republic [one 300-level course in German]
GRMN	423:	The GDR and the Unification of Germany [one 300-level course in German]
GRMN	424:	The Holocaust in Literature and Film [one 300-level course in German]

**Italian:**

ITAL	301:	Readings in Renaissance Literature [ITAL 202]
ITAL	303:	Topics in Italian Language, Civilization or Literature [ITAL 202] (culture/literature topics only)
ITAL	315:	Modern and Contemporary Italian Culture and Society [ITAL 206]

**Latin:**

LATN	321:	Latin Lyric and Elegiac Poetry
LATN	322:	Cicero
LATN	323:	Roman Drama
LATN	324:	Roman Satire
LATN	325:	Roman Historians
LATN	326:	Virgil
LATN	327:	Roman Novel
LATN	328:	Roman Philosophy
LATN	329:	Medieval Latin
LATN	490:	Topics in Latin

**Russian:**

RUSN	305/306:	Directed Readings in Russian Literature [RUSN 330]
RUSN	320:	Russian Cultural History [RUSN 303]
RUSN	330:	Survey of Russian Literature [RUSN 304]
RUSN	350:	Topics in Russian Literature (3-credit variant only)

**Spanish:**

HISP	308:	Cultural History of Spain
HISP	374:	Knights, Witches, and Savages: Introduction to Early Modern Hispanic Culture [HISP 208/281]
HISP	384:	Landscapes of Spain: Real Places, Imagined Spaces [HISP 208/281]
HISP	385:	Modern Spanish Culture: The Politics of Identity [HISP 207/208/281]
HISP	386:	Issues in Spanish Culture: On-Site Research (1-3 credits. ES majors must take the one-credit prerequisite HISP 376 and HISP 386 for at least two credits to count this course toward lines 4-7.)
HISP	390:	Topics in Hispanic Studies (Spain-related topics only) [HISP 151/208/282]
HISP	401:	Medieval Spanish Literature
HISP	402:	Cervantes
HISP	403:	Spanish Literature of the Golden Age
HISP	413:	Contemporary Spanish Literature
HISP	482:	Love and Prostitution in Medieval Spain [300-level HISP core course]
HISP	485:	Post-Franco Literature and Culture [300-level HISP core course]
HISP	486:	Spanish Language Epic and Nationalism [300-level HISP core course]
HISP	487:	Imagine Another World: Spanish Art and Society [300-level HISP core course]

**Lines 7 and 8: European Languages (choose two)**

Choose two courses at the 200 level or higher in a second European language, literature, or culture. Courses listed for lines 5 and 6 may be used to fill lines 7 and 8 provided they represent the student's second European language. Other courses eligible for lines 7 and 8 are listed below. All 200-level courses carry 102 as a prerequisite. Other prerequisites are indicated in brackets.

**Arabic:**

ARAB	201:	Intermediate Arabic I
ARAB	202:	Intermediate Arabic II [ARAB 201]
ARAB	300:	Arabic Studies Summer Program: Language (ES majors must take at least 3 credits of language at the 200 level or higher to count this course toward line 6 or 7)
ARAB	301:	Advanced Arabic I: Introduction to Arabic Literature and Society [ARAB 202]
ARAB	302:	Advanced Arabic II: Arabic Literature and Society [ARAB 301]
ARAB	304:	Introduction to Arabic Dialects [ARAB 201]
ARAB	305:	Directed Readings in Arabic [ARAB 302]
ARAB	306:	Directed Readings in Arabic [ARAB 305]

**Classical Greek:**

GREK	201:	Introduction to Greek Literature: Prose
GREK	202:	The Literature of Greece: Prose and Poetry [GREK 201]

**French:**

FREN	201:	Intermediate French I
FREN	202:	Intermediate French II [FREN 201]
FREN	206:	Upper-Intermediate Conversation [FREN 202]
FREN	212:	Cross-Cultural Perspectives [FREN 202]
FREN	304:	French Phonetics and Diction [FREN 206/210/212]
FREN	305:	Advanced Writing [FREN 210 and FREN 212/151]
FREN	306:	Advanced Conversation [FREN 210, or FREN 212 and FREN 206]

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- FREN 406: Contemporary Spoken French [FREN 306]  
 FREN 410: French Philology [FREN 305]

### German:

- GRMN 201: Intermediate German I  
 GRMN 202: Intermediate German II [GRMN 201]  
 GRMN 205: Reading German Children's Literature: Intensive Reading and Grammar Review [GRMN 202]  
 GRMN 206: Upper-Intermediate Conversation [GRMN 202]  
 GRMN 207: Introduction to German Cultural Studies [GRMN 202]  
 GRMN 210: Topics in German Language [GRMN 205/206]  
 GRMN 212: Business German  
 GRMN 310: Advanced German Grammar and Stylistics

### Hebrew:

- HBRW 201: Reading the Bible in Hebrew I  
 HBRW 202: Reading the Bible in Hebrew II [HBRW 201]

### Italian:

- ITAL 201: Intermediate Italian I  
 ITAL 202: Intermediate Italian II [ITAL 201]  
 ITAL 206: Upper-Intermediate Conversation and Composition [ITAL 202]  
 ITAL 207: Italian Language through Cinema [ITAL 202]

### Latin:

- LATN 201: Introduction to Latin Prose  
 LATN 202: Introduction to Latin Poetry [LATN 201]  
 LATN 421: Latin Prose Composition [LATN 202]

### Russian:

- RUSN 201: Intermediate Russian I  
 RUSN 202: Intermediate Russian II [RUSN 201]  
 RUSN 303: Advanced Russian: Conversation, Composition, Reading I [RUSN 202]  
 RUSN 304: Advanced Russian: Conversation, Composition, Reading II [RUSN 303]  
 RUSN 310: Advanced Conversation [RUSN 303]

### Spanish:

- HISP 201: Intermediate Level Spanish I  
 HISP 202: Intermediate Level Spanish II [HISP 201]  
 HISP 206: Upper-Intermediate Conversation [HISP 202]  
 HISP 208: Fundamentals of Literary Criticism [HISP 202]  
 HISP 305: Advanced Composition and Grammar [HISP 207]  
 HISP 306: Advanced Conversation [HISP 207]  
 HISP 387: Sound, Meaning, and Identity [HISP 281]  
 HISP 388: Art of Spanish Text Translation [HISP 281]

### Lines 9-11: Electives (choose three)

Choose three courses from the following list, in at least two different departments. Courses used toward lines 1-8 may not be used to fill lines 9-11. Only one advanced language or philology course may be counted toward lines 9-11; these courses are marked with an asterisk.

### Art History:

- ARTH 251: Survey of Art History I  
 ARTH 252: Survey of Art History II  
 ARTH 351: Medieval Architecture [ARTH 251]  
 ARTH 352: Medieval Figurative Art [ARTH 251]

- ARTH 360: Italian Renaissance Art  
 ARTH 362: Northern Renaissance Art [ARTH 252]  
 ARTH 363: Baroque Art  
 ARTH 364: Renaissance/Baroque Architecture and Town Planning  
 ARTH 365: 17th-Century Dutch Painting  
 ARTH 370: 19th-Century Art [ARTH 252]  
 ARTH 371: 20th-Century Art [ARTH 252]  
 ARTH 372: Modern Architecture and Town Planning  
 ARTH 460: Seminar Topics in Art History (European topics only)  
 ARTH 467: Topics in High Renaissance, Mannerist, and Baroque Art

### Classical Studies:

- CLCV 205: Greek and Roman Mythology  
 CLCV 206: Classical Myth in Ancient Art  
 CLCV 207: Greek Civilization  
 CLCV 208: Roman Civilization  
 CLCV 217: Greek Archaeology and Art  
 CLCV 218: Roman Archaeology and Art  
 CLCV 311/HIST 365: Ancient Greek History  
 CLCV 312/ HIST 366: Ancient Roman History  
 CLCV 314: The Ancient City  
 CLCV/WMST 315: Women in Antiquity  
 CLCV 316: The Voyage of the Hero: Classic Epic  
 CLCV 317: Sacred Violence in Greek and Roman Tragedy  
 CLCV 318: Ancient Laughter: Comedy in Greece and Rome  
 CLCV 319: The Birth of the Novel in Antiquity  
 CLCV 320: Pagans and Christians in the Roman World  
 CLCV 321: Judaism in the Greco-Roman World  
 CLCV 323: The Late Roman Empire  
 CLCV 325: Alexander the Great  
 CLCV 329: The Invention of History Writing in Antiquity  
 CLCV 340: Roman Britain  
 CLCV 341: Roman Greece  
 CLCV 350: Greek Religion  
 CLCV 351: Roman Religion  
 CLCV 420: Greek Vase Painting  
 GREK 321: Philosophy  
 GREK 322: New Testament  
 GREK 323: Greek Epic Poetry  
 GREK 324: Greek Oratory  
 GREK 325: Greek Historians  
 GREK 326: Greek Lyric Poetry  
 GREK 327: Greek Tragedy  
 GREK 328: Greek Comedy  
 GREK 329: Greek Novel  
 GREK 490: Topics in Greek  
 LATN 321: Latin Lyric and Elegiac Poetry  
 LATN 322: Cicero  
 LATN 323: Roman Drama  
 LATN 324: Roman Satire  
 LATN 325: Roman Historians  
 LATN 326: Virgil  
 LATN 327: Roman Novel  
 LATN 328: Roman Philosophy  
 LATN 329: Medieval Latin  
 LATN 490: Topics in Latin  
 LATN 421\*: Latin Prose Composition [LATN 202]

### Economics:

- ECON 342: European Economic History [ECON 101/151 and 102/152]  
 ECON 474: Seminar in International Economic Integration [ECON 304 and ECON 375/475]

**English:**

Note that 200-level courses are restricted to freshmen and sophomores.

ENGL	203: Major English Writers: Medieval and Renaissance
ENGL	204: Major English Writers: Eighteenth and Nineteenth Centuries
ENGL	205: Introduction to Shakespeare
ENGL	303: History of the English Language
ENGL	311: Epic and Romance
ENGL	314: Old English
ENGL	315: Beowulf
ENGL	316: Arthurian Literature
ENGL	322: Medieval Literature
ENGL	323: The English Renaissance
ENGL	324: The Early Seventeenth Century
ENGL	325: English Renaissance Drama
ENGL	331: English Literature, 1660-1744
ENGL	332: English Literature, 1744-1798
ENGL	333: English Novel to 1832
ENGL	343: English Novel 1832-1900
ENGL	341: The English Romantic Period
ENGL	342: The Victorian Age
ENGL	352: Modern British Literature
ENGL	380: Topics in a Literary Period (European Studies topics only)
ENGL	400: Meaning and Understanding in Western Cultural Thought
ENGL	412: Topics in Literature and Other Arts (European Studies topics only)
ENGL	416: Topics in Women Writers (European Studies topics only)
ENGL	417: Topics in Race, Ethnicity, and Nationality (European Studies topics only)
ENGL	419: Study of a Single Author or Auteur (European Studies topics only)
ENGL	420: Chaucer
ENGL	421: Shakespeare
ENGL	422: Shakespeare
ENGL	426: Milton
ENGL	475: Senior Seminar (European Studies topics only)

**Global Studies:**

GBST	390: Topics in Global Studies (European topics only)
GBST	480: Independent Study in Global Studies (European topics only)
GBST	495/496: Senior Honors in Global Studies (European topics only)

**Government:**

GOVT	303: Survey of Political Philosophy, I
GOVT	304: Survey of Political Philosophy, II
GOVT	305: Contemporary Political Philosophy
GOVT	311: European Political Systems [GOVT 203]
GOVT	330: Politics of European Cooperation [GOVT 204]
GOVT	334: Politics of Russia
GOVT	335: Politics of Eastern Europe
GOVT	386: Political Geography of Europe

**History:**

HIST	211/212: Topics in History (European topics only)
HIST	240: The Crusades
HIST	241: Europe, 1815-1914
HIST	242: Europe, 1914-1945
HIST	243: Europe since 1945
HIST	355: Medieval Europe I
HIST	356: Medieval Europe II
HIST	358: The European Renaissance

HIST	359: The Reformation in Western Europe
HIST	363: The Age of Absolutism in Europe
HIST	364: The Age of Revolution in Europe
HIST	369: History of Britain I
HIST	370: History of Britain II
HIST	373: The New Europe: East-Central Europe in the 19th and 20th Centuries
HIST	377: History of Russia I
HIST	378: History of Russia II
HIST	382: History of Spain
HIST	383: History of Germany I
HIST	384: History of Germany II
HIST	385: France, 1648-1800
HIST	386: France, 1800-present
HIST	387: Tudor England
HIST	388: Stuart England
HIST	392: Intellectual History of Modern Europe
HIST	490/491: Topics in History (European topics only)

**MDLL/French:**

FREN	304*: Phonetics and Diction [FREN 206/210/212]
FREN	305*: Advanced Writing in French [FREN 210 and FREN 212/151]
FREN	306*: Advanced Conversation [FREN 210, or FREN 212 and FREN 206]
FREN	310: French Cinema [FREN 305]
FREN	314: Introduction to French Cultural Studies [FREN 305]
FREN	315: Introduction to French Literature [FREN 305]
FREN	316: The Middle Ages [FREN 315]
FREN	318: The Renaissance [FREN 315]
FREN	321: Early Modern French Theater [FREN 315]
FREN	331: Topics in Eighteenth-Century French Literature and Culture [FREN 315]
FREN	332: Topics in Early Modern Literature and Culture [FREN 315]
FREN	333: Versailles [FREN 314/315]
FREN	341: Romanticism as Revolution [FREN 315]
FREN	342: Inventing Modernity: Nineteenth-Century French Narrative [FREN 315]
FREN	350: Modern French Poetry [FREN 315]
FREN	351: 20th-Century French Literature I [FREN 315]
FREN	352: Post-war, Post-modern, Post-colonial [FREN 315]
FREN	355: Contemporary Women Writers and Movie Makers From the Francophone World [FREN 315]
FREN	361: Culture in Context I: Art and Ideas
FREN	362: Culture in Context II: The Republic
FREN	363: Culture in Context III: Social Trends
FREN	385: Francophone African Literature I [FREN 315]
FREN	386: Francophone African Literature II (taught in English)
FREN	39x: Topics courses (course number/content and prerequisites vary)
FREN	406*: Contemporary Spoken French [FREN 306]
FREN	408*: Comparative Stylistics and Translation [FREN 305]
FREN	410*: French Philology [FREN 305]
FREN	450: Senior Seminar (topics vary)

**MDLL/German:**

- GRMN 220: Survey of German Cinema  
 GRMN 221: German Fairy Tales and National Identity  
 GRMN 287/387: Topics in German Studies (taught in English)  
 GRMN 307: The German Speaking Peoples and Their Civilization [GRMN 206/208]  
 GRMN 310\*: Advanced German Grammar and Stylistics  
 GRMN 312: Modern German Critical Thought I: 1650-1850  
 GRMN 313: Modern German Critical Thought II: 1850 to the Present  
 GRMN 320: Great Moments in German Literature [GRMN 205/206]  
 GRMN 333: Germans in the Provinces [GRMN 205/206]  
 GRMN 334: The German City [GRMN 205/206]  
 GRMN 335: Germans in Exile [GRMN 205/206]  
 GRMN 390/410: Topics in German Studies (topics and prerequisites vary)  
 GRMN 417: German Detective Fiction  
 GRMN 420: The Enlightenment in Germany [one 300-level course in German]  
 GRMN 421: The Turn-of-the-Century: Vienna and Berlin [one 300-level course in German]  
 GRMN 422: The Weimar Republic [one 300-level course in German]  
 GRMN 423: The GDR and the Unification of Germany [one 300-level course in German]  
 GRMN 424: The Holocaust in Literature and Film [one 300-level course in German]

**MDLL/Italian:**

- ITAL 303\*: Topics in Italian Language, Civilization or Literature  
 ITAL 304: Tradition and Modernity: Introduction to Italian Cultural Studies  
 ITAL 307: Italian Civilization in English  
 ITAL 309: Dante and the Medieval Tradition  
 ITAL 310: Italian Cinema and Post-War Italian Culture  
 ITAL 312: Italian Renaissance Literature in Translation  
 ITAL 315: Modern and Contemporary Italian Culture and Society  
 ITAL 316: 20th-Century Italian Women Writers  
 ITAL 320: Imitations of Life: Italian Autobiographies

**MDLL/Russian:**

- RUSN 250: Russian Myths and Legends  
 RUSN 303\*: Advanced Russian: Conversation, Composition, Reading I [RUSN 202]  
 RUSN 304\*: Advanced Russian: Conversation, Composition, Reading II [RUSN 303]  
 RUSN 305/306: Directed Readings in Russian Literature [RUSN 330]  
 RUSN 308: Topics in Russian Literature and Culture  
 RUSN 309: Topics in Russian Cinema  
 RUSN 310\*: Advanced Conversation [RUSN 303]  
 RUSN 320: Russian Cultural History [RUSN 303]  
 RUSN 330: Survey of Russian Literature [RUSN 304]  
 RUSN 350: Topics in Russian Literature  
 RUSN 380: Russian Cinema: The Most Important Art  
 RUSN 387: Love, Adultery and Prostitution in 19th-Century Literature  
 RUSN 388: Revolution, Crime, and Romance in 20th-Century Russia  
 RUSN 390: Russian Literature since the Death of Stalin  
 RUSN 392: Special Themes in Russian Literature and Culture

- RUSN 393: Special Themes in Russian Language and Culture  
 RUSN 396: Major Works of Chekhov  
 RUSN 397: Major Works of Dostoevsky  
 RUSN 398: Major Works of Tolstoy  
 RUSN 402: Russian Poetry [RUSN 303/304]  
 RUSN 410: Seminar in Russian Literature [RUSN 320/330]

**MDLL/Spanish:**

- HISP 305\*: Advanced Composition and Grammar [HISP 207]  
 HISP 306\*: Advanced Conversation [HISP 207]  
 HISP 374: Knights, Witches, and Savages: Introduction to Early Modern Hispanic Culture [HISP 208/281]  
 HISP 384: Landscapes of Spain: Real Places, Imagined Spaces [HISP 208/281]  
 HISP 385: Modern Spanish Culture: The Politics of Identity [HISP 207/208/281]  
 HISP 386: Issues in Spanish Culture: On-Site Research (1-3 credits. ES majors must take the one-credit prerequisite HISP 376 and HISP 386 for at least two credits to count this course toward lines 4-7.)  
 HISP 390: Topics in Hispanic Studies (Spain-related topics only) [HISP 151/208/282]  
 HISP 391: Masterworks: Issues in Canon Formation (Spain-related topics only) [HISP 208 or 281, and 1 core course at the 300 level]  
 HISP 482: Love and Prostitution in Medieval Spain [300-level HISP core course]  
 HISP 485: Post-Franco Literature and Culture [300-level HISP core course]  
 HISP 486: Spanish Language Epic and Nationalism [300-level HISP core course]  
 HISP 487: Imagine Another World: Spanish Art and Society [300-level HISP core course]

**Music:**

- MUSC 213: History of Western Music  
 MUSC 367: Topics in Ethnomusicology (European topics only)  
 MUSC 381: Medieval and Renaissance Music  
 MUSC 383: The Baroque and Classical Period  
 MUSC 385: The Romantic Period  
 MUSC 387: Music of the Twentieth Century  
 MUSC 345/365: Topics in Music (European topics only; prerequisites vary)

**Philosophy:**

- PHIL 321: Existentialism  
 PHIL 331: Greek Philosophy [PHIL 150W/201]  
 PHIL 332: Medieval Philosophy [PHIL 150W/201]  
 PHIL 352: 17th- and 18th-Century Philosophy [PHIL 150W/201]  
 PHIL 353: Kant and His Successors [PHIL 150W/201]  
 PHIL 405: Phenomenology  
 PHIL 433: Great Philosophers (European Topics Only)

**Religious Studies:**

- RELG 210: Introduction to the History of Christianity  
 RELG 211: Introduction to the History of Jewish Thought  
 RELG 308: Topics in Religion (European topics only)  
 RELG 309: The Holocaust  
 RELG 310: Topics in Judaic Studies (European topics only)

- RELG 315: Judaism in the Greco-Roman World (cross listed with CLCV 321)
- RELG 315: Pagans and Christians in the Roman World (cross listed with CLCV 320)
- RELG 330: Significant Books in Western Religion
- RELG 332: Religion and Society in the Medieval West
- RELG 334: The Protestant and Catholic Reformations
- RELG 335: Modern Religious Thought: The Enlightenment to the Present
- RELG 340: Roman Catholicism since 1800

**LATIN AMERICAN STUDIES**

The concentration in Latin American Studies features a detailed examination of the cultural, economic, historical, political and social development of one of the world’s most dynamic and diverse regions. The student who specializes in Latin American Studies should be prepared to pursue advanced work in a variety of disciplines such as Anthropology, Economics, Government, Hispanic Studies, History, Sociology, and Religion.

**Lines 1 and 2. Anthropology (choose two)**

- ANTH 314: Archaeology of Mesoamerica
- ANTH 321: Encountering the Conquistadors
- ANTH 330: Caribbean Cultures (ANTH 202)
- ANTH 332: Race, Gender, and Popular Culture in Brazil
- ANTH 338: Native Cultures of Latin America
- ANTH 364: Artists and Cultures

**Lines 3, 4 and 5. Surveys of History, Politics & Geography (choose three)**

- HIST 131: Survey of Latin American History to 1824
- HIST 132: Survey of Latin American History, 1824-present
- GOVT 338: Latin American Politics and Government
- GOVT 384: Geography of Latin America and the Caribbean

**Line 6. Introduction to Hispanic Studies (choose one)**

- HISP 280: Introduction to Hispanic Studies (discussion sessions in English)
- HISP 281: Introduction to Hispanic Studies (discussion sessions in Spanish) (HISP 202 or equivalent required; HISP 207 or equivalent recommended)

**Lines 7 and 8. Latin American Literature and Culture (choose two)**

- HISP 300: Hispanic Studies in William & Mary Global Education Programs [HISP 202 or approval of Selection Committee]
- HISP 321: Cultural Studies Criticism through Poetry and Photography [HISP 280 or 281]
- HISP 322: Issues in Mexican Culture: Borders, Markets and Shifting Identities (HISP 207, 208, 281, or consent of instructor)
- HISP 323: Issues in Mexican Culture: On-Site Research [Hisp 322 or consent of instructor]
- HISP 360: Cultural Constructions of the Environment in Latin America.
- HISP 361: Life on the Hyphen [HISP 280 or 281]
- HISP 380: Cultural Transformation: The Cast of Cuba and Puerto Rico [HISP 207, 208, 281, or consent of instructor]
- HISP 383: Issues in Visual Culture (HISP 207, 208, 281, or consent of instructor)
- HISP 390: Topics in Hispanic Studies (Latin American topics only) (HISP 208, 281, or 151)
- HISP 392: Special Themes in Hispanic Studies [HISP 208 or 281] (Latin American Topics only)

- HISP 417: Hispanic Cinema
- HISP 480: Cultures of Dictatorship (300-level HISP course or consent of instructor)
- HISP 481: Local and Global Issues in 20th Century Poetry (300-level HISP course or consent of instructor)
- HISP 483: Translation Practicum (300-level HISP course and consent of instructor)
- HISP 489: Seminar in Hispanic Studies (Latin American topics only) (300-level HISP course)

**Line 9. History (choose one)**

- HIST 212: State Violence in Latin America (part of “Topics in History;” topics vary by semester)
- HIST 300: The Caribbean
- HIST 304: Brazil
- HIST 305: History of Mexico
- HIST 490C: Seminar in History (Latin American topics only)
- HIST 491C: Seminar in History (Latin American topics only)
- HIST 467: Independent Study in History (Latin American topics only)
- HIST 468: Independent Study in History (Latin American topics only)
- GBST 480: Independent Study in Global Studies (Latin American topics only)
- GBST 495: Senior Honors in Global Studies (Latin American topics only)
- GBST 496: Senior Honors in Global Studies (Latin American topics only)

**Line 10. Anthropology and Sociology (choose one)**

- ANTH 320: The Rise and Fall of Civilizations
- ANTH 332: Race, Gender, and Popular Culture in Brazil
- ANTH 350: Special Topics in Anthropology (Latin American topics only)
- ANTH 429: Exploring the Afro-American Past (Latin American topics only)
- ANTH 458: Caribbean Archaeology
- ANTH 482: Arts of the African Diaspora (Latin American topics only)
- GBST 390: Topics in Global Studies (Latin American topics only)
- GBST 480: Independent Study in Global Studies (Latin American topics only)
- GBST 495: Senior Honors in Global Studies (Latin American topics only)
- GBST 496: Senior Honors in Global Studies (Latin American topics only)
- RELG 340: Roman Catholic Thought Since 1800
- SOCL 313: Globalization and International Development
- SOCL 408: Migration in a Global Context
- SOCL 416: Revolution and Social Conflict
- SOCL 427: Energy, Environment, and Development.
- SOCL 440: Special Topics in Sociology (Latin American topics only)
- SOCL 490: Independent Research (Latin American topics only)

**Line 11. Electives (choose one)**

- ANTH 320: The Rise and Fall of Civilizations
- ANTH 350: Special Topics in Anthropology (Latin American topics only)
- ANTH 364: Artists and Cultures
- ANTH 429: Exploring the Afro-American Past (Latin American topics only)
- ANTH 460: Independent Research in Anthropology (Latin American topics only)
- ANTH 482: Arts of the African Diaspora (Latin American topics only)

ECON	300:	Topics in Economics (ECON 101/151, 102/152; Latin American topics only)
ECON	355:	Population Economics Seminar (ECON 101/151, 102/152)
ECON	382:	Comparative Economics (ECON 101/151, 102/152)
ECON	383:	Survey of Development Economics (ECON 101/151, 102/152)
ECON	400:	Topics in Economics (ECON 303 and/or 304; Latin American topics only)
GBST	390:	Topics in Global Studies (Latin American topics only)
GBST	480:	Independent Study in Global Studies (Latin American topics only)
GBST	495:	Senior Honors in Global Studies (Latin American topics only)
GBST	496:	Senior Honors in Global Studies (Latin American topics only)
GBST	498:	Internship
GOVT	312:	Politics of Developing Countries
GOVT	328:	International Political Economy
GOVT	384:	The Geography of Latin America and the Caribbean
GOVT	391:	Topics in Government (Latin American topics only)
GOVT	416:	Revolution and Politics
GOVT	438:	Seminar on Mexican Politics (Reading knowledge of Spanish required)
GOVT	491:	Seminar in Government (Latin American topics only)
HISP	322:	Issues in Mexican Culture: Borders, Markets, and Shifting Identities [HISP 207, 208, 281 or consent of instructor]
HISP	323:	Issues in Mexican Culture: On-Site Research [HISP 322 or consent of instructor]
HISP	360:	Cultural Constructions of the Environment in Latin America
HISP	380:	Cultural Transformation: The Cast of Cuba and Puerto Rico [HISP 207, 208, 281 or consent of instructor]
HISP	383:	Issues in Visual Culture (HISP 207, 208, 281 or consent of instructor)
HISP	390:	Topics in Hispanic Studies (Latin American topics only) [HISP 208, 281, or 151]
HISP	392:	Special Themes in Hispanic Studies [HISP 208 or 281] (Latin American Topics Only)
HISP	417:	Hispanic Cinema
HISP	480:	Cultures of Dictatorship [HISP 281 and 300-level HISP core course or consent of instructor]
HISP	481:	Local and Global Issues in the 20th Century Poetry [300-level HISP core course or consent of instructor]
HISP	483:	Issues in Farmworker Culture [300-level HISP core course and consent of instructor]
HISP	489:	Seminar in Hispanic Studies (Latin American topics only) [300-level HISP core course]
HISP	492:	Independent Research in Hispanic Studies (Latin American topics only)
HIST	300:	The Caribbean
HIST	304:	Brazil
HIST	305:	History of Mexico
HIST	467:	Independent Study in History (Latin American topics only)
HIST	468:	Independent Study in History (Latin American topics only)
HIST	490C:	Seminar in History (Latin American topics only)

HIST	491C:	Seminar in History (Latin American topics only)
MDLL	490:	Summer Institute: Teaching ESL/EFL* (Latin American topics only).
RELG	340:	Roman Catholic Thought Since 1800
SOCL	313:	Globalization and International Development
SOCL	408:	Migration in a Global Context
SOCL	416:	Revolution and Social Conflict
SOCL	427:	Energy, Environment, and Development.
SOCL	440:	Special Topics in Sociology (Latin American topics only)
SOCL	490:	Independent Research (Latin American topics only)

### MIDDLE EASTERN STUDIES

A concentration in Middle Eastern Studies provides interdisciplinary exposure to the diverse Middle East through the study of religion, history, politics, literature, fine arts, archaeology, and the primary language of the region, Arabic. Student concentrators in Middle Eastern Studies must complete a minimum of thirty-three (33) credit hours. Students are advised to register for cross-listed courses in such a way as to avoid having more than half of the major courses in any one department. The language requirement (Lines 5 and 6) is met by completing two semesters of Arabic beyond the 202 level.

#### Lines 1, 2, 3 and 4. History, Religion, and Politics (required courses)

GOVT	339:	Middle Eastern Political Systems
HIST	171:	The Modern Middle East I (1516-1798)
HIST	172:	The Modern Middle East II (1798-present)
RELG	212:	Introduction to Islam

#### Lines 5 and 6. Arabic language (choose two)

ARAB	301:	Advanced Arabic I: Introduction to Arabic Literature and Society (ARAB 202 or consent of instructor)
ARAB	302:	Advanced Arabic II: Arabic Literature and Society (ARAB 301 or consent of instructor)
ARAB	303:	Media Arabic (ARAB 302 or consent of instructor)
ARAB	304:	Introduction to Arabic Dialects (ARAB 201)
ARAB	305:	Directed Readings in Arabic (ARAB 302 or consent of instructor)
ARAB	306:	Directed Readings in Arabic (ARAB 305 or consent of instructor)
ARAB	411:	Independent Study in Arabic

#### Lines 7, 8, and 9. Literature, History and Culture (choose three)

ANTH	150:	Freshman Seminar (Middle Eastern topics only)
ANTH	350:	Special Topics in Anthropology (Middle Eastern topics only)
ARAB	150:	Freshman Seminar: Introduction to Arab World Through Film
ARAB	303:	Media Arabic (ARAB 302 or consent of instructor)
ARAB	304:	Introduction to Arabic Dialects (ARAB 201)
ARAB	305:	Directed Readings in Arabic (ARAB 302 or consent of instructor)
ARAB	306:	Directed Readings in Arabic (ARAB 305 or consent of instructor)
ARAB	309:	Survey of Arabic Literature in Translation
ARAB	310:	Topics in Modern Arabic Literature in Translation
ARAB	311:	Special Topics in Arabic
ARAB	411:	Independent Study in Arabic
MUSC	372:	Music Cultures of the Middle East
GBST	390:	Topics in Global Studies (Middle Eastern topics only)
GBST	480:	Independent Study in Global Studies (Middle Eastern topics only)

HIST	490C:	Topics in History (Middle Eastern topics only)
HIST	491C:	Topics in History (Middle Eastern topics only)
RELG	308:	Topics in Religion (Islamic topics only)
RELG	317:	Women in Islam: Tradition and Change
RELG	318:	Islam in the Modern World

**Lines 10 and 11. Electives (choose two)**

ANTH	150:	Freshman Seminar (Middle Eastern topics only)
ANTH	319:	Archaeology of the Near East
ANTH	350:	Special Topics in Anthropology (Middle Eastern topics only)
ARAB	150:	Freshman Seminar
ARAB	303:	Media Arabic
ARAB	305:	Directed Readings in Arabic
ARAB	306:	Directed Readings in Arabic
ARAB	309:	Survey of Arabic Literature in Translation
ARAB	310:	Topics in Modern Arabic Literature in Translation
ARAB	311:	Special Topics in Arabic
ARAB	411:	Independent Study
ARTH	460:	Seminar Topics in Art History: Orientalism and Visual Culture
GBST	390:	Topics in Global Studies (Middle Eastern topics only)
GBST	480:	Independent Study in Global Studies (Middle Eastern topics only)
GBST	495/496:	Senior Honors in Global Studies (Middle Eastern topics only)
GBST	498:	Internship
GOVT	312:	Politics of Developing Countries
GOVT	391:	Topics in Government (Middle Eastern topics only)
GOVT	491:	Seminar in Government (Middle Eastern topics only)
HIST	490C	Topics in History (Middle Eastern topics only)
HIST	491C:	Topics in History (Middle Eastern topics only)
MUSC	150W	Freshman Seminar (Middle Eastern topics only)
MUSC	367	Topics in Ethnomusicology (Middle Eastern topics only)
MUSC	372:	Music Cultures of the Middle East
RELG	211:	Introduction to the History of Jewish Thought
RELG	307:	Topics in Religion (Islamic topics only)
RELG	308:	Topics in Religion (Islamic topics only)
RELG	317:	Women in Islam: Tradition and Change
RELG	318:	Islam in the Modern World
SOCL	312/WMST 312	Comparative Sociology

**RUSSIAN AND POST-SOVIET STUDIES**

The concentration in Russian Studies offers training in the language, literature, history, politics, and economics of Russia and the former Soviet Sphere of Influence and examines the rapid changes reshaping this major world region.

**Lines 1 & 2. Russian Language (choose two)**

RUSN	300:	Russian Study Abroad
RUSN	303:	Advanced Russian: Conversation, Composition, Reading I (RUSN 202 or consent of instructor)
RUSN	304:	Advanced Russian: Conversation, Composition, Reading II (RUSN 303 or consent of instructor)

**Lines 3 & 4. Literature & Culture in Russian (choose two)**

RUSN	305:	Directed Readings in Russian Literature (RUSN 330 or consent of instructor)
RUSN	306:	Directed Readings in Russian Literature (RUSN 330 or consent of instructor)
RUSN	310:	Advanced Conversation (RUSN 303 or consent of instructor)
RUSN	320:	Russian Cultural History (RUSN 303 or consent of instructor)
RUSN	330:	Survey of Russian Literature (RUSN 304 or consent of instructor)
RUSN	350:	Topics in Russian Literature (RUSN 202)
RUSN	402:	Russian Poetry (RUSN 303, 304, or consent of instructor)
RUSN	410:	Seminar in Russian Literature (RUSN 320 or 330 or consent of instructor)

**Lines 5 & 6. Literature & Culture in Translation (choose two)**

RUSN	250:	Russian Myths and Legends
RUSN	380:	Russian Cinema: The Most Important Art
RUSN	305:	Directed Readings in Russian Literature (RUSN 330 or consent of instructor)
RUSN	306:	Directed Readings in Russian Literature (RUSN 330 or consent of instructor)
RUSN	308:	Topics in Russian Literature and Culture (in English)
RUSN	309:	Topics in Russian Cinema (in English)
RUSN	387:	Nineteenth-Century Russian Literature (in English)
RUSN	388:	Twentieth-Century Russian Literature (in English)
RUSN	390:	Russian Literature Since the Death of Stalin (in English)
RUSN	396:	Major Works of Chekhov (in English)
RUSN	397:	Major Works of Dostoevsky (in English)
RUSN	398:	Major Works of Tolstoy (in English)
RUSN	411:	Independent Study

**Lines 7 & 8. History (choose two)**

HIST	373:	East Central Europe
HIST	377:	The History of Russia to the late 19th Century
HIST	378:	The History of Russia from the late 19th Century to present
HIST	471C:	Contemporary Russia 1953 to present
HIST	472C:	The Russian Revolution

**Lines 9 & 10. Government and Economics (choose two)**

ECON	382:	Comparative Economics (ECON 101/151,102/152)
GBST	390:	Topics in Global Studies (Russian topics only)
GBST	480:	Independent Study in Global Studies (Russian topics only)
GBST	495:	Senior Honors in Global Studies (Russian topics only)
GBST	496:	Senior Honors in Global Studies (Russian topics only)
GOVT	150:	Freshman Seminar (Russian topics only)
GOVT	334:	The Politics of Russia
GOVT	335:	The Politics of Eastern Europe
GOVT	391:	Topics in Government (Russian topics only)
GOVT	491:	Seminar in Government (Russian topics only)

**Line 11. Electives (choose one)**

GOVT	150:	Freshman Seminar (Russian or East European topics only)
HIST	150:	Freshman Seminar (Russian or East European topics only)
RUSN	150:	Freshman Seminar

A course from any of the above lines that is taken but not needed to fulfill that line requirement may serve as an elective.

## MINORS IN GLOBAL STUDIES

**Minor in African Studies, see Africana Studies**

**Minor in East Asian Studies**

An interdisciplinary minor in East Asian Studies requires 18 credit hours, distributed among at least three departments.

**Lines 1 and 2. (required)**

HIST	141:	Survey of East Asian Civilization to 1600
HIST	142:	Survey of East Asian Civilization since 1600

**Lines 3, 4, 5 and 6. (choose four; at least two must be from two departments other than History)**

ANTH	342:	Peoples and Cultures of East Asia
ANTH	347:	Japanese Society
ANTH	348:	Japanese Values through Literature and Film
ANTH	349:	Contemporary Issues in Japanese Society
ANTH	350:	Special Topics in Anthropology (East Asian topics only)
ANTH	460:	Independent Study (East Asian topics only; consent of instructor)
ARTH	393:	The Art of China (ARTH 251)
ARTH	394:	The Art of Japan (ARTH 251)
CHIN	150:	Freshman Seminar
CHIN/JAPN	280:	East Asian Cultures through Film
CHIN	300:	Chinese Studies in China II (CHIN 202 and acceptance by selection committee)
CHIN	301:	Upper-Intermediate Chinese I (CHIN 202 or consent of instructor)
CHIN	302:	Upper-Intermediate Chinese II (CHIN 301 or consent of instructor)
CHIN	303:	Topics in Chinese Language, Civilization or Literature (CHIN 202 and acceptance by selection committee)
CHIN	306:	Advanced Conversation (CHIN 202 or consent of instructor)
CHIN	309:	Survey of Chinese Literature in English
CHIN	312:	Special Issues in Chinese Poetic Tradition
CHIN	316:	Women in Chinese Culture and Literature
CHIN	322:	Twentieth Century Chinese Literature (in English translation)
CHIN	400:	Chinese Studies in China III
CHIN	410:	Advanced Topics in Chinese Language, Civilization or Literature (CHIN or consent of instructor)
CHIN	411:	Independent Study (CHIN 302 or 303)
ECON	300:	Topics in Economics (ECON 101/151, ECON 102/152; East Asian topics only)
ECON	382:	Comparative Economics (ECON 101/151, 102/152)
ECON	400:	Topics in Economics (ECON 303 and/or 304; East Asian topics only)
ECON	480:	East Asian Economic Development
GBST	480:	Independent Study in Global Studies (East Asian topics only)
GBST	495/496:	Senior Honors in Global Studies (East Asian topics only)
GOVT	336:	Governments and Politics of China and Japan
GOVT	391:	Topics in Government (East Asian topics only)
GOVT	436:	International Relations of East Asia
GOVT	491:	Seminar in Government (East Asian topics only)
GOVT	494:	Independent Study (East Asian topics only)
HIST	150:	Freshman Seminar (East Asian topics only)
HIST	211/212:	Topics in History (East Asian topics only)
HIST	467/468:	Independent Study in History (East Asian topics only; consent of instructor)
HIST	328:	Modern Japanese History

HIST	329:	Modern Chinese History
HIST	332:	Modern Korean History
HIST	330:	America and China: U.S.-China Relations Since 1784
HIST	490C/491C:	Topics in History (East Asian topics only)
JAPN	150:	Freshman Seminar
JAPN	301:	Upper-Intermediate Japanese I (JAPN 202 or consent of instructor)
JAPN	302:	Upper-Intermediate Japanese II (JAPN 301 or consent of instructor)
JAPN	305:	Directed Readings in Japanese Literature (JAPN 302 or consent of instructor)
JAPN	308:	Topics in Japanese Literature and Culture (in English)
JAPN	309:	Classical Japanese Literature in Translation
JAPN	310:	Modern and Contemporary Japanese Literature in Translation
JAPN	311:	Japanese Cinema
JAPN	401:	Advanced Japanese I (JAPN 302 or consent of instructor)
JAPN	402:	Advanced Japanese II (JAPN 401 or consent of instructor)
JAPN	410:	Advanced Topics in Japanese Literature and Culture (in Japanese) (JAPN 302 and consent of instructor)
JAPN	411:	Independent Study (consent of instructor)
MDLL	360:	Topics in Modern Languages, Literature, and Cultures (East Asian topics only)
PHIL	324:	Classical Chinese Philosophy (PHIL 201 or 150W or consent of instructor)
RELG	150:	Freshman Seminar (East Asian topics only)
RELG	208:	Topics in Religion (East Asian topics only)
RELG	308:	0
RELG	215:	History of Religion in East Asia
RELG	365:	Buddhism in China
RELG	366:	Buddhism in Japan
RELG	481/482:	Independent Study in Religion (East Asian topics only)

**Minor in European Studies**

A minor in European Studies provides interdisciplinary exposure to Europe's history, culture, and politics, emphasizing both Europe's regional specificity and its historical and contemporary interactions with other global regions. Proficiency in one European foreign language prepares students culturally and linguistically for professions in the public and private spheres in the US and Europe.

Minors must have the following prerequisites, which do not count toward the 18 required credit hours: History 111 (Europe to 1715) and 112 (Europe since 1715), or an AP score of 4 or 5 in European History; 202 or equivalent in one European language.

**Line 1. Core Course In European Studies**

GSBT	201:	Introduction to European Studies
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**Lines 2. History and Art History (choose one)**

HIST	241:	Europe, 1815-1914
HIST	242:	Europe, 1914-1945
HIST	243:	Europe since 1945
HIST	355:	Medieval Europe I
HIST	356:	Medieval Europe II
HIST	358:	The European Renaissance
HIST	359:	The Reformation in Western Europe
HIST	363:	The Age of Absolutism in Europe
HIST	364:	The Age of Revolution in Europe
HIST	392:	Intellectual History of Modern Europe
ARTH	251:	Survey of Art History I
ARTH	252:	Survey of Art History II
ARTH	370:	19th-Century Art [ARTH 252]
ARTH	371:	20th-Century Art [ARTH 252]

- CLCV 207: Greek Civilization
- CLCV 208: Roman Civilization
- CLCV 217: Greek Archaeology and Art
- CLCV 218: Roman Archaeology and Art
- CLCV 311/HIST 365: Ancient Greek History
- CLCV 312/HIST 366: Ancient Roman History

**Line 3: Government/Politics (choose one)**

- GOVT 311: European Political Systems [GOVT 203]
- GOVT 330: Politics of European Cooperation [GOVT 204]
- GOVT 335: Politics of Eastern Europe

**Lines 4 and 5: European Literatures and Cultures (choose two)**

Choose two courses at the 300 level or higher in one European literature/culture, from the lists below. These courses must be taught in a European language other than English and must be courses on the literatures/cultures of these countries, as opposed to courses on language.

All literature/culture courses carry 202 as a prerequisite. Other prerequisites are indicated in brackets.

**Classical Greek:**

- GREK 321: Philosophy - Plato and Aristotle
- GREK 322: New Testament
- GREK 323: Greek Epic Poetry
- GREK 324: Greek Oratory
- GREK 325: Greek Historians
- GREK 326: Greek Lyric Poetry
- GREK 327: Greek Tragedy
- GREK 328: Greek Comedy
- GREK 329: Greek Novel
- GREK 490: Topics in Greek French:
- FREN 310: French Cinema [FREN 305]
- FREN 314: Introduction to French Cultural Studies [FREN 305]
- FREN 315: Introduction to French Literature [FREN 305]
- FREN 316: The Middle Ages [FREN 315]
- FREN 318: The Renaissance [FREN 315]
- FREN 321: Early Modern French Theater [FREN 315]
- FREN 331: Topics in Eighteenth-Century French Literature and Culture [FREN 315]
- FREN 332: Topics in Early Modern Literature and Culture [FREN 315]
- FREN 333: Versailles [FREN 314/315]
- FREN 341: Romanticism as Revolution [FREN 315]
- FREN 342: Inventing Modernity: Nineteenth-Century French Narrative [FREN 315]
- FREN 350: Modern French Poetry [FREN 315]
- FREN 351: 20th-Century French Literature I [FREN 315]
- FREN 352: Post-war, Post-modern, Post-colonial [FREN 315]
- FREN 355: Contemporary Women Writers and Movie Makers From the Francophone World [FREN 315]
- FREN 361: Culture in Context I: Art and Ideas
- FREN 362: Culture in Context II: The Republic
- FREN 363: Culture in Context III: Social Trends
- FREN 385: Francophone African Literature I [FREN 315]
- FREN 39x: Topics courses (course number/content and prerequisites vary)
- FREN 450: Senior Seminar (topics vary)

**German:**

- GRMN 307: The German Speaking Peoples and Their Civilization [GRMN 206/208]
- GRMN 320: Great Moments in German Literature [GRMN 205/206]
- GRMN 333: Germans in the Provinces [GRMN 205/206]

- GRMN 334: The German City [GRMN 205/206]
- GRMN 335: Germans in Exile [GRMN 205/206]
- GRMN 390/410: Topics in German Studies (topics and prerequisites vary)
- GRMN 417: German Detective Fiction
- GRMN 420: The Enlightenment in Germany [one 300-level course in German]
- GRMN 421: The Turn of the Century: Vienna and Berlin [one 300-level course in German]
- GRMN 422: The Weimar Republic [one 300-level course in German]
- GRMN 423: The GDR and the Unification of Germany [one 300-level course in German]
- GRMN 424: The Holocaust in Literature and Film [one 300-level course in German]

**Italian:**

- ITAL 303: Topics in Italian Language, Civilization or Literature [ITAL 202] (culture/literature topics only)
- ITAL 315: Modern and Contemporary Italian Culture and Society [ITAL 206]

**Latin:**

- LATN 321: Latin Lyric and Elegiac Poetry
- LATN 322: Cicero
- LATN 323: Roman Drama
- LATN 324: Roman Satire
- LATN 325: Roman Historians
- LATN 326: Virgil
- LATN 327: Roman Novel
- LATN 328: Roman Philosophy
- LATN 329: Medieval Latin
- LATN 490: Topics in Latin

**Russian:**

- RUSN 305/306: Directed Readings in Russian Literature [RUSN 330]
- RUSN 320: Russian Cultural History [RUSN 303]
- RUSN 330: Survey of Russian Literature [RUSN 304]
- RUSN 350: Topics in Russian Literature (3-credit variant only) Spanish:
- HISP 308: Cultural History of Spain
- HISP 374: Knights, Witches, and Savages: Introduction to Early Modern Hispanic Culture [HISP 208/281]
- HISP 384: Landscapes of Spain: Real Places, Imagined Spaces [HISP 208/281]
- HISP 385: Modern Spanish Culture: The Politics of Identity [HISP 207/208/281]
- HISP 386: Issues in Spanish Culture: On-Site Research (1-3 credits. ES majors must take the one-credit prerequisite HISP 376 and HISP 386 for at least two credits to count this course toward lines 4-7.)
- HISP 390: Topics in Hispanic Studies (Spain-related topics only) [HISP 151/208/282]
- HISP 401: Medieval Spanish Literature
- HISP 402: Cervantes
- HISP 403: Spanish Literature of the Golden Age
- HISP 413: Contemporary Spanish Literature
- HISP 482: Love and Prostitution in Medieval Spain [300-level HISP core course]
- HISP 485: Post-Franco Literature and Culture [300-level HISP core course]
- HISP 486: Spanish Language Epic and Nationalism [300-level HISP core course]
- HISP 487: Imagine Another World: Spanish Art and Society [300-level HISP core course]

**Line 6: The Elective**

Choose one course from the list of electives that fulfill lines 9-11 for the major in European Studies.

**Minor in Japanese Studies****Lines 1 and 2 Core courses. Required courses**

JAPN	301:	Upper-Intermediate Japanese I (JAPN 202 or consent of instructor)
JAPN	302:	Upper-Intermediate Japanese II (JAPN 301 or consent of instructor)

**Line 3 Advanced Language and Literature Courses (choose one)**

HIST	490C/491C:	Nineteenth-Century Japan
JAPN	308:	Topics in Japanese Literature and Culture (in English)
JAPN	309:	Classical Japanese Literature in Translation
JAPN	310:	Modern and Contemporary Japanese Literature in Translation
JAPN	311:	Japanese Cinema
JAPN	401:	Advanced Japanese I (JAPN 302 or consent of instructor)
JAPN	402:	Advanced Japanese II (JAPN 401 or consent of instructor)
JAPN	410:	Advanced Topics in Japanese Literature and Culture (in Japanese)
JAPN	411:	Independent Study (consent of instructor)

**Line 4 Culture and History (choose one)**

ANTH	347:	Japanese Society
ANTH	348:	Japanese Values through Literature and Film
ANTH	349:	Contemporary Issues in Japanese Society
HIST	265:	Postwar Japan
HIST	328:	Modern Japanese History
HIST	490C/491C:	Nineteenth-Century Japan

**Lines 5 and 6 Electives (Choose two)**

ANTH	347:	Japanese Society
ANTH	348:	Japanese Values through Literature and Film
ANTH	349:	Contemporary Issues in Japanese Society
ANTH	460:	Independent Study (Japanese topics only) (consent of instructor)
ARTH	394:	The Art of Japan (ARTH 251)
GBST	480:	Independent Study in Global Studies (Japanese topics only)
GBST	495/496:	Senior Honors in Global Studies (Japanese topics only)
GOVT	494:	Independent Study (Japanese topics only)
HIST	265:	Postwar Japan
HIST	467/468:	Independent Study in History (Japanese topics only; consent of instructor)
HIST	328:	Modern Japanese History
RELG	481/482:	Independent Study in Religion (Japanese topics only; consent of instructor)

**Minor in Latin American Studies****Lines 1, 2 and 3. Required courses**

GOVT	338:	Latin American Politics and Government
HIST	131:	Survey of Latin American History to 1824
HIST	132:	Survey of Latin American History, 1824 to present

**Lines 4 and 5. (choose two)**

ANTH	314:	Archaeology of Mesoamerica
ANTH	321:	Encountering the Conquistadors
ANTH	330:	Caribbean Cultures (ANTH 202)
ANTH	338:	Native Cultures of Latin America

**Line 6. (choose one)**

HISP	303:	Latin American Literature of the Colonial Period (HISP 151, 208, or 281)
HISP	320:	Topics in Hispanic Cinema (HISP 208, 281, or consent of instructor)
HISP	322:	Issues in Mexican Culture (HISP 208, 281, or consent of instructor)
HISP	360:	Cultural Constructions of the Environment in Latin America (HISP 208, 281, or consent of instructor)
HISP	383:	Issues in Visual Culture (HISP 207, 208, 281, or consent of instructor)
HISP	390:	Topics in Hispanic Studies (Latin American Topics only) (HISP 208, 281, or 151)
HISP	480:	Cultures of Dictatorship. ((300-level HISP course or consent of instructor)
HISP	481:	Local and Global Issues in 20th Century Poetry (300-level HISP course or consent of instructor)

**Minor in Middle East Studies**

The minor in Middle Eastern Studies requires six courses (18 credit hours) selected from the courses below. While not required, students are strongly encouraged to take courses in Arabic language.

**Lines 1, 2, 3 and 4. Required courses**

RELG	212:	Introduction to Islam
HIST	171:	The Modern Middle East I (1516-1798)
HIST	172:	The Modern Middle East II (1798-present)
GOVT	339:	Middle Eastern Political Systems

**Lines 5 and 6. (choose two)**

ANTH	150:	Freshman Seminar (Middle Eastern topics only)
ANTH	350:	Topics in Anthropology (Middle Eastern topics only)
ARAB	150:	Freshman Seminar
ARAB	301:	Advanced Arabic I: Intro to Arabic Literature/Society (ARAB 202 or consent of instructor)
ARAB	302:	Advanced Arabic II: Intro to Arabic Literature/Society (ARAB 301 or consent of instructor)
ARAB	309:	Survey of Arabic Literature in Translation
ARAB	310:	Topics in Modern Arabic Literature in Translation
GBST	390:	Topics in Global Studies (Middle Eastern topics only)
GOVT	391:	Topics in Government (Middle Eastern topics only)
GOVT	491:	Seminar in Government (Middle Eastern topics only)
HIST	490C:	Topics in History (Middle Eastern topics only)
HIST	491C:	Topics in History (Middle Eastern topics only)
HIST	490:	Topics in History (Middle Eastern topics only)
HIST	491:	Topics in History (Middle Eastern topics only)
INRL	390:	Topics in International Relations (Middle Eastern topics only)
RELG	307:	Topics in Religion (Islamic topics only)
RELG	308:	Topics in Religion (Islamic topics only)
RELG	317:	Women in Islam: Tradition and Change
RELG	318:	Islam in the Modern World

**Minor in Russian and Post-Soviet Studies****Lines 1 and 2. (choose two)**

RUSN	303:	Advanced Russian: Conversation, Composition, Reading I (in Russian); (RUSN 202 or consent of instructor)
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- RUSN 304: Advanced Russian: Conversation, Composition, Reading II (in Russian) (RUSN 303 or consent of instructor)
- RUSN 320: Russian Cultural History (RUSN 303 or consent of instructor)

**Line 3. (choose one)**

- RUSN 330: Survey of Russian Literature (RUSN 304 or consent of instructor)
- RUSN 387: Nineteenth-Century Russian Literature (in English)
- RUSN 388: Twentieth-Century Russian Literature (in English)

**Line 4. (choose one)**

- HIST 377: The History of Russia (to 1861)
- HIST 378: The History of Russia (1861 to the present)

**Lines 5 and 6. (choose two)**

- ECON 382: Comparative Economics (ECON 101/151, ECON 102/152; Russian topics only)
- GOVT 334: The Politics of Russia
- GOVT 391: Topics in Government (Russian topics only)
- GOVT 491: Seminar in Government (Russian topics only)
- HIST 377: The History of Russia to 1861
- HIST 378: The History of Russia (1861 to the present)
- HIST 471C: Contemporary Russia
- HIST 472C: The Russian Revolution

## Government

PROFESSORS **McGlennon**, (Chair) and **Clemens** (Associate Chair and Chancellor Professor). PROFESSORS **Blouet** (Huby Professor of Geography and International Education), **Cheng** (Class of 1935 Professor of Government) **Evans** (Newton Family Professor of Government), **Gilmour**, **Grayson** (Class of 1938 Professor of Government), **Howard** (Pamela C. Harriman Professor of Government and Public Policy), **Peterson** (Wendy and Emery Reves Professor of Government and International Relations), **Rapoport** (John Marshall Professor of Government) and **Schwartz**. ASSOCIATE PROFESSORS **Dessler**, **Manna**, **Nemacheck** (Alumni Memorial Distinguished Term Associate Professor), **Pickering**, **Stow** and **Tierney** (George C. and Mary C. Hylton Professor of International Relations and Weingartner Professor of International Studies). ASSISTANT PROFESSORS **Backer**, **Hart**, **Lombardini**, **Mullen**, **Oakes**, **Pelika**, **Rahman**, **Shushan** and **van der Veen**. VISITING PROFESSORS **Wilkerson** (Pamela C. Harriman Visiting Professor of Government) VISITING ASSISTANT PROFESSOR **Smith**, VISITING INSTRUCTORS **Baltes**, **Doherty**, **George**, and **Hofmann** VISITING ADJUNCT PROFESSOR **Rennagel**.

### The Government Program

The Department of Government provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop awareness of the moral and ethical implications of political action as well as understanding of political institutions and processes from an empirical perspective.

The department maintains a strong commitment to the development of students writing abilities. Most 300-level courses in the department require one or more papers. The 400-level seminars require a major paper based on independent student research. Some students, with the approval of the department, also elect an Honors project in Government.

### Requirements for Major

**Required Credit Hours:** 33

**Major Computing Requirement:** Students must satisfy a Major Computer Requirement in Government by successfully completing Government 301.

**Major Writing Requirement:** The Major Writing Requirement is fulfilled by obtaining a grade of "C-" or better in any course numbered above 400, except Government 494, 495, 496 and 498.

#### Core requirements:

- Government 201 – Introduction to American Government and Politics
- Government 203 – Introduction to Comparative Politics
- Government 204 – Introduction to International Politics
- One of the following courses in political theory:
  - Government 303, 304, 305, or 392
- Government 301 - Research Methods
- One upper-level Government seminar numbered between 401 and 491

Students planning to major in Government are strongly advised to complete Government 201, 203, 204 and 301 before junior year

No more than two Geography courses may be counted toward a major in Government: Government 381, 382, 384 and 386. One freshman seminar in Government may be counted toward the Government major.

It is recommended that majors complete Economics 101-102 and carry foreign language study beyond the 202-level.

No more than 6 total credits from any of the combination of the following courses may be counted toward the major in government: GOVT 494, 498-499, INTR 499. Credits beyond 6 would still count toward the 120 credits needed for graduation. Consult the Department website (<http://www.wm.edu/as/government/>) for updated information about curricular requirements, course offerings, and other opportunities.

### Description of Courses

#### 150W. Freshman Seminar.

*Fall or Spring (4) Staff.*

A course designed to introduce freshmen to topics in the study of government. Satisfies the freshman writing requirement.

#### 151W. Freshman Seminar: American Politics.

*Fall or Spring (4) Staff.*

A course designed to introduce freshmen to the American political system, its institutions and processes. This course is a substitute for GOVT 201. Students may not receive credit for GOVT 151 and GOVT 201.

#### 153W. Freshman Seminar: Comparative Politics.

*Fall or Spring (4) Staff.*

A course designed to introduce freshmen to the comparative analysis of political systems. Attention will focus on political processes, such as political socialization, participation and elite recruitment, and on political institutions, such as party systems, legislatures and bureaucracies. This course is a substitute for GOVT 203. Students may not receive credit for GOVT 153 and GOVT 203.

#### 201. Introduction to American Government and Politics.

*Fall or Spring (3) Staff.*

An introduction to the American political system, its institutions and processes.

#### 203. Introduction to Comparative Politics.

*(GER 3) Fall and Spring (3) Staff.*

An introduction to the comparative analysis of political systems. Attention will focus on political processes, such as political socialization, participation, and elite recruitment, and on political institutions, such as party systems, legislatures and bureaucracies. Examples will be drawn from developing systems, as well as from the more familiar Western countries.

#### 204. Introduction to International Politics.

*(GER 3) Fall and Spring (3) Staff.*

A study of the theory and practice of international politics. The course will consider the international system of states and the bases of national power.

#### 301. Research Methods.

*Fall and Spring (3) Staff.*

Survey of qualitative and quantitative methods commonly used in empirical political analysis. Emphasis on building skills such as hypothesis testing, inference and causal reasoning. This course satisfies the Major Computing Requirement in Government. It is highly recommended that students plan on taking it no later than sophomore year.

#### 303. Survey of Political Theory: The Ancient Tradition.

*(GER 7) Fall or Spring (3,3) Stow, Staff.*

This course centers on the political works of Plato and Aristotle, as the standards of the classical tradition. Selected works of medieval Christian writers are also included.

#### 304. Survey of Political Theory: The Modern Tradition.

*(GER 7) Fall or Spring (3,3) Stow, Staff.*

This course deals with Renaissance and Enlightenment era political theory, including the works of thinkers such as Machiavelli, Hobbes, Locke, Rousseau, and Burke.

**305. Contemporary Political Theory.***(GER 7) Spring (3) Stow, Staff.*

An examination of various approaches to political theory from the late 19th century to the present.

**306. Political Parties.***Fall or Spring (3) McGlennon. (Not offered 2010-11)*

An examination of the electoral, organizational and governmental activities of political parties in the American context. Emphasis will be placed on the transformation of parties and the consequences of this change for American democracy.

**307. Political Polling and Survey Analysis.***Fall (3) Rapoport.*

Introduction to formulation, implementation and analysis of political and public policy surveys. Topics include the psychology of survey response, sampling, interviewing, focus groups, experimental design, hypothesis testing and data analysis. Students will conduct individual and group survey projects. This course satisfies the Major Computing Requirement in Government.

**308. Electoral Systems.***Fall (3) Cheng. Prerequisite: GOVT 203. (Not offered 2010-11)*

This course addresses choices and consequences of major electoral systems. It discusses various kinds of plurality and proportional representation systems, and several intriguing hybrids. It also examines quasi-electoral systems in the United Nations, China and the Vatican.

**311. European Political Systems.***Fall (3) Clemens. Prerequisite: GOVT 203.*

A comparative study of institutions and processes of government in several Western European parliamentary democracies.

**312. Politics of Developing Countries.***(GER 4B) Spring (3) Mullen. Prerequisite: GOVT 203.*

A comparative study of institutions and processes of government in several non-Western countries. The cultural and historical foundations of government, and the economic circumstances of Third World nations will be emphasized.

**322. Global Environmental Governance.***Fall (3) Staff. Prerequisite: GOVT 204 or ENST 101.*

This course explores key global environmental challenges and ways to address them in a world of diverse, changing, and often conflicting preferences and practices. Students will critically examine the international responses to issues such as climate change, ozone depletion and, biodiversity using concepts and methodologies from the fast-growing literatures on international institutions, transnational activism, multi-level governance, and science-policy linkages. (Cross listed with ENST 249)

**324. U.S. Foreign Policy.***Spring (3) Oakes, Peterson.*

A study of American foreign policy with emphasis on the process of policy formulation. Selected foreign policy problems will be considered.

**325. International Organization.***Spring (3) Rahman, Tierney. Prerequisite: GOVT 204.*

A study of the development of structures and procedures of international organization, and of methods of pacific settlement of international disputes. Special attention will be given the League of Nations and the United Nations and the successes and failures of these organizations.

**326. International Law.***Fall (3) Rahman. Prerequisite: GOVT 204.*

A study of international law governing relations among nation-states in peace and war. Considered are the nature and development of international law, and the relevance of international law to contemporary issues such as recognition, interven-

tion, human rights, diplomatic privileges and immunities, use of force, terrorism, environmental problems and international adjudication.

**327. Intermediate International Relations Theory.***Spring (3) Dessler. Prerequisite: GOVT 204.*

A survey of the leading theories and main theoretical debates in the study of international relations with attention to their implications for the study of war and peace.

**328. International Political Economy.***Fall and Spring (3) Cheng. Prerequisite: GOVT 204.*

An analysis of the politics and economics of a selected international policy problem or issue, e.g., international trade and protectionism; the domestic management of inflation and unemployment; the relation between economic organization and political power.

**329. International Security.***Fall or Spring (3) Oakes, Peterson. Prerequisite: GOVT 204.*

Examines traditional concerns about the use and management of force in the nuclear age, as well as new security problems, such as the proliferation of chemical and biological weapons, environmental issues and the political economy of national security.

**330. The Politics of European Cooperation.***Spring (3) van der Veen. Prerequisite: GOVT 204.*

The course covers the evolution of the European Community/Union, its basic institutions, and its current policies, including those on trade, currency and security. Major current events and controversies will also be discussed.

**334. Russian and Post-Soviet Politics.***Fall (3) Pickering, Staff.*

This course examines the collapse of the Soviet Union and political change in the post-Soviet states. While the focus in the post-communist period is on Russia, the course also includes a brief discussion of the divergent trajectories taken by other post-Soviet states, including those in the Baltics and Central Asia. Major topics include democratization, the construction of new political and economic institutions, and the development of civil society.

**335. The Politics of Eastern Europe***Spring (3) Pickering. (Not offered 2010-2011)*

This course will focus on political change in Eastern Europe. Using a comparative approach, we will analyze how different states are meeting the specific challenges of post-communist transformation: building new political, economic and social institutions.

**336. Governments and Politics of China and Japan.***(GER 4B) Fall and Spring (3) Hart.*

A study of political institutions and political behavior in China and Japan. Emphasis will be placed on dynamic factors of socio-economic and political development in both countries.

**337. Politics in Africa.***(GER 4B) Fall or Spring (3) Backer.*

This course highlights changes in the state structures from pre-colonial indigenous state systems, colonial administration and economy and the rise of the modern African state. (Cross-listed with AFST 344.)

**338. Latin American Politics and Government.***(GER 4B) Spring (3) Grayson.*

A comparative analysis of the types of government of selected Latin American nations. Appropriate consideration will be given to current conditions and to such problems of general political development as recruitment and socialization, communication and articulation, interest aggregation and decision-making.

**339. Middle Eastern Political Systems.***(GER 4B) Spring (3) Shushan.*

A course on the domestic politics of Middle Eastern countries, defined as the Arab world plus Israel, Iran, and Turkey. Topics include colonial legacies, Israel/Palestine, nationalism, authoritarian rule, religion and politics, sectarianism, gender, media, oil and late development, the Iraq war, and prospects for democratic reform.

**350. Introduction to Public Policy.***Spring (3) Evans, Howard, Manna, Staff.*

An introduction to the policy making process in American national government, focusing on the impact on policy of public opinion, the media, interest groups, and governing institutions. Appropriate for freshmen and sophomores.

**351. Introduction to Public Administration.***Spring (3) Manna.*

An analysis of behavior and decision-making in public administrative agencies. Emphasis will be placed upon the relationship of the administrative process to organizational structure, policies and the social environment.

**353. The Politics of States and Localities.***Spring (3) McGlennon.*

An examination of the institutions and processes of government and politics in American states and localities. Relationships among national, state and local governments will be analyzed in the context of a federal system.

**355. Southern Politics.***Fall (3) McGlennon.*

An examination of the influence of historic and demographic trends on contemporary Southern politics. Special attention will be paid to the political distinctiveness of the South, political variations among the southern states, and the relationships between Southern and national politics.

**360. The American Welfare State.***Spring (3) Howard. Prerequisite: GOVT 201 or GOVT 350.*

The politics of U.S. social policy in historical perspective. Topics vary by year but usually include retirement pensions, health care, and programs for the poor.

**370. The Legislative Process.***Spring (3) Evans, Gilmour.*

An investigation of the legislative process in the United States with emphasis on the United States Congress. Internal and external forces influencing legislative behavior will be examined.

**371. The Presidency.***Spring (3) Staff.*

An examination of the politics and policy influence of the American presidency and other executives. Emphasis will be placed upon the legal and political forces which determine and limit the use of executive power.

**372. American Legal Process.***Fall (3) Nemacheck.*

An analysis of law and legal institutions in the United States, the course covers principles of legal reasoning, the relationship between the judiciary and other branches of government, the role of the Supreme Court, and the activity of judges, lawyers and jurors.

**373. Civil Rights and Civil Liberties.***Spring (3) Nemacheck.*

An examination of how legal and political processes have shaped the protections given to individual rights in the American constitutional system. The focus is on Supreme Court decision making and processes of constitutional interpretation.

**374. Political Behavior***Spring (3) Pelika Prerequisite: GOVT 301 (Not offered 2010-2011)*

A survey of the various ways in which citizens participate in politics and the factors that influence that participation. Attention will be paid to voting, public opinion, and protest, and the effects of the media, interpersonal communication, and elite behavior, among other topics. Examples will be drawn primarily from the United States.

**381. Human Geography.***Fall (3) Blouet.*

A survey of the content of human geography including population, culture realms, world views, the distribution of agriculture and industry, settlements and human environmental impact.

**382. World Regional Geography.***Fall (3) Blouet. )*

A study of the physical environment, resources, population and distribution of economic activity in selected industrial countries in Europe, North America and the Pacific Rim. Only one course from Government 382 and 383 may be counted towards a major in government.

**384. The Geography of Latin America and the Caribbean.***Fall or Spring (3) Blouet. (Not offered 2010-2011)*

Examination of the physical environment, resources, population and economic activities in the region together with studies of selected countries.

**386. The Geography of Europe.***Fall or Spring (3) Blouet. (Not offered 2010-11)*

Examination of the physical environment, resources, population and economic activities in the region together with studies of selected countries.

**390. Topics in Government.***Fall or Spring (1-2) Staff.*

Selected topics in government. The topic to be considered will be announced prior to the beginning of the semester. May be repeated for credit if topics under consideration are different.

**391. Topics in Government.***Fall or Spring (3) Staff.*

Selected topics in government. The topic to be considered will be announced prior to the beginning of the semester. May be repeated for credit if topics under consideration are different.

**392. Topics in Political Theory.***Fall or Spring (3) Staff.*

Selected topics in political theory. The topic to be considered will be announced prior to the beginning of the semester. May be repeated for credit if the topics under consideration are different.

**405. Seminar: Studies in Political Theory: Themes and Problems.***Fall or Spring (4) Staff.*

An examination of a particular theme or problem such as community, authority, justice, freedom and utopia. May be repeated for credit only with Department permission.

**406. Seminar: Studies in Political Theory: Theorists and Movements.***Fall or Spring (4) Staff.*

An examination of the work and significance of a particular great political theorist, group of theorists, or major movements, such as Marxism, Utilitarian Reformism, Conservatism. May be repeated for credit only with Department permission.

**433. Seminar: Theories of the International System.***Spring (4) Dessler*

A study of systematic approaches and their application to the traditional concerns of international relations theory and practice—power, conflict, order and justice.

**435. Seminar: Political Economy of the Newly Industrializing Countries.**

*Fall or Spring (4) Cheng. (Not offered 2010-11)*

This seminar examines major issues of economic development in Newly Industrializing Countries (NICs). It addresses the interaction between government policies and market forces, between regime dynamics and economic change, and discusses problems in different economic sectors. Course normally focuses on East Asia but may examine other regions.

**438. Seminar: Mexican Politics.**

*Fall (4) Grayson. Prerequisite: GOVT 203.*

Focuses on evolution of the Mexican Political system from dictatorial rule to single-party authoritarianism to growing pluralism.

**454. Seminar: The Politics of Metropolitan Areas.**

*Fall (4) McGlennon. Prerequisite: GOVT 353 or consent of instructor. (Not offered 2010-11)*

An examination of the American political system's capacity to confront and solve problems of the nation's urban areas. Historical, economic and sociological factors affecting the political process in urban areas will be considered.

**455. Seminar: Education Policy and Politics in the United States.**

*Fall (4) Manna.*

This research seminar explores the policy and politics of K-12 education in the United States. Topics include the governance of education in the US, testing and accountability, and school choice. Students complete a 25-page original research paper.

**465. Seminar: Public Opinion and Voting Behavior.**

*Fall (4) Rapoport.*

A study of the relationship between opinions and political policymaking, including the characteristics of political opinions, patterns of voting behavior and the importance of leadership. This course satisfies the Major Computing Requirement in Government.

**470. Seminar: Congress and the President.**

*Spring (4) Gilmour.*

An examination of the strategic interaction between the Congress and the Presidency. Major themes include the balance of power between the two branches, how and why the relative influence of each has shifted during American history, and the constitutional legitimacy of the powers exercised by the Congress and the President.

**482. Seminar: Geostategic Thought.**

*Fall or Spring (4) Blouet.*

The course examines the way western commentators have seen the world from a global strategic perspective over the last century. The works of major theorists from Mahan to Kissinger will be examined.

**491. Seminar: Topics in Government.**

*Fall and Spring (4) Staff.*

Selected topics in government, the topic to be announced prior to the beginning of the semester. Special emphasis will be given to the active involvement of members of the seminar in individual research projects and the preparation of research papers. May be repeated for credit only with Department permission.

**494. Independent Study.**

*Fall or Spring (1 or 3) Staff.*

A program of independent study which usually involves extensive reading and the writing of one or more essays. Students must obtain permission from a) the faculty member under whom they are to work and b) the Department before registering for this course. Government 494 cannot be used to satisfy the 400-level requirement for majors in government and may only be taken twice for credit. Students may not receive more than 6 credits combined for Government 494 and 498.

**†495-496. Senior Honors.**

*Fall, Spring (3,3) Staff. Prerequisite: GOVT 301.*

Students admitted to Senior Honors in Government will be responsible for (a) readings and discussion of selected materials; (b) satisfactory completion by April 15 of an original scholarly essay. Government 495 and 496 cannot be used to satisfy the 400-level requirement for majors. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For departmental requirements, see Department Website (under Requirements). Students enrolled in Honors will also attend a required periodic seminar in both the Fall and Spring semesters.

**498. Internship.**

*Fall or Spring (1 or 3).*

Students may receive a limited number of credit on a pass/fail basis for faculty-supervised research and written work conducted in conjunction with an Internship; advanced approval required. For details, see Department Website (under Requirements). Students may not receive more than 6 credits combined for Government 494 and 498.

**499. D.C. Summer Institute Internship.**

*Summer (4) Staff.*

This course combines an internship experience in Washington, D.C. with individual faculty supervised research in the College's D.C. Summer Institute and results in a substantial paper. Only students already accepted into the William and Mary in Washington Program are eligible to enroll.

**Graduate Program**

The department is actively involved in the Thomas Jefferson Program in Public Policy. For degree requirements and a full description of graduate courses in Public Policy, write to the Thomas Jefferson Program in Public Policy for a graduate catalog.

## History

PROFESSORS, **Daileader** (Chair) **Ely** (Kenan Professor), **Grasso** (Editor, William and Mary Quarterly, Omohundro Institute of Early American History and Culture), **Hahamovitch, Hoffman** (Director, Omohundro Institute of Early American History and Culture and Pullen Professor), **Homza** (Class of 2006 Professor), **Lane, Nelson** (Legum Professor), **R. Price** (Dittman Professor), **Rafeq** (Bickers Professor), **Sheriff, Strikwerda** (Dean of Faculty of Arts and Sciences), and **Whittenburg**. VISITING DISTINGUISHED PROFESSORS **Engs** (James Pinckney Harrison Chair) ASSOCIATE PROFESSORS **Benes, Bossenga, C. Brown, Canning, Corney, Fisher, Kitamura, Koleski, McGovern, Mapp, Meyer** (Class of 1964 Distinguished Associate Professor of History and American Studies), **Phillips** (Cummings Professor and Cummings Professor), **Schechter** (Margaret Hamilton Professor), **Vinson, Wulf** (Book Review Editor, William and Mary Quarterly, Omohundro Institute of Early American History and Culture), and **Zutshi**. ADJUNCT ASSOCIATE PROFESSORS **Huyck** (Visiting Associate Professor, Sharpe Program), and **Lounsbury**. ASSISTANT PROFESSORS **Han, Konefal, LaFleur, Levitan, Pope, Popper, and Rushforth**. VISITING ASSISTANT PROFESSORS, **Allegro, Eacott** (Visiting NEH Fellow of Omohundro Institute of Early American History and Culture), **Kern** (Director of the Williamsburg Collegiate Program in Early American History, Material Culture, and Museum Studies), **Kranjc, Livesay** (Visiting NEH Fellow of Omohundro Institute of Early American History and Culture), **Loux, Richter, and Wells**. LECTURERS **M. Brown** (Director, Archaeological Excavation and Conservations Department, Colonial Williamsburg Foundation), **Carson** (Vice President of Research, Colonial Williamsburg Foundation), **Hardy** (Director of Special Collections, Swem Library), **Hobson** (Editor, John Marshall Papers), **Horn** (Vice President of Research and Abby and George O'Neill Director of the John D. Rockefeller Jr. Library), **Kelly** (Historian, Department of Historical Research, Research Division, Colonial Williamsburg Foundation), **Kelso** (Director of Archaeology, Association for the Preservation of Virginia Antiquities), **Teute** (Editor of Publications, Omohundro Institute of Early American History and Culture), and **Walsh** (Historian, Department of Historical Research, Research Division, Colonial Williamsburg Foundation).

### Requirements for Major

**Required Credit Hours:** 33

**Major Computing Requirement:** Students satisfy the Major Computing Requirement (MCR) for History by (1) attaining a C or better in a History course designated by the Department as satisfying the MCR requirement or (2) attaining a C or better in Computer Science 131 (Concepts in Computer Science), 141 (Introduction to Computer Science), or a more advanced course in Computer Science.

**Major Writing Requirement:** Students satisfy the Major Writing Requirement (MWR) for History by attaining a C or better in an upper-level undergraduate History course designated as a colloquium. Each Colloquium has the letter "C": directly after its course number (for example, HIST 490C, HIST 491C, and so on).

Beginning with the 2010-2011 academic year, all History colloquia will meet both the Major Writing Requirement and the Major Computing Requirement.

### Core Requirements:

Students majoring in History must complete 33 credit hours in History. Of those 33 credit hours at least 15 must be taken in residence at the College, and no more than six of the remaining 18 semester credits may be Advanced Placement and International Baccalaureate credit. The 33 credit hours must include the following:

1. Both HIST 121 (US History to 1877) and HIST 122 (US History since 1877)
2. Either HIST 111 (Europe to 1715) or HIST 112 (Europe since 1715)
3. One 100-level survey in non-western History, to be chosen from among the following: History 131, 132, 141, 142, 161, 171, 172, 181 or 182.
4. One upper-level class designated as a colloquium. Each colloquium has the letter "C" directly after its course number (for example, HIST 490C, HIST 491C, and so on). Students must earn a grade of "C" or better in the colloquium in order to fulfill the Major Writing Requirement and the Major Computing Requirement. Each colloquium is a small, writing-intensive seminar: such courses may ask students to conduct original research in primary sources, examine historiography or methodology, and examine broader or narrower topics, problems or periods.

Students may use course credit and course exemptions earned through the College Board Advanced Placement Examination and through the International Baccalaureate Higher Level Exam to satisfy the Department's Core Requirements. For more details, please consult the "Advanced Placement and Credit by Examination" section of the Undergraduate Course Catalogue.

The Department strongly recommends that majors finish their survey requirements – History 121-122, either History 111 or 112, and a 100-level non-Western survey – in their first and second years at the College. Students usually enroll in a colloquium in the junior or senior year. Individuals who intend to write an Honors thesis in History are encouraged to take the colloquium in their junior year, in order to gain desirable writing and research experience. Foreign languages are recommended for students planning to major in History, especially if they plan to enter graduate programs in the discipline. Students are advised not to limit their junior and senior year classes to courses focused only on the history of a single nation. Students must have a 3.0 cumulative grade point average in order to pursue independent study in History.

### Requirements for Minor

**Required Credit Hours:** 18

**Core Requirements:** A minor in history requires 18 semester credits in history, at least six hours of which must be taken at the 300-400 level. A minimum of 9 of the 18 credits needed for a minor in history must be earned at William and Mary, and no more than six of the remaining nine credits may be Advanced Placement (AP) credits.

### Description of Courses

#### 111. History of Europe to 1715.

(GER 4A) Fall (3) Staff.

An introduction to Western civilization with emphasis on European political, economic, social and cultural developments and their influence in shaping our contemporary world. Students will be encouraged to examine fundamental trends and the uses of the historical method.

#### 112. History of Europe since 1715.

(GER 4A) Spring (3) Staff.

An introduction to Western civilization with emphasis on European political, economic, social and cultural developments and their influence in shaping our contemporary world. Students will be encouraged to examine fundamental trends and the uses of the historical method.

**121. American History to 1877.***(GER 4A) Fall (3) Staff.*

An introduction to the history of the United States from its origins to 1877. Topics include the development of the American colonies and their institutions, the Revolution, the creation of the federal union, the people of America, the Civil War and Reconstruction.

**122. American History since 1877.***(GER 4A) Spring (3) Staff.*

An introduction to the history of the United States from 1877 to the present. Topics include major political, social and economic developments since 1877, overseas expansion, the two world wars, the Cold War and the post-Cold War era.

**131. Survey of Latin American History to 1824.***(GER 4B) Fall (3) Konefal, Lane, Staff.*

The development of Latin America from Pre-Columbian times to 1824 with emphasis on the interaction of European, Indian and African elements in colonial society.

**132. Survey of Latin American History since 1824.***(GER 4B) Spring (3) Konefl, Lane, Staff.*

The development of Latin America from 1824 to the present, emphasizing the struggle for social justice, political stability and economic development.

**141. Survey of East Asian Civilization to 1600.***(GER 4B) Fall (3) Canning, Han.*

An introduction to the political, social and cultural history of East Asia to 1600.

**142. Survey of East Asian Civilization since 1600.***(GER 4B) Spring (3) Canning, Han.*

An introduction to the political, social and cultural history of East Asia since 1600.

**150W. Freshman Seminar.***Fall and Spring (4,4) Staff.*

A course designed to introduce freshmen to the study of history. Sections with a "W" designation enable students to fulfill the Lower-Division Writing Requirement. Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. These courses may be repeated for credit if there is no duplication of topic. Priority given to freshmen.

**161. History of South Asia.***(GER 4B) Fall and Spring (3,3) Zutshi, Staff.*

Drawing on the latest multidisciplinary scholarship and visual materials on South Asia, this course examines the ancient, medieval, and modern history of the Indian Subcontinent. Themes include concepts of sovereignty, colonialism, nationalism, partition, religious identities, economic developments, and center-region disputes.

**171. The Modern Middle East to 1800.***(GER 4B) Fall (3) Rafiq.*

A historical review of the modern Middle East to 1800 that emphasizes political and socio-economic developments.

**172. The Modern Middle East since 1800.***(GER 4B) Spring (3) Rafiq.*

A historical review of the modern Middle East since 1800 that emphasizes the political and socio-economic changes of recent decades. Arab-Israeli conflict and the peace process as well as the Islamic revival will receive close examination.

**181. African History to 1800.***(GER 4B) Fall (3) LaFleur, Pope, Staff.*

A thematic approach to socio-economic and political change in Africa from early times to 1800. Emphasis is on African cultural heritage, state building, internal and external trade, and interaction with outside forces: Islam, Christianity and colonialism, as well as on Africa's most pressing problems of the time.

**182. African History since 1800.***(GER 4B) Spring (3) LaFleur, Staff.*

A thematic approach to socio-economic and political change in Africa since 1800. Emphasis is on African cultural heritage, state building, internal and external trade, and interaction with outside forces: Islam, Christianity and colonialism, as well as on Africa's most pressing current problems.

**183. Introduction to the African Diaspora.***(GER 4C) Fall or Spring (3) Vinson.*

This introductory course begins with the migrations of Africans to the Americas during the Atlantic Slave Trade era, the development of new identities in their new societies and their continued connections to Africa.

**191. Global History to 1500.***(GER 4B) Fall (3), Bossenga, Lane, Staff.*

An introduction to the history of the world, with emphasis on civilizations, cultural diversity, global conflict and global convergence.

**192. Global History since 1500.***(GER 4C) Fall (3), Bossenga, Lane, Strikwerda, Staff.*

An introduction to the history of the world, with emphasis on civilizations, cultural diversity, global conflict and global convergence.

**211. Topics in History.***Fall (3) Staff.*

A course designed especially for freshmen and sophomores who have taken AP European or AP American history in high school. (These courses may be repeated for credit if there is no duplication of topic.) Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu.

**212. Topics in History.***Spring (3) Staff.*

A course designed especially for freshmen and sophomores who have taken AP European or AP American history in high school. (These courses may be repeated for credit if there is no duplication of topic.) Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu.

**215. The World of Thomas Jefferson.***Fall or Spring (3) Wells.*

An examination of the life and times of Thomas Jefferson. Topics include the world of Jefferson's youth and the momentous issues that crystallized during the latter decades of the eighteenth century.

**216. American History & Historic Sites.***Fall and Spring (4,4) Whittenburg.*

American History & Historic Sites: Either "From the Founding of Jamestown through the American Revolution" or "From the American Revolution through the American Civil War." Classes meet ALL DAY at historic sites and museums. This course satisfies the Major Computing Requirement. Please contact instructor for details and permission to enroll.

**220. Williamsburg: Colonial and Revolutionary.***Fall or Spring (3) Whittenburg, Richter.*

Early American history through the lens of the Williamsburg experience. Topics: politics, social structure, gender, religion, race and the economy from the establishment of Jamestown in 1607, to the Middle Plantation settlement of the mid-1600s, the transfer of the capital from Jamestown to Williamsburg, and the impact of the American Revolution on this city.

**221. United States Women's History, 1600 to 1877.***(GER 4A) Fall (3) Meyer.*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes in this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. (Cross listed with WMST 221)

**222. United States Women's History since 1877.***(GER 4A) Fall and Spring (3,3) Meyer.*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes in this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1879. (Cross listed with WMST 222)

**223. Pacific War.***(GER 4C) Fall or Spring (3) C. Brown.*

This course examines the violent contact between Japan and the United States in the Pacific during World War II, with a comparative focus on conceptions of race, honor and national identity. The course employs primary and secondary sources, as well as films. This course satisfies the department's computing requirement.

**224. Southern Cultures: Field Holler to NASCAR.***(GER 4A) Fall or Spring (3) Nelson.*

This class will explore one of the most repressive regions in the US: the Southern worlds of plantation, slave quarter, and hillbilly-hideout. How did blues and country music emerge? How did the literature of Faulkner, Ralph Ellison, and Carson McCullers grow out of the South? How did stock car racing grow out of moon shining?

**226. The American West since 1890.***(GER 4A) Fall or Spring (3) Fisher.*

The Trans-Mississippi West after the "closing of the frontier." Topics include environmental change, economics, urbanization, race, class, gender, regional identity, and popular culture.

**228. The United States, 1945-1975: Society, Thought, and Culture.***Fall or Spring (3) McGovern.*

An exploration of the principal forces shaping the contours of American culture, society and thought in the pivotal first three decades after World War II.

**230. History of Modern South Africa.***(GER 4C) Fall or Spring (3) Vinson.*

This course provides a detailed examination of segregation and apartheid in twentieth century South Africa and charts the development and ultimate success of the anti-apartheid movement that led to the 'miracle' of a democratic South Africa.

**231. The Global Color Line: U.S. Civil Rights and South African Anti-Apartheid Politics.***(GER 4C) Fall or Spring (3) Vinson.*

This course examines the Civil Rights movement as part of a centuries-long tradition of black freedom struggles. The course also compares the Civil Rights movement with the South African anti-apartheid struggle and shows the close transnational relationship between African Americans and black South Africans. (Cross listed with AFST 312)

**235. African American History to Emancipation.***(GER 4A) Fall (3) Ely, Allegro, Staff.*

A survey of African American history from the colonial period to emancipation. (Cross listed with AFST 306 and AMST 350)

**236. African American History since Emancipation.***(GER 4A) Spring (3) Ely, Allegro, Staff.*

A survey of African American history from emancipation to the present. (Cross listed with AFST 303 and AMST 350)

**237. American Indian History: Pre-Columbian and colonial period to 1763.***(GER 4B) Fall and Spring (3,3) Fisher, Rushforth.*

A survey of American Indian history to 1763.

**238. American Indian History since 1763.***(GER 4B) Fall and Spring (3,3) Fisher, Rushforth.*

A survey of American Indian history since 1763.

**239. Pan-Africanism: History of a Revolutionary Idea.***(GER 4C) Fall or Spring (3) Vinson.*

This course surveys the history of Pan-Africanism, a global political movement that considers Africans and diasporic blacks to have a common history, present and future, often proclaiming an objective of African political, socio-economic and cultural self-determination and asserting a fierce pride in African history and culture. (Cross listed with AFST 314)

**240. The Crusades.***(GER 4C) Fall (3) Daileader.*

The history of the crusading movement during the Middle Ages. The course focuses on the changing nature of Christian-Muslim relations and on the Crusades' cultural and geopolitical ramifications. Readings consist primarily of contemporary Latin, Greek, and Arabic sources (in translation).

**241. European History, 1815-1914.***(GER 4A) Fall (3) Benes, Staff.*

From the Congress of Vienna to the start of World War I. Investigates the industrial revolution, liberalism, socialism, imperialism and the various contexts of World War I.

**242. European History, 1914-1945.***(GER 4A) Spring (3) Benes, Staff.*

This course investigates World War I, German inflation and worldwide depression, fascism, the trajectory of World War II and the collapse of the old order in 1945. Attention also given to the culture of modernism.

**243. Europe since 1945.***(GER 4A) Fall and Spring (3, 3) Koloski, Staff.*

Topical survey of Europe east and west since World War II. Includes postwar recovery, geopolitical tensions and the Cold War, imperialism, protest movements of the 1960s and 1970s, communism and its collapse, a united Europe in theory and practice.

**265. Postwar Japan.***(GER 4B) Fall (3) Han.*

An examination of various aspects of post-World War II Japan. After an intensive look at politics and the economy, the course explores such topics as the popularity of new religions, changing attitudes toward sex and marriage, Japan's new nationalism, Japan's role in the larger Asian region and beyond, and the culture and life of Tokyo. Several documentaries and movies will be shown. (Open to all students, including freshmen and sophomores with AP history credit or exemptions.)

**270. Nation, Gender, and Race in South Asia.***(GER 4B) Fall or Spring (3) Zutshi.*

This course examines the often inter-linked roles and definitions of nation, gender, and race, how these factors both undermined and reinforced British rule, and how they reshaped social relations in South Asia. Assignments include films, novels, memoirs, and travelogues.

**280. West Africa Since 1800.***(GER 4B) Fall and Spring (3,3) Staff.*

Explores the survival of West Africans in ancient environments, subsequent challenges in trans-Saharan and Atlantic slave trade, colonial overrule, political independence, and ever-increasing globalization as well as relocation to rural America in the early Atlantic era and eventually to contemporary American cities. (Cross listed with AFST 308)

**300. The Caribbean.***Fall or Spring (3) Staff.*

A survey of the colonial history of the region followed by an analysis of the economic, social and political developments of the 19th and 20th centuries in the major island and mainland states.

**304. Brazil.***Fall or Spring (3) Lane, Staff.*

Antecedents of modern Brazil, 1500-present, with accent on economic, social and cultural factors as well as on political growth in the Portuguese colony, the Empire and the Republic.

**305. History of Mexico.***Fall or Spring (3) Konefal, Staff.*

Development of the Mexican nation from the Spanish conquest to the present. Sequential treatment of the interaction of Spanish and Indian cultures, expansion of the frontier, independence, 19th-century liberalism and caudillism, the Mexican Revolution of 1910 and its institutionalization.

**310. African Americans and Africa.***Fall or Spring (3) Vinson.*

This course explores the political, socio-economic, educational and cultural connections between African Americans and Africa. It examines the close linkages but also the difficulties between Africans and diasporic peoples in the modern era.

**311. Topics in History.***Fall (1-4) Staff.*

Intermediate level topics courses open to all students but preferably those with previous experience in 100- and/or 200-level history courses. (These courses may be repeated for credit if there is no duplication of topic.)

**312. Topics in History.***Spring (1-4) Staff.*

Intermediate level topics courses open to all students but preferably those with previous experience in 100- and/or 200-level history courses. (These courses may be repeated for credit if there is no duplication of topic.)

**313. Topics in Women's History.***Fall and Spring (3,3) Staff.*

Intermediate level topics course open to all students but preferably to students who have completed History/WMST 221 and/or History/WMST 222. (This course may be repeated for credit if there is no duplication of topic.)

**319. The Nuclear World.***Fall or Spring (3) Kitamura.*

This course explores the emergence of nuclear technology and its widespread impact on global politics, business, and culture from World War II to the present day.

**321: Topics in Civil Rights.***Fall or Spring (3) Vinson, Staff.*

The description and organization of this course will vary in accordance with different interests and expertise of each individual instructor.

**324: African Diaspora (II).***Fall or Spring (3) Vinson.*

This course examines the African Diaspora since 1800 with major themes including the end of slavery, the fight for full citizenship and the close interactions between diasporic blacks and Africans. Students who have already taken HIST 183 (Introduction to the African Diaspora) are particularly encouraged to take this more advanced class.

**325: The Rise and Fall of Apartheid.***Fall or Spring (3) Vinson.*

This class explores the rise and fall of apartheid, the system of rigid racial segregation and domination that existed in South Africa from 1948 to 1994. It examines the successful anti-apartheid movement but also considers apartheid's legacy in contemporary South Africa.

**328. Modern Japanese History.***Fall or Spring (3) Han.*

A history of Japan from the Tokugawa period (1600-1868) to the present, with emphasis on the 19th, 20th and 21st centuries.

**329. Modern Chinese History.***Fall (3) Canning.*

A history of China from 1644 to the present focusing on China's imperial system, the experiment with republican government, and China under communist rule since 1949. This course satisfies the department's computing requirement.

**330. America and China: U.S.-China Relations since 1784.***Spring (3) Canning.*

A study of U.S.-China relations from 1784 to the present, with special attention to Sino-American relations in the 20th and 21st centuries. This course satisfies the department's computing requirement.

**332. Modern Korean History.***Fall or Spring (3) Staff.*

An examination of the major developments and issues in modern Korean history, including the collapse of the traditional order, Japanese colonial rule, the emergence of distinct political regimes in the north and south and north-south confrontation.

**335. Historians and Computers.***Fall or Spring (3) Whittenburg.*

This course satisfies the department's computing requirement by introducing skills commonly employed by historians. It attempts to demystify computers by introducing their physical parts and the basics of computer jargon. It also discusses the impact of computers on the history profession.

**336. Ethnographic History.***Fall or Spring (3) R. Price.*

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Cross listed with ANTH 472 and AMST 434)

**339. Writing and Reading Culture.***Fall or Spring (3) R. Price.*

Trends in ethnography (and ethnographic history) during the past two decades. Students will begin with a "classic monograph," go on to read about the "crisis" in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Cross listed with AMST 470 and ANTH 490)

**340. Maroon Societies.***Fall or Spring (3) R. Price.*

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States. (Cross listed with AMST 412 and ANTH 432)

**345. Exploring the Afro-American Past.***Fall or Spring (3) R. Price.*

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in Anthropology, History and Literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts. (Cross listed with AMST 402 and ANTH 429)

**355. Medieval Europe to 1000.***Fall (3) Daileader.*

Europe from the fall of the Roman Empire to the Viking invasions. Investigates the triumph of Christianity over paganism, barbarian invasions, interaction of German and Roman societies, rise and collapse of Carolingian Empire.

**356. Medieval Europe since 1000.***Spring (3) Daileader.*

Europe during the High and Late Middle Ages. Emphasis on social, cultural and religious transformations of these periods; some attention to political narrative.

**358. The European Renaissance.***Fall or Spring (3) Homza.*

Investigation into the intellectual emphases and social and political contexts of humanist practices in Europe between 1314-1598. Attention to historiography and historical method.

**359. The Reformation in Western Europe.***Fall or Spring (3) Homza. Prerequisite: HIST 111 or consent of instructor.*

An investigation into the Catholic and Protestant Reformations in early modern Europe, 1500-1700. Examination of the foundations and effects of religious upheaval and codification. Attention to literacy, printing, the family, the creation of confessional identity and historiography.

**363. The Age of Absolutism and Revolution in Europe, 1648-1789.***Fall (3) Schechter.*

An intensive survey of Europe in transition: absolutism, enlightenment, enlightened despotism. This course satisfies the department's computing requirement.

**364. The Age of Absolutism and Revolution in Europe, 1789-1870.***Spring (3) Schechter.*

An intensive survey of Europe in transition: revolution, industrialization and the emergence of the modern state. This course satisfies the department's computing requirement.

**365. Ancient History (I).***(GER 4A) Fall (3) Donahue. (Not open to freshmen)*

Ancient civilization from prehistoric times to the ancient Orient and Greece. (Cross listed with CLCV 311)

**366. Ancient History (II).***(GER 4A) Spring (3) Donahue. (Not open to freshmen)*

Ancient civilization: the rise and fall of the Roman Empire. (Cross listed with CLCV 312)

**369. The History of Britain from the mid-15th to the late 18th Centuries.***Fall (3) Levitan, Staff.*

A survey of the political, social, economic, and cultural history of Britain.

**370. The History of Britain from the late 18th Century to the Present.***Spring (3) Levitan, Staff.*

A survey of the political, social, economic, and cultural history of Britain.

**373. East Central Europe.***Fall or Spring (3) Koloski, Staff.*

Modern history of the east-central region of Europe between Germany and Russia. Topics include: 19th century multi-national empires, 20th century (re)emergence of nation-states, citizens' struggles to define political, social, and cultural identities despite foreign domination, and post-1989 developments.

**377. The History of Russia to 1800.***Fall (3) Corney.*

The political, cultural and intellectual development of Russia. From Kievan Rus' to the end of the 18th century, tracing the Mongol occupation, the rise of Muscovy and the Romanov dynasty.

**378. The History of Russia since 1800.***Spring (3) Corney.*

The political, cultural and intellectual development of 19th and 20th century Russia, tracing the twilight of the Romanovs, the rise of socialist thought, and the Communist state.

**382. History of Spain.***Fall or Spring (3) Homza.*

A survey of Spanish history from 1478 to 1978 that also asks students to investigate cultural, political and social issues in depth, such as the goals of inquisitors, the question of Spanish decline and the context of the Civil War.

**383. The History of Germany to 1918.***Fall (3) Benes, Staff.*

Origins and establishment of the modern German state to the First World War.

**384. History of Germany since 1918.***Spring (3) Benes, Staff.*

Establishment and course of Hitler's Third Reich, development of two Germanies since 1945, and their subsequent reunification.

**385. History of France, 1648 to 1800.***Fall (3) Bossenga, Schechter, Staff.*

Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancient regime and Revolution.

**386. History of France, 1800 to the Present.**

*Spring (3) Bossenga, Schechter, Staff.*

1800 to the present with special attention to social and economic problems as well as to the politics of 20th and 21st century France.

**387. England Under the Tudors, 1485-1603.**

*Fall (3) Popper, Staff.*

A survey of developments in English political, social, intellectual, cultural, and religious history from the ascension of Henry VII in 1485 to the death of Elizabeth I in 1603.

**388. Britain Under the Stuarts, 1603-1714.**

*Spring (3) Popper, Staff.*

A survey of the political, religious, cultural, social, and intellectual history of the British Isles from the coronation of James VI and I in 1603 to the death of Queen Anne in 1714.

**391. Intellectual History of Modern Europe: Renaissance to the Enlightenment.**

*Fall (3) Benes, Staff.*

Cultural and intellectual development of the Western world from the end of the Middle Ages to the Enlightenment.

**392. Intellectual History of Modern Europe: 19<sup>th</sup> to the 21<sup>st</sup> Centuries.**

*Spring (3) Benes, Staff.*

Cultural and intellectual development of the Western world from the Enlightenment to the present.

**400. Colonial and Revolutionary Virginia.**

*Fall or Spring (3) Staff.*

A specialized study of the founding and development of the Virginia colony with special emphasis on the evolution of its social and political structure.

**410. History of Vernacular Architecture.**

*Fall or Spring (3) Lounsbury, Kern.*

The study of everyday buildings as historical documents. The course, which includes site visits, covers recording techniques, research strategies, theoretical approaches, landscape architecture and other topics. (Cross listed with AMST 470)

**411. Colonial North America, 1492-1763.**

*Fall (3) Mapp, Rushforth.*

A survey of the history of North America north of Mexico from the beginnings of sustained European contact through the end of the Seven Years' War.

**412. The American Revolution, 1763-1789.**

*Spring (3) Mapp.*

An in-depth study of the origins of the American independence movement, the struggle between the rebellious colonies and the British Empire, the formation of the United States, and the salient cultural and social developments of the Revolutionary era.

**415. Antebellum America.**

*Fall or Spring (3) Sheriff.*

Covering the period from 1815-1850, this course examines the social, political, economic and cultural transformations in the pre-Civil War United States.

**416. The Civil War Era.**

*Fall or Spring (3) Nelson, Sheriff.*

Examines the social, political, economic, and cultural history of the United States from 1850-1877. Military campaigns receive only minimal coverage.

**417. Old South.**

*Spring (3) Staff.*

The American South from its colonial origins to the defeat of the Confederacy, including as major topics social structure, economic and geographic expansion, slavery as a system of profit and social control, the growth of southern sectionalism, and the southern mind.

**418. U.S. Gilded Age.**

*Fall or Spring (3) Nelson.*

1866-1901. Explores the collapse of Reconstruction and the rise of big business. Topics include Victorian sexuality, the Jim Crow South, craft unionism, cities in the West and literary naturalism. This course satisfies the department's computing requirement. Preference to juniors and seniors. (Cross listed with LCST 401)

**426. The Invasion of North America.**

*Spring (3) Rushforth.*

An introduction to the exploration, exploitation and colonization of eastern North America by the Spanish, French, English and Dutch; their cultural interaction with Native Americans in war and peace.

**428. United States Military History, 1860-1975.**

*Fall or Spring (3) Staff.*

An examination of the growth of the U.S. military establishment and the exercise of and changes in military strategy and policies, as shaped by political, social and economic factors. Crucial to our inquiry will not only be discussions about the decisions and attitudes of ranking military and civilian leaders but also an analysis of the lives and circumstances of enlisted personnel, lower-ranking officers and civilian support staff.

**431. United States Immigration History.**

*Fall or Spring (3) Hahamovitch. Prerequisite: HIST 121 and 122.*

An introduction to the history of immigration to the United States from 1789 to the present. Emphasizing immigration from Ireland, China, Mexico and Eastern Europe, the course focuses on the history of U.S. immigration policy. It involves short lectures and discussions.

**433. U.S. Foreign Relations, 1763-1900.**

*Fall (3) Kitamura.*

An examination of U.S. interactions with the wider world from 1763 to 1900. Topics include top-level policymaking, business exchange, cultural interaction, population movement, military confrontation, social control, racial affairs, and gender relations.

**434. U.S. Foreign Relations, 1901 to the Present.**

*Spring (3) Kitamura.*

An examination of U.S. interactions with the wider world from 1901 to the present day. Topics include top-level policymaking, business exchange, cultural interaction, population movement, military confrontation, social control, racial affairs, and gender relations.

**435. America and Vietnam.**

*Spring (3) Staff.*

An examination of the United States' role in Vietnam from 1945 to the present. The political, cultural, ideological and economic ramifications of the United States involvement will be analyzed from the American as well as the Vietnamese perspective.

**437. American Cultural and Intellectual History from the Beginnings through the Early National Period.**

*Fall (3) C. Brown.*

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis on the transit of European culture, regionalism and the emergence of the ideology of American exceptionalism.

**438. American Cultural and Intellectual History from the Early National Period through the Early 20<sup>th</sup> Century.***Spring (3) C. Brown.*

An interdisciplinary approach to the development of colonial and early national American culture and society. Explores the social construction of knowledge, race, gender and class in the 19<sup>th</sup>- and early 20<sup>th</sup>-century United States, through an intensive reading of primary sources.

**448. Public History.***Fall (3) Kern.*

This course uses Colonial Williamsburg to explore the meaning of "history," focusing on ways that knowledge of the past is presented in various media and formats, from monographs, movie and video documentaries to museum interpreters on Duke of Gloucester Street.

**451. African Religions in the Diaspora.***(GER 4C) Spring (3) Phillips.*

Survey of the cultural retention and change of African religions in the Diaspora. Considers the encounter between African, indigenous, and European religions in the context of slavery and freedom.

**452. Free and Enslaved Blacks in the Old South.***(GER 4C) Fall (3) Ely.*

Free and enslaved Afro-Southerners' relations with one another and with whites from colonization to the Civil War. Themes include the variety of human experience under the slave regime; cultural affinities and differences among blacks, and between black and white Southerners.

**†467,468. Independent Study.***Fall and Spring (3,3) Staff.*

A tutorial designed primarily for history majors who wish to pursue independent study of a problem or topic. Programs of study will be arranged individually with a faculty supervisor. Admission by consent of the chair of the department. (These courses may be repeated for credit if there is no duplication of topic.) Students must have a 3.0 cumulative grade point average to pursue independent study in history.

**471C. Contemporary Russia.***Spring (3) Corney.*

A seminar on topics in Russian history, 1953 to the present. Themes include the legacy of the Stalin era and issues of continuity and change in the post-Stalin years. The collapse of the Soviet Union and the problems of post-Communist Russia are also examined.

**472C. The Russian Revolution.***Fall (3) Corney.*

The origins, course and impact of revolution in 20th-century Russia, c. 1905-1953. Considerable use is made of primary materials. Themes include the dilemmas of late imperial Russia, the impact of modernization and war, and the issue of totalitarianism.

**479C. The New South.***Fall (3) Staff.*

An examination of the political, economic, social and intellectual developments in the South since the Civil War. Readings will include both primary and secondary materials.

**487C. The Age of Exploration, 1450-1600.***Fall and Spring (3,3) Rushforth, Mapp.*

An introduction to the European exploration of the rest of the world before, during and after the voyages of Christopher Columbus, with an emphasis on the Americas.

**490. Topics in History.***Fall (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**Topics for Fall 2009:****NIAHD Field School in Public History.** *Kern.*

This course is designed to give students practical experience in a museum setting with a background of readings in public history and regular classroom discussion sessions designed to promote both critical and scholarly engagement with an individually chosen topic. The instructor will work with students before the start of the semester to arrange for a museum professional to host the student in a professional working environment for about ten hours a week in addition to the class meetings.

**Jamestown Rediscovered.** *Kelso, Whittenburg.*

Recent Historical and Archaeological Research at Jamestown. The discoveries and interpretation of more than a dozen years of archaeological and related historical research focusing on the founding of Jamestown during Virginia Company rule, 1607-1624, will be the primary emphasis of this course. The course will be led by Dr. William M. Kelso and the staff of research scholars of the archaeological program at Jamestown known as Jamestown Rediscovery. It will consider the Jamestown Rediscovery archaeological process, the useful and decorative arts of the first quarter century of Virginia settlement, an overview of forensic analysis of early Jamestown burials, the archaeology of the evolving representative government at Jamestown, computer-based recording and analysis, and the interplay of documentary, archaeological, anthropological and scientific evidence. Classes will take place at Jamestown Island. Transportation by van will be provided by the National Institute of American History & Democracy

**491. Topics in History.***Spring (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**490C. Topics in History.***Fall (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**491C. Topics in History.***Spring (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**492. Problems in Modern History.***Fall or Spring (3) Staff.*

Topics change each year. (This course may be repeated for credit if there is no duplication of topic.)

**†495-496. Honors.**

*Fall and Spring (3,3) Staff.*

Students admitted to honors study in history will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of historical literature; (b) submission of a scholarly thesis to his or her advisor two weeks before the last day of classes of his or her graduating semester; (c) a comprehensive oral examination. Admission by consent of the department chair. The department's honors program guidelines are available on the department's website and in hard copy (consult the department secretary). For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

**The National Institute of American History and Democracy**

The National Institute of American History and Democracy (NIAHD) is a partnership between the College of William and Mary and The Colonial Williamsburg Foundation. It is dedicated to the study of the American past, material culture, and museums. The NIAHD sponsors the Williamsburg Collegiate Program in Early American History, Material Culture, and Museum Studies. This is a certificate program, combining museum internships, material culture field schools, and coursework at the College of William and Mary. It is open to any degree-seeking student in good standing in any discipline at the College of William and Mary. The NIAHD sponsors special courses in History, American Studies, and Anthropology, many taught by experts from The Colonial Williamsburg Foundation in such fields as Historical Archaeology, Public History, and Vernacular Architectural History. Students officially enrolled in the Collegiate Program have priority in registering for these special courses, but they are open to any William and Mary students on a space-available basis. The National Institute of American History and Democracy also sponsors the William and Mary Pre-Collegiate Summer Program in Early American History for high school students. More information is available on all NIAHD Programs at <http://www.wm.edu/niahd>.

## Interdisciplinary Studies

PROFESSOR Schwartz, Director.

The curriculum of the Faculty of Arts and Sciences provides for interdisciplinary majors that fall into two categories. First, a student, working in consultation with a faculty advisor, may formulate an interdisciplinary major that is uniquely tailored to his or her interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed major must be approved by the Committee on Honors and Interdisciplinary Studies (CHIS). Normally, students pursuing an interdisciplinary major base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved.

Second, requirements have been established for interdisciplinary majors in the following areas: Africana Studies, Environmental Science/Studies, Linguistics, Literary and Cultural Studies, Medieval and Renaissance Studies, Neuroscience, and Women's Studies.

Applications for interdisciplinary majors must adhere to the Registrar's deadlines for declaring a primary major. In addition, all applications for interdisciplinary majors as a change of major or secondary major must be submitted to the Committee on Honors and Interdisciplinary Studies before the beginning of preregistration for the first semester of the student's senior year. All interdisciplinary programs must be compatible with the degree requirements for Arts and Sciences. Each major must fulfill the Major Writing Requirement by earning a grade of C- or better in the course designated as the writing course within the program submitted to CHIS. Each major must also fulfill the Computer Proficiency Requirement by earning a grade of C- or better in the course designated as the computer proficiency course within the program submitted. CHIS, or the appropriate advisory committee, must approve the designation of courses that fulfill the writing and computer proficiency requirements.

### Majors

#### Africana Studies.

See page 63.

#### Environmental Science/Studies.

See page 110.

#### Linguistics.

See page 155.

#### Literary and Cultural Studies.

See page 156.

#### Medieval and Renaissance Studies.

See page 162.

#### Neuroscience.

See page 189.

#### Women's Studies.

See page 216.

### Minors

Interdisciplinary minors are offered in Africana Studies (see page 63), Biochemistry (see page 83), Community Studies (see page xxx), Environmental Science and Policy (see page XX), Film Studies (see page 113), Italian Studies (see page 179), Judaic Studies (see page 149), Literary and Cultural Studies (see page 156), Linguistics (see page 155), Marine Science, (see page XXX), Medieval and Renaissance Studies (see page 162), and Women's Studies (see page 216). Students may not create other interdisciplinary minors.

### Description of Courses

The following interdisciplinary courses are taught by individual instructors or by a group of instructors who wish to explore a subject outside the present departmental programs. They are coordinated by the Charles Center.

#### 150W. Freshman Seminar.

*Fall and Spring (4,4) Staff.*

A course designed to introduce freshmen to topics in interdisciplinary studies. All interdisciplinary freshman seminars satisfy the lower division writing requirement.

#### 160. Digital Information Literacy.

*Spring (1) Swem Reference Staff.*

Examines how computers process digital information; communicating using computers; security and privacy issues; analyzing research needs; finding information electronically; evaluating the information found; and information ethics.

#### 322. Introduction to Library Resources.

*Fall and Spring (1,1) Showalter.*

Course Objectives: to gain an understanding of the role of libraries and information in American culture and society today; to acquire a theoretical and logical approach to information gathering; to learn the practical skills of identifying, locating, evaluating, and effectively using print and electronic information sources.

#### †480. Independent Study.

*Fall and Spring (1-4,1-4) Staff.*

For majors who have completed most of their major requirements and who have secured approval of the Committee on Honors and Interdisciplinary Studies and that of the instructor(s) concerned. An interdisciplinary major may include no more than six hours of Independent Study.

#### \*491. Short Course in Interdisciplinary Studies.

*Fall and Spring (1,1) Staff.*

This course may be repeated for credit if topics vary.

#### †495-496. Interdisciplinary Honors.

*Fall, Spring (3,3) Staff.*

Students admitted to Interdisciplinary Honors will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission of an Honors essay two weeks before the last day of classes of the semester in which the essay is being completed; (c) satisfactory performance in an oral examination on the subject matter of the Honors essay. The procedures and standards for Interdisciplinary Honors will be those in force in the department of the students primary faculty advisor. The primary faculty advisor, with the approval of CHIS, may make appropriate changes to those procedures and standards. Requests for these exceptions must accompany the student's proposal to do Honors. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

#### 499. Washington Semester Internship.

*Fall and Spring (6) Staff. Corequisite: enrollment in Washington Program*

This course combines an internship experience in Washington, D.C., with individual research supervised by the Washington Program instructor and results in a substantial paper. Only students already accepted into the Washington Program are eligible to enroll.

### Sharpe Community Partnerships Program

The Sharpe Program provides freshmen and upper-level students with opportunities to integrate service and other community-based projects into academic classes. For additional information, please contact Monica Griffin, Director.

#### 100. The College and the Community.

*Fall and Spring (1, 1) Griffin. Co-requisite: Must be taken along with a designated Sharpe freshman course.*

This course introduces freshman Sharpe Scholars to Williamsburg, especially its history and prominent social issues that its citizens confront. It also introduces students to various forms of civic participation and provides them with the skills to carry out community-based projects. Sharpe Scholars all take this course in both the fall and spring of their freshman years. Repeatable for credit.

## International Relations

ASSOCIATE PROFESSOR **Michael Tierney**, Director. ASSISTANT PROFESSOR **Katherine Rahman**, Associate Director and Director of Advising.

The curriculum of the Faculty of Arts and Sciences provides for an interdisciplinary major in International Relations (INRL), the study of economic, historic, and political relations among nation-states. The International Relations concentration also addresses the interactions among states, markets, and non-state actors (such as international organizations, non-governmental organizations, and multi-national corporations). The curriculum has been designed to ensure that students address the major issues in the international arena from a variety of disciplinary perspectives. The major in International Relations is distinct from William and Mary's Global Studies program, which focuses on the culture, history, languages, literature, politics and religions of major world regions. If you are interested in such a course of study, you should see the Global Studies entry in this catalog.

In general, a major in International Relations includes courses from at least three departments. A detailed description of the degree program is provided below. Additional information about courses, prospective faculty advisors, and requirements is available on the International Relations website ([www.wm.edu/internationalrelations](http://www.wm.edu/internationalrelations)).

**Language Requirement.** Degrees in International Relations include a modern foreign language component which exceeds the College's proficiency requirement. Students in International Relations must either (1) complete three courses beyond the 202-level in at least one modern language OR (2) achieve 202-level proficiency in two modern languages and complete one course beyond the 202-level in one of those languages. Some freshman seminars may fulfill the IR language requirement. To count toward the language requirement, courses must be taught entirely in the target language.

**Major Writing Requirement (MWR).** The major writing requirement will be satisfied upon completion of the capstone seminar, internship, independent study or honors project.

**Major Computer Proficiency Requirement (CPR).** International Relations majors will satisfy the computer proficiency by successfully completing the concentration methods course requirement.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities which complement their International Relations major. With prior approval, many courses taken abroad may be applied to major or other requirements. Contact the Global Education office at the Reves Center for more information.

**Major Declaration.** A prospective major in International Relations should discuss their plans with a faculty advisor as soon as possible. See the IR website for details of declaring a concentration.

### Description of Courses

With the exception of Independent Study, special topics courses, internships and Senior Honors (see below), courses for an International Relations major are selected from those available in the curricula of the various departments and schools. Course descriptions appear elsewhere in the catalog.

### International Relations (INRL)

**300/300D. International Relations in Disciplinary Perspectives.** *Spring (4) Staff. Prerequisites: GOVT 204; ECON 101 & 102; HIST 192.*

INRL 300 is a team taught course that addresses contemporary issues in international relations from three distinct disciplinary perspectives. It examines what these disciplines can tell us about issues driving the choices of states, firms, NGOs, social groups, consumers, and citizens.

### 390. Topics in International Relations.

*Fall or Spring (1-4) Staff.*

Selected topics in International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

### 391. Short Course in International Relations.

*Fall or Spring (1) Staff.*

Selected topics in International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

### 480. Independent Study in International Relations.

*Fall and Spring (3,3) Staff.*

Independent Study is an option for majors who have completed most of their major requirements and who have secured approval from a supervising instructor. An IR major can include no more than six hours of independent study. Forms for this purpose are available from the IR program or may be downloaded from the Program's web site.

### 495-496. Senior Honors in International Relations.

*Fall, Spring (3,3) Staff.*

Students who wish to conduct an honors project must apply for admission to the Senior Honors program. As part of the application, students must submit a prospectus to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.4 grade point average in International Relations and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center.

Students admitted into the Senior Honors program in International Relations will enroll in these courses during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) meeting with the committee prior to the end of the first semester to present preliminary work, (3) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (4) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site.

### 498. Internship.

*Fall and Spring (credits to be arranged) Staff.*

An internship offers work experience while providing opportunities to apply and develop ideas, languages and research techniques outside the classroom. Internships must be developed in cooperation with an on-site internship supervisor and a sponsoring William and Mary faculty member and must be approved in advance.

### Description of Major

### INTERNATIONAL RELATIONS (INRL)

The International Relations major requires a minimum of thirty seven credits selected from the options listed under Parts A, B, C, D, and E below. In choosing courses, students are encouraged to work with their advisors to achieve an appropriate degree of substantive coherence across disciplines and analytical approaches. For example, a student might combine History 182 (African History) in Part E with Anthropology 335 (Peoples and Cultures of Africa) under Part C. Such choices should also be taken into

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consideration by the student in selecting the language(s) used to fulfill the language co-requisite.

### Part A: Core Curriculum (7 courses)

Part A represents the core of the IR major, and includes basic requirements in Government, Economics, and History. All courses must be taken, and no substitutions are allowed. Prerequisites in (parentheses).

- GOVT 204: Introduction to International Politics
- GOVT 328: International Political Economy (GOVT 204)
- GOVT 329: International Security (GOVT 204)
- ECON 475: International Trade Theory and Policy (ECON 101, 102, 303)
- ECON 476: International Finance Open Econ Macro (ECON 101, 102, 304)
- HIST 192: Global History since 1500
- INRL 300/300D: IR in Disciplinary Perspective (GOVT 204, HIST 192, ECON 101/102)

### Part B: Methods (1 course)

Part B includes courses designed to familiarize students with the basic methodological tools of disciplines contributing to the IR major. Students who intend to write an Honors thesis in IR should select the methods course that provides the necessary tools to complete the thesis. It may be fulfilled with any of the following courses:

- BUAD 231: Statistics
- GOVT 301: Research Methods
- GOVT 307: Political Polling and Survey Analysis
- ECON 307: Principles and Methods of Statistics
- PSYC 302: Experimental Methods (201, 202, 301 prerequisites, 302L co-req.)
- SOCL 352: Methods of Social Research (Soc 250)
- SOCL 353: Social Statistics (Soc 250 or consent)

### Part C: Social and Cultural Contexts (1 course)

Part C emphasizes the role that social and cultural contexts play in international relations, and exposes students to relevant disciplinary approaches. Students may fulfill part C with any of the following courses:

- ANTH 330: Caribbean Cultures (ANTH 202)
- ANTH 335: Peoples and Cultures of Africa
- ANTH 338: Native Cultures of Latin America
- GOVT 312: Politics of Developing Countries (GOVT 203)
- GOVT 334: Russian and Post-Soviet Politics
- GOVT 335: Politics of Eastern Europe
- GOVT 336: Governments and Politics of China and Japan
- GOVT 337: Politics in Africa
- GOVT 338: Latin American Politics and Government
- GOVT 339: Middle Eastern Political Systems
- HIST 280: West Africa
- HIST 300: The Caribbean
- HIST 304: Brazil
- HIST 305: History of Mexico
- HIST 325: Race, Culture, and Modernization in South Africa
- HIST 328: Modern Japanese History
- HIST 329: Modern Chinese History
- HIST 330: America and China: US-China Relations since 1784
- HIST 332: Modern Korean History
- HIST 340: Maroon Societies
- HIST 370: History of Britain since late 18th century
- HIST 373: East Central Europe
- HIST 378: The History of Russia since 1800
- HIST 384: The History of Germany since 1914
- SOCL 312: Comparative Sociology
- SOCL 313: Globalization and International Development

If students take more than one course from the Part C list, those courses may be used as electives to fulfill Part E.

### Part D: Capstone (1 course)

To fulfill part D, each student must successfully complete one of the following:

- INRL 495-496: Senior Honors in International Relations
- INRL 480: Independent Study in International Relations (3 credits)
- ECON 4XX400-level seminar in contributing department (approved IR topics only)
- GOVT 4XX
- HIST 4XX
- INRL 498: Three credit directed internship in contributing department (approved IR topic only, and must not be Pass/Fail).

### Part E: Electives (2 courses)

IR majors may choose any two courses from the list below, provided that no more than nine of the twelve total courses required for the concentration may come from the economics and/or government department. All the courses in Part C listed above can also count as Part E courses.

- ANTH 475: Globalization, Democratization and Neo-nationalisms
- ANTH 476: National Formations and Postcolonial Identities
- BUAD 417: International Banking and Trade Financing (BUAD 203, Econ 101, 102)
- ECON 300: Topics in Economics (approved IR topics only)
- ECON 342: Global Economic History (Econ 101, 102)
- ECON 382: Comparative Economics (Econ 101, 102)
- ECON 400: Topics in Economics (approved IR topics only)
- ECON 474: Seminar in International Economic Integration (ECON 303 304, and 475)
- ECON 483: Development Economics (ECON 303, 304)
- GOVT 322: Global Environmental Governance (GOVT 204)
- GOVT 324: U. S. Foreign Policy
- GOVT 325: International Organization (GOVT 204)
- GOVT 326: International Law (GOVT 204)
- GOVT 327: Intermediate International Relations Theory (GOVT 204)
- GOVT 330: Politics of European Cooperation (GOVT 204)
- GOVT 391: Topics in Government (International Relations topics only)
- GOVT 433: Theories of the International System
- GOVT 482: Geostrategic Thought
- HIST 131: Survey of Latin American History to 1824
- HIST 132: Survey of Latin American History, 1824 to present
- HIST 142: Survey of East Asian Civilization, 1600 to present
- HIST 161: History of South Asia
- HIST 172: The Modern Middle East II (1798-present)
- HIST 181: African History to 1800
- HIST 182: African History 1800 to the present
- HIST 211/212: Topics in History (only approved IR topics)
- HIST 223: Pacific War
- HIST 230: History of Modern South Africa
- HIST 231: The Global Color Line
- HIST 241: European History, 1815-1914
- HIST 242: European History, 1914-1945
- HIST 243: Europe Since 1945
- HIST 311/312: Topics in History (only approved IR topics)
- HIST 319: The Nuclear World
- HIST 325: The Rise and Fall of Apartheid
- HIST 431: United States Immigration History
- HIST 433: U.S. Foreign Relations, 1763-1900
- HIST 434: U.S. Foreign Relations, 1900-present
- HIST 435: America and Vietnam

HIST 490/491: Topics in History (International Relations topics only)  
HIST 490C/491C: Senior Colloquia in History (International Relations topics only)  
INRL 390: Topics in International Relations  
INRL 480: Independent Study  
PSYC 470: Topics in Psychology: Psychology of Peace Keeping (instructor permission required)  
RELG 323: Warfare and Ethics  
SOCL 408: Migration in Global Context  
SOCL 427: Globalization and the Environment  
SOCL 430: Comparative Studies in Gender and Work

## Judaic Studies

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PROFESSOR **Raphael**, Director.

A dynamic program in Judaic Studies affords an exceptional and unusual educational opportunity for students to cultivate an appreciation of the historic role played by Jewish culture and the Jewish religion in the development of human civilization.

Students in this minor will benefit from:

- academic rigor and dedication to intellectual training of the highest order,
- curriculum constantly invigorated by interdisciplinary perspectives,
- better understanding of the Jewish people, its culture, language, history, thought, religion, ethics, literature, and traditions.

### Requirements for Minor

**Required Credit hours:** 18 (of these, no more than 7 credits (including RELG 211) may be below the 300 level, and classes must be drawn from at least three departments).

**Core Requirements:** RELG 211 is the only required class. The remaining 15 credits must be chosen from the following list of approved courses:

RELG 203 History and Religion of Ancient Israel  
RELG 302 Torah  
RELG 304 Hebrew Prophets  
RELG 305 Biblical Wisdom: Job and Proverbs  
RELG 309 The Holocaust  
RELG 310 Topics in Judaic Studies  
RELG 315 Judaism in the Greco-Roman World (cross-listed as CLCV 321)  
RELG 326 Judaism in America  
RELG 327 Sexuality, Women, and Family in Judaism  
RELG 328 Midrash: Jewish Interpretations of Scripture  
RELG 329 The Rabbinic Mind  
HBRW 201 Reading the Bible in Hebrew I (cross-listed as RELG 205)  
HBRW 202 Reading the Bible in Hebrew II (cross-listed as RELG 206)  
HBRW 490 Topics in Biblical Hebrew  
GRMN 421 The Turn of the Century: Vienna and Berlin  
GRMN 422 The Weimar Republic  
GRMN 424 The Holocaust in German Literature and Film  
HIST 172 The Modern Middle East

Electives used towards the minor are restricted to the above list of classes. However, additions to this list will be considered on a yearly basis by a committee of Judaic Studies program faculty. Students must design their minor with an advisor who is a member of this program's faculty. Eligible faculty members are:

Michael Daise, Religious Studies  
Julie Galambush, Religious Studies  
Rob S. Leventhal, Modern Languages  
Marc Lee Raphael, Religious Studies and Director of the Program in Judaic Studies  
Na'ama Zahavi Ely, Classical Studies

## Kinesiology & Health Sciences

PROFESSORS **Kambis** (Chair), **J. Charles**, and **Deschenes**. ASSOCIATE PROFESSORS **Hall**, **Harris**, **Kohl**, **Looft-Wilson**, and **McCoy**. ASSISTANT PROFESSOR **Jackson**. INSTRUCTORS **K. Charles**, **Drake**, and **Whitley**.

### Requirements for Major

Kinesiology & Health Sciences prepares students for a wide variety of academic and professional pursuits in fields that specialize in human body movement and its effect on human health. Students can elect to earn a B.A. or B.S. in Kinesiology & Health Sciences or choose one of three concentrations as a Kinesiology & Health Sciences major: a B.A. in Kinesiology & Health Sciences with a concentration in Health; a B.S. in Kinesiology & Health Sciences with a concentration in Health Sciences; or a B.S. in Kinesiology & Health Sciences with a concentration in Premed.

**Required Credit Hours:** 34

**Major Computing Requirement:** KINE 308 or KINE 394

**Major Writing Requirement:** The major writing requirement in Kinesiology & Health Sciences may be satisfied by obtaining a C- or better in KINE 393, 455, 470, 471, 480, 481, 493, 495 or 496.

**Core Requirements:** Candidates for the B.S. degree in Kinesiology & Health Sciences must complete three additional courses in computer science, mathematics, biology, chemistry, geology, or physics. This is in addition to satisfying GER 1 and 2. KINE 303 and KINE 304 count toward these three courses.

### The B.S. in Kinesiology & Health Sciences:

Students receiving a B.S. degree in Kinesiology & Health Sciences must pass the following required courses:

KINE 303 Human Anatomy  
KINE 304 Human Physiology (GER2B)  
KINE 394 Statistics and Evaluation (GER1)  
One major writing course

Students receiving a B.S. degree in Kinesiology & Health Sciences must also pass at least two of the following courses:

KINE 308 Biomechanics of Human Movement  
KINE 320 Issues in Health  
KINE 322 Motor Learning  
KINE 350 Science of Nutrition (GER 2B)  
KINE 360 Physiology of Aging  
KINE 370 Exercise Psychology  
KINE 442 Exercise Physiology  
KINE 450 Cardiovascular Physiology  
KINE 455 Physiology of Obesity  
KINE 485 Cellular and Biochemical Effects of Exercise  
KINE 494 Environmental Human Physiology

### The B.A. in Kinesiology & Health Sciences:

Students receiving a B.A. degree in Kinesiology & Health Sciences must pass the following required courses:

Computer requirement course  
One major writing course

Students receiving a B.A. degree in Kinesiology & Health Sciences must also pass at least three of the following courses:

KINE 303 Human Anatomy  
KINE 304 Human Physiology (GER2B)  
KINE 308 Biomechanics of Human Movement  
KINE 322 Motor Learning  
KINE 350 Science of Nutrition (GER2B)  
KINE 400 Sport Psychology (GER3)  
KINE 442 Exercise Physiology  
KINE 493 Philosophy of Kinesiology (GER7)

### The B.S. in Kinesiology & Health Sciences with a concentration in Health Sciences:

Students receiving a concentration in Health Sciences must pass the following required courses:

KINE 200 Introduction to the Human Body (GER2B)  
KINE 303 Human Anatomy  
KINE 304 Human Physiology (GER2B)  
KINE 385 Epidemiology in Public Health  
KINE 394 Statistics and Evaluation (GER1)  
KINE 442 Exercise Physiology  
KINE 498 Internship

Students receiving a concentration in Health Sciences must also pass at least two of the following courses:

KINE 295 Scientific Principles of Exercise Prescription  
KINE 308 Biomechanics of Human Movement  
KINE 320 Issues in Health  
KINE 350 Science of Nutrition (GER2B)  
KINE 360 Physiology of Aging  
KINE 370 Exercise Psychology  
KINE 380 Introduction to Clinical Practice  
KINE 393 Health Ethics (GER7)  
KINE 410 Exercise in Public Health  
KINE 455 Physiology of Obesity

The remaining credits for the 34 total required for the concentration in Health Sciences may be taken from the following courses:

BIOL 106 Disease Biomedicine  
CHEM 103 General Chemistry I  
SOCL 362 Medical Sociology  
SOCL 405 Sociology of Aging

### The B.A. in Kinesiology & Health Sciences with a concentration in Health:

Students receiving a concentration in Health must pass the following required courses:

KINE 200 Introduction to the Human Body (GER2B)  
KINE 204 Introduction to Kinesiology  
KINE 385 Epidemiology in Public Health  
KINE 394 Statistics and Evaluation (GER1)  
KINE 393 Health Ethics (GER7)  
KINE 498 Internship

Students receiving a concentration in Health must also pass at least two of the following courses:

KINE 303 Human Anatomy  
KINE 304 Human Physiology (GER2B)  
KINE 320 Issues in Health  
KINE 350 Science of Nutrition (GER2B)  
KINE 410 Exercise in Public Health  
KINE 442 Exercise Physiology

The remaining credits for the 34 total required for a concentration in Health may be taken from the following courses:

SOCL 405 Sociology of Aging  
ANTH 309 Medicine and Culture  
ECON 456 Economics of Health Care  
GOVT 350 Introduction to Public Policy

### The B.S. in Kinesiology & Health Sciences with a concentration in Premed:

Students receiving a concentration in Premed must pass the following required courses:

KINE 303 Human Anatomy  
KINE 304 Human Physiology (GER2B)  
KINE 305 Human Physiology Laboratory (Lab)  
KINE 314 Dissection Human Anatomy Laboratory

or KINE 315 Human Anatomy Laboratory  
 KINE 320 Issues in Health  
 KINE 380 Introduction to Clinical Practice  
 KINE 393 Health Ethics (GER7)  
 KINE 394 Statistics and Evaluation (GER1)

Students receiving a concentration in Premed must also pass 10 additional credits from the following courses:

KINE 350 Science of Nutrition (GER2B)  
 KINE 360 Physiology of Aging  
 KINE 370 Exercise Psychology  
 KINE 385 Epidemiology in Public Health  
 KINE 410 Exercise in Public Health  
 KINE 442 Exercise Physiology  
 KINE 450 Cardiovascular Physiology  
 KINE 455 Physiology of Obesity  
 KINE 494 Environmental Human Physiology

A minimum of 30 credits in Kinesiology & Health Sciences must be completed for the major. In addition, the following courses are required for the Kinesiology & Health Sciences Premed concentration: BIOL220/221 and BIOL 225/226, PHYS 101/102 or 107/108, Chemistry 103/103L, 206/206L, 307/353, and 308/354. All Chemistry courses must be taken with the laboratory courses.

Many of these courses are required by medical schools even though they will be above the 34 hours required for the major in Kinesiology & Health Sciences. Other specialties such as Dental, Veterinary, Physical Therapy, or Nutrition may require additional/different courses. It is essential for all students considering health professions to consult with Dr. Bev Sher, Department of Biology (btsher@wm.edu) for academic guidance.

### Core Courses in Kinesiology & Health Sciences

150 Freshman Seminar  
 200 Introduction to the Human Body (GER2B)  
 204 Introduction to Kinesiology  
 295 Scientific Principles of Exercise Prescription  
 303 Human Anatomy  
 304 Human Physiology (GER2B)  
 305 Human Physiology Lab  
 308 Biomechanics of Human Movement  
 314 Dissection Human Anatomy Lab  
 315 Human Anatomy Laboratory  
 320 Issues in Health  
 321 Health and Human Movement  
 322 Motor Learning  
 335 Play, Sport and Culture  
 340 Motor Development (GER 3)  
 350 Science of Nutrition (GER 2B)  
 355 Sport and Gender  
 360 Physiology of Aging  
 365 Current Scholarship in Kinesiology  
 370 Exercise Psychology  
 380 Introduction to Clinical Practice  
 385 Epidemiology in Public Health  
 393 Health Ethics (GER 7)  
 394 Statistics and Evaluation (GER 1)  
 400 Sport Psychology (GER 3)  
 410 Exercise in Public Health  
 422 Motor Control  
 442 Exercise Physiology  
 450 Cardiovascular Physiology  
 455 Physiology of Obesity  
 460 Topics in Kinesiology  
 470/471 Independent Study in Kinesiology  
 480/481 Kinesiology Research  
 482 Research Methods, Design and Implementation  
 485 Cellular and Biochemical Effects of Exercise  
 493 Philosophy in Kinesiology (GER 7)  
 494 Environmental Human Physiology  
 495,496 Honors  
 498 Internship

### Requirements for the Minor

**Required Credit Hours:** 21

**Core Requirements:** All Kinesiology & Health Sciences minors must pass the following required courses:

KINE 303 Human Anatomy  
 KINE 304 Human Physiology

### Academic Classes

#### 150,150W. Freshman Seminar.

*Fall and Spring (3-4,3-4) Staff.*

An intensive exploration of a specific topic in kinesiology through reading, writing and discussion.

#### 200. Introduction to the Human Body.

*(GER2B). Fall (3) Deschenes.*

A broad-based examination of the human body. Structure and function of cells, tissues, and organ systems will be examined in a variety of applications such as lifespan, environmental and evolutionary adaptations.

#### 204. Introduction to Kinesiology & Health Sciences.

*Fall and Spring (3) Staff.*

An introduction to the study of human movement with emphasis upon historical, philosophical, socio-cultural, physiological, biomechanical and psychological aspects. This course provides an integrated set of general principles which are an appropriate preparation for further study in kinesiology and health sciences.

#### 295. Scientific Principles of Exercise Prescription.

*Fall (3) Staff.*

This course addresses the scientific basis of designing exercise programs for healthy individuals. Principles of overload, progression, and specificity are covered as well as intensity, frequency, duration, and mode. Various methods of training (endurance, interval, resistance, cross-training) are featured.

#### 303. Human Anatomy.

*Fall, Spring and Summer (3,3,3) McCoy. (Not open to freshmen.)*

Gross and histological study of the human organism with particular emphasis on the neuro-muscular systems as related to human movement.

#### 304. Human Physiology.

*(GER 2B) Spring (3) Deschenes.*

Detailed study of the manner in which different organ systems of the human body function.

#### 305. Human Physiology Lab.

*(Lab) Spring (1) Looft-Wilson. Corequisite or prerequisite: KINE 304.*

Experiments and demonstrations illustrating nerve and muscle function, sensory physiology, reflex activities, heart function and blood pressure and renal responses to fluid intake. Two laboratory hours.

#### 308. Biomechanics of Human Movement.

*Spring (3) McCoy. Prerequisite: KINE 303. Corequisite: KINE 308L.*

A study of the mechanical principles of the human body during movement. Two class hours, two laboratory hours.

#### 314. Dissection Human Anatomy Lab.

*Fall, Spring and Summer (1,1,1) McCoy. Corequisite or prerequisite: KINE 303.*

Examination of the human body through detailed cadaver dissection. Emphasis is placed on the skeletal, muscular, nervous, cardiovascular, and respiratory systems of the body. Four laboratory hours. There is a fee associated with this class

**315. Human Anatomy Lab.**

Fall, Spring and Summer (1,1,1) McCoy. Corequisite or prerequisite: KINE 303.

Examination of the human body through detailed cadaver examination. Emphasis is placed on the skeletal, muscular, nervous, cardiovascular, and respiratory systems of the body. Two laboratory hours. There is a fee associated with this class

**320. Issues in Health.**

Spring (3) Harris.

Contemporary issues in health are examined. These issues include immunity and AIDS; cancer and genetics; cardiovascular health and assisted suicides and abortion.

**321. Health and Human Movement.**

Fall (3) Staff.

A survey of several contemporary topics in health including but not limited to mental/emotional health, cardiovascular health, human sexuality, nutrition, psychoactive drugs, alcohol and ethical issues.

**322. Motor Learning.**

Fall and Spring (3,3) Kohl.

An introduction to the principles and concepts of learning basic to the acquisition and performance of physical skills. Factors and conditions affecting skill learning will be stressed. Emphasis will be placed on practical applications in instructional setting.

**335. Play, Sport and Culture.**

Summer (3) J. Charles.

An interdisciplinary examination of the significance of play, sport and other forms of human movement as socio-cultural phenomena. The course incorporates cross cultural analysis of play as an acculturation process and sport as an established institution.

**340. Motor Development.**

(GER 3) Summer (3) Kohl.

This course is designed to examine the growth and development of motor skills throughout the entire life span, and to investigate the changes in motor development from childhood and adolescence through older adulthood.

**350. Science of Nutrition.**

(GER2B) Fall, Spring and Summer (3,3,3) Kambis.

An introductory course beginning with the anatomy and physiology of the gastrointestinal system. Individual nutrients are discussed and there is an in depth treatment of life cycle nutrition issues.

**355. Sport and Gender.**

Spring (3) Hall.

A study of women's involvement in sport, the meaning of this participation and the social ramifications of women's inclusion and exclusion from sport.

**360. Physiology of Aging.**

Fall (3) Looft-Wilson. Prerequisites: KINE 304 or BIOL 225. Not Taught Fall 2010

An introduction to the theories of aging, the physiological changes associated with aging, and common diseases of aging. Class discussion involves a survey of the basic scientific literature in aging research.

**365. Current Scholarship in Kinesiology & Health Sciences.**

Fall and Spring (1,1) Staff. Consent of instructor required.

Issues will be studied in conjunction with attendance at a regional or national professional meeting. Graded pass/fail. This class may be repeated for credit.

**370. Exercise Psychology.**

Fall (3) Jackson.

This course addresses physical activity and exercise as they relate to psychological health issues. Factors related to physical activity and exercise participation, intervention planning and adherence also are addressed. The course is taught with an emphasis on application of concepts and the critical analysis of scientific research.

**380. Introduction to Clinical Practice.**

Fall, Spring (3,3) Connell.

This course addresses principles of contemporary health care. Students are introduced to concepts in quality practice and economic issues affecting current health care delivery.

**385. Epidemiology in Public Health.**

Fall, Spring (3,3) Buchanan.

An introduction to the core concepts of epidemiology, which is a study of the distribution of disease within a population and the factors that influence that distribution. The course will apply an epidemiologic lens to current issues in public health and clinical medicine.

**393. Health Ethics.**

(GER7) Fall, Spring (3,3) J. Charles.

An introduction to health-related ethical problems and the nature of ethical reasoning. Emphasis upon ethical problem-solving in personal, public, and environmental health for Kinesiology & Health Sciences and Environmental Science/Studies majors.

**394. Statistics and Evaluation.**

(GER 1) Fall (3) Deschenes. Prerequisite: KINE 204 or KINE 304.

An introduction to the use of statistics within the process of evaluation. Descriptive and inferential statistical procedures including confidence intervals, correlation, t-tests, and analysis of variance are covered. Proper application of those procedures during the evaluation of data is emphasized.

**400. Sport Psychology.**

(GER 3) Spring (3) Hall.

This course is designed as an introduction to the study of psychological dimensions to sport. Various topics which will be included: behavior change in sport, motivation, personality factors and the elite athlete. Structure of the course also allows the student to investigate topics of individual interest.

**410. Exercise in Public Health.**

Fall (3) Jackson.

This course examines physical activity and health from an epidemiological perspective. It addresses rates of physical activity participation and the burden of prevalent health problems in the US. There is an emphasis on the relationship between physical activity and health and the effect of physical inactivity as it relates to disease risk.

**422. Motor Control.**

Fall (3) Kohl. Prerequisite KINE 322.

Detailed study of issues associated with motor control. Drawing heavily from epistemology, neurology, cognitive science and motor behavior research the students will be expected to integrate and generalize such information to different clinical contexts.

**442. Exercise Physiology.**

Fall (4) Harris. Prerequisite KINE 304 or consent of instructor. Corequisite: KINE 442L.

An in-depth study of the physiological aspects of exercise, fatigue, coordination, training and growth; functional tests with normal and abnormal subjects; investigations and independent readings.

**450. Cardiovascular Physiology.**

Fall, Spring (3,3) Looft-Wilson. Prerequisites: KINE 304 or BIOL225 or consent of instructor.

A concentrated study of the normal function of the heart and blood vessels, coordinated responses of the cardiovascular system, and general features of cardiovascular diseases. Class discussion involves a survey of the basic scientific literature in cardiovascular research.

**455. Physiology of Obesity.**

Fall (3) Looft-Wilson. Prerequisites: KINE 304 or BIOL 225 or consent of instructor.

A seminar course examining the physiology of body weight regulation, mechanisms of diseases that are associated with obesity and inactivity, and the role of the fat cell and its secretions in the disease process.

**460. Topics in Kinesiology & Health Sciences.**

Fall and Spring (3,3) Staff.

Topics not covered in regular offerings. Subjects, prerequisites and instructor will vary from year to year. Course may be repeated for credit if the topic varies.

**485. Cellular and Biochemical Effects of Exercise.**

Fall (3) Deschenes. Prerequisite: KINE 304, BIOL 103, 203, 204 or consent of instructor.

A detail study of the neuromuscular system and its exercise-induced adaptations at the cellular and biochemical levels. Topics include the development of the neuromuscular system, organization of motor units, characteristics of different muscle fiber types, substrate utilization and causes of fatigue.

**493. Philosophy in Kinesiology & Health Sciences.**

(GER 7) Fall and Summer (3,3) J. Charles.

Philosophical principles in the context of human movement. Examination of the relationship of the mind and body and the distinctions between western and eastern attitudes towards the physical. Analysis of the ethics and the aesthetics of the kinesic dimension.

**494. Environmental Human Physiology.**

Spring (3) Kambis. Prerequisite: KINE 442 or consent of instructor.

Lectures and applied research will determine how heat, cold, high terrestrial altitude, hyperbaric conditions, and air pollution affect human performance.

**†470,471. Independent Study in Kinesiology & Health Sciences.**

Fall, Spring and Summer (1-3,1-3,1-3) Staff. Prerequisite: consent of instructor.

An independent study program for the advanced student involving reading, research and the writing of a paper. Course may be repeated for credit if the topic varies.

**†480,481. Kinesiology & Health Sciences Research.**

Fall, Spring (1-3,1-3) Staff. Prerequisite: consent of instructor.

A course for the advanced student affording an opportunity for independent laboratory or field research under the supervision of a faculty member. Course may be repeated for credit if the topic varies.

**†495-496. Honors.**

Fall, Spring (3,3) Staff.

Students admitted to Honors study in kinesiology will enroll for both semesters of their senior year. Requirements include (a) supervised readings in the field of interest, (b) the preparation and presentation by April 15 of an Honors essay or an Honors thesis based on the students own research, and (c) satisfactory performance in an oral examination based on the Honors project and related background. Consult the chair for eligibility, admission and continuance requirements. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**†498. Internship.**

Fall, Spring and Summer (3,3,3) J. Charles, Kambis, Kohl, McCoy. Prerequisite: 12 hours in kinesiology.

A structured learning experience designed to complement and expand on the student's academic course work. This course includes readings in related areas, portfolios, written reports and on-site supervision.

**Activity Classes**

The Activity Program of the Kinesiology & Health Sciences Department provides the College community with a variety of courses and services such that students have an opportunity to be physically active and challenged during their college years. These courses provide experiences to develop and demonstrate a level of fitness and physical proficiency and encourage the students to internalize values enabling them to remain physically active through their lifetime.

**104. Yoga.**

Fall and Spring (1,1) K. Charles.

This course is designed as an introduction to "Iyengar yoga." We focus on developing strength, flexibility, and awareness through practicing postures and breath awareness (adaptable to all somatotypes and disabilities).

**105. Judo.**

Fall and Spring (1,1) Horvath.

This course enables the student the opportunity to learn judo principles and be introduced to Olympic sport judo.

**106. Tai Chi.**

Fall and Spring (1,1) K. Charles.

Tai chi is a centuries-old Chinese discipline. It emphasizes an awareness of the interdependence of mind and body while enhancing health, self-cultivation and inner calm.

**122. SCUBA.**

Fall and Spring (1,1) Staff.

This course is designed as an introduction to scuba diving. By completing all requirements the student will be ready to undertake the open water training dives to achieve certification.

**130. Adventure Games.**

Fall and Spring (1,1) Drake, Whitley.

This class provides a challenging experience through "new games," ropes and initiatives course, climbing, rappelling, prussiking and aerobic games. Emphasis is placed on group cooperation and a willingness to try.

**132. Aerobic Exercise to Music.**

Fall and Spring (1,1) Staff.

This course is designed to introduce the beginner to basic aerobic dance steps and combinations while improving cardiovascular fitness. A variety of aerobic type activities will be incorporated in the class.

**133. Backpacking.**

Fall and Spring (1,1) Staff.

This class is designed to teach the basic knowledge and skills necessary to backpack in a temperate mountain zone. This includes route finding, map reading, trail negotiation, trip preparation, food selection and preparation, tents, packing and safety. A weekend trip concludes the experience.

**139. Flat Water Canoeing.**

Fall (1) Staff.

Introduces beginners to the spectrum of tandem flatwater canoeing. Content includes paddling strokes, lake maneuvers, portaging, navigation, rescue, proper equipment choice and a survey on canoe sport.

**140. White Water Canoeing.**

*Fall and Spring (1,1) Staff.*

This course is designed to introduce students to tandem canoeing on Class I-II white water. This class culminates with a one day white water paddling trip.

**141. White Water II.**

*Fall and Spring (1,1) Staff. Prerequisite: KINE 140 or KINE 154 or consent of instructor.*

An intermediate level course open to canoes and kayaks. The emphasis is more advanced level strokes and maneuvers and refinement of rescue and self-rescue skills appropriate for lower intermediate whitewater.

**153. Self Defense.**

*Fall and Spring (1,1) Horvath.*

This course enables the student the opportunity to defend themselves in various threatening situations. Students will learn a global and unique approach to self-defense through judo techniques.

**154. Kayaking.**

*Fall and Spring (1,1) Drake, Whitley.*

Prepares beginners to kayak on Class II whitewater. Material covers safety practices, strokes, lake and river maneuvers, river reading, self-rescue including the Eskimo roll and proper equipment. Field experience planned.

**164. Rock Climbing I.**

*Fall and Spring (1,1) Whitley.*

This beginning course introduces students to basic rock climbing, belaying and rappelling techniques. Skills include climbing, belaying, rappelling, knot tying, anchor systems, self-rescue, equipment selection and care, terminology, and communications.

**165. Rock Climbing II.**

*Fall and Spring (1,1) Whitley.*

An intermediate level class that increases depth and breadth of climbing, belaying and rappelling skills, including rescue, mental and physical conditioning, movement techniques, and an understanding of lead climbing practices.

**170. Tennis I.**

*Fall and Spring (1,1) Staff.*

This course is designed to teach students the basic skills, rules, and etiquette of beginning tennis. Emphasis will be placed on fundamental skills and applying rules and etiquette in game situations.

**175. Weight Training.**

*Fall and Spring (1,1) K. Charles.*

This course is designed to provide the beginning weight trainer with the information and skills necessary to establish and work toward goals in the areas of muscular strength, size, endurance, and/or toning.

**177. Winter Camping.**

*Fall and Spring (1,1) Drake.*

This class introduces the beginner to the exciting activities of the winter environment during a week-long trip during spring break. Skills include cross country skiing, snow shoeing, skating, sledding, mountaineering, snow shelters, star gazing, and safety. Students spend two nights outside, otherwise accommodations are provided in an outdoor education center.

**185. Ballroom Dance I.**

*(GER 6) Fall and Spring (1,1) Rushforth.*

This course is designed to introduce students to beginning ballroom dance including social dance skills. The students will obtain dance fundamentals in rhythm, dance position, and leading/following skills. We will learn the following dances: Waltz, Viennese Waltz, Foxtrot, Cha-Cha, Swing, and Jive.

**186. Ballroom Dance II.**

*(GER6) Fall and Spring (1,1) Rushforth. Prerequisite: KINE 185.*

This course is designed to help students apply and perfect the skills learned in Ballroom I. The students will have the opportunity to choreograph and perform their own dances. While actively involved in creating dances we will expand upon the dances learned in Ballroom I.

**190. Principles of Outdoor Leadership**

*Spring (3) Whitley*

Students learn the theory and application of outdoor leadership. Topics include the history and philosophy of outdoor adventuring, leadership theory, group dynamics, group facilitation, trip planning, outdoor survival, risk management, wilderness living skills, instructional practices, environmental ethics and stewardship.

**196. Topics in Physical Activity:****Fitness Leadership.**

*Fall and Spring (1,1) K. Charles. Prerequisite: Consent of instructor.*

This course is designed to give those students with previous experience in a particular fitness activity an opportunity to work under the supervision of a professional fitness educator as a teaching assistant.

**Outdoor Leadership.**

*Fall and Spring (1,1) Drake, Whitley. Prerequisite: Consent of instructor.*

This course is designed to give those students with previous experience in a particular outdoor activity an opportunity to work under the supervision of a professional outdoor educator as a teaching assistant.

**Pilates.**

*Fall and Spring (1,1) K. Charles.*

This fitness course covers Pilates mat work.

**Ski/Snowboard Maine.**

*Fall (1) Whitley.*

This course involves an 8-10 day trip to a Maine ski resort during the winter break. Instruction will be given in both skiing and snowboarding. There is a fee associated with this course.

**Ropes Facilitation I.**

*Fall and Spring (1,1) Drake. Corequisite: Ropes facilitation II.*

This course is designed to prepare students to work as ropes course facilitators. It will provide activities, games, strategies, and techniques that will enable a facilitator to assist groups in achieving their goals on a ropes and initiatives course.

**Ropes Facilitation II.**

*Fall and Spring (1,1) Drake. Corequisite: Ropes facilitation I.*

This course is designed to prepare students to work as ropes course facilitators. It will provide activities, games, strategies, and techniques that will enable a facilitator to assist groups in achieving their goals on a ropes and initiatives course.

## Linguistics

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PROFESSOR A. Reed, Director.

Advisory committee: A. Charity, J. Martin, A. Reed, T.J. Taylor

Linguistics is the study of language both as a faculty of mind and as a social institution. The linguistics major and minor at William and Mary are administered through the Roy R. Charles Center as interdisciplinary programs.

An interdisciplinary major in linguistics provides the student with comprehensive exposure to a range of topics concerning the structure, acquisition, and cultural use of language. Linguistics students learn how to use both the analytical methods that are proper to the formal study of language structures as well as a variety of investigative methods deriving from interdisciplinary perspectives on the function and significance of language in human affairs.

### Requirements for Major

Each major is normally expected to select courses in accordance with the following plan:

**Required Credit Hours:** 35

**Major Computing Requirement:** ENGL 405/ANTH 412 (with a grade of C- or better)

**Major Writing Requirement:** ENGL 303 (with a grade of C- or better)

**Core requirements:** Courses are to be selected by the student in consultation with a member of the Advisory Committee

### Required Courses

ENGL220/ANTH 204 Study of Language  
 ENGL 303 History of the English Language  
 ENGL 304 Generative Syntax  
 ENGL 307 Phonetics and Phonology  
 ENGL/ANTH 418 Language Patterns  
 ENGL 405/ANTH 412 Descriptive Linguistics  
 ENGL 406/ANTH 413 Language & Society or ENGL/  
 ANTH 415 Linguistic Anthropology – although both  
 may be taken

### Electives

ENGL 404/ANTH 411 Historical Linguistics  
 ENGL 400 Meaning and Understanding in Western  
 Cultural Thought  
 ENGL 464 Special Topics in Linguistics – may be repeated  
 when topics vary  
 ENGL 474 Research Seminar in Linguistics  
 INTR 480 Independent Study  
 INTR 495-496 Honors Thesis  
 One semester of a non-Indo-European language

The student may propose other courses to count towards the major. Such choices will be approved on a case-by-case basis, depending on the Advisory Committee's assessment of the overall coherence of the student's proposed major program. Examples of such courses include but are not limited to:

ANTH 440 Primate Cognition and Communication  
 FREN 410 French Philology  
 HISP 387 Sound, Meaning and Identity  
 MDLL 346 Foreign language Acquisition Processes:  
 Theory and Practice  
 PHIL 406 Philosophy of Language  
 ARAB 304 Introduction to Arabic Dialects

Students with appropriate qualifications can pursue Honors work in linguistics. After approval of their program of study by the Advisory Committee and the Director of the Charles Center, they will be enrolled during their senior year in Interdisciplinary Studies 495 and 496.

## Requirements for Minor

**Required Credit Hours:** 19

**Core requirements:** selected from ENGL220/ANTH 204, ENGL 303, 304, 307, 400, ENGL 404/ANTH 411, ENGL 405/ANTH 412, ENGL 406/ANTH 413, ENGL/ANTH 415, ENGL/ANTH 418, ENGL 464, 474, INTR 480.

## Literary and Cultural Studies

Advisory Committee: **Kennedy** (Director, English), **Angelone** (Modern Languages), **Begley** (English), **Davis** (Swem Media Center), **Joyce** (English), **Knight** (English/American Studies), **Lowry** (English), **MacGovern** (History/American Studies), **MacGowan** (English), **Palermo** (Art History), **Preston** (Music), **Prokhorov** (Modern Languages), **Prokhorova** (Modern Languages), **Stock** (Modern Languages), **Zuber** (English).

The program in Literary and Cultural Studies brings an interdisciplinary perspective to the study of culture. Students collaborate with an advisor to design an individualized and focused plan of study that includes courses from a range of departments and programs. Courses that involve the comparative analysis of more than one national literature are central to the program, as are those that explore the intersections of literature and theory. Moreover, students are encouraged to expand their definition of the “text” to include not just literature but also other media such as music, art, and cinema (indeed, LCST offers a special major concentration in “Film Studies,” which allows students to use the College’s Film minor as the core of their Literary and Cultural Studies major). Students are equally encouraged to take courses in related disciplines that help situate the creative text in terms of its cultural and historical contexts: thus, students majoring in Literary and Cultural Studies can also count toward their major courses from departments that are not primarily oriented toward the study of literature and the arts, such as Anthropology, History, Philosophy, and Sociology.

A major in Literary and Cultural Studies prepares students to pursue advanced degrees in literature and its allied academic disciplines. It is also appropriate preparation for any profession that emphasizes critical analysis and effective oral and written communication. A minor in Literary and Cultural Studies may be taken to enhance majors in the humanities, social sciences or interdisciplinary programs (see Minor Requirements).

More information is available at the Literary and Cultural Studies Program website: [www.wm.edu/as/lcst](http://www.wm.edu/as/lcst)

### Requirements for Major

Students can follow one of two concentrations in fulfilling the major requirements for Literary and Cultural Studies.

#### Major Computing Requirement: LCST 302.

**Major Writing Requirement:** A student who satisfies all requirements for major in Literary and Cultural Studies also satisfies the Major Writing Requirement.

#### Cultural Studies Concentration

**Required Credit hours: 36** (Of these, no more than 7 credit hours can be in courses numbered below 300 (including the required course, LCST 201).

#### Requirements:

1. A sequence of four courses totaling 12-13 credits: namely, LCST 201, 301, and 302, and either FILM or LCST 401.
2. A minimum of 23 additional credits, chosen in consultation with a member of the Literary and Cultural Studies Advisory Committee to form a coherent program of study.

#### Film Studies Concentration

**Required credit hours: 36** (Of these, no more than 11 credit hours can be in courses numbered below 300 (including the required courses, FILM 150/250 and FILM 251).

#### Requirements:

1. Fulfillment of the requirements for the Film minor (19-22 credits). For full details on these requirements, see the entry under Film Studies in this Catalog.
2. Completion of LCST 302 and either FILM or LCST 401 (6-7 credits).

3. A minimum of 7 additional credits chosen in consultation with a member of the LCST or Film Studies Advisory Committees to form a coherent program of study. These classes may consist entirely of additional elective courses on film but can also include courses in such departments as Anthropology, English, History, and Modern Languages and Literatures that add significantly to the student’s understanding of the cultural and historical contexts in which this twentieth-century art form has been produced.

For both major concentrations, as well as for the minor, any additional courses taken in Literary and Cultural Studies, such as a special topics course (LCST 351) or an additional upper-level seminar (FILM or LCST 401), automatically count toward the major.

English majors may include LCST 201 and 301 in the first 36 credits of their major program, but must explicitly alert the Registrar’s Office that they wish these courses to count toward their English major.

Students with the appropriate qualifications can pursue Honors in Literary and Cultural Studies: once their proposal is approved by an advisor and by the Program Director, they will be enrolled during their senior year in LCST 495 and 496. The Literary and Cultural Studies Program only grants Honors and does not grant differing degrees of Honors (e.g., Honors, High Honors, Highest Honors).

### Language Requirements

Not every cross-cultural and interdisciplinary program of study completed under the rubric of Literary and Cultural Studies will require the advanced knowledge of another language. However, students are strongly urged to take at least one upper-level course in a foreign language, if it is in any way appropriate to their program of study. Knowledge of at least one foreign language not only facilitates the comparative inquiry that is central to Literary and Cultural Studies, it is also a prerequisite of graduate-level study in every literary discipline, including English.

### Minor in Literary and Cultural Studies

**Required credit hours: 18**

**Core requirements:** 9-10 credits being the three core courses (LCST 201, 301, 401) and the remaining credits being elective courses that in some way enhance and broaden the scope of the student’s major; these electives, all of which must be numbered 300 and above, are to be chosen in consultation with a member of the Advisory Committee. (Courses from the department in which the student is majoring cannot be counted toward the minor; in the case of students majoring in other interdisciplinary programs, courses being counted toward the student’s major requirements cannot also be counted toward the LCST minor.)

### Description of Courses

#### 201. Introduction to Literary and Cultural Studies.

(GER 5) *Fall and Spring (3,3), Cronin, Lowry, Zuber.*

Introductory-level course examining how literature and other forms of artistic expression (e.g., film and music) reflect, shape, and contest cultural values.

#### 301. History and Theory of Cultural Studies.

*Fall (3) Begley.*

Premised on the notion that methods of literary analysis can be used to “read” cultural texts associated with popular or mass culture, this course surveys the critical methodologies associated with cultural studies and traces the history of the field.

**302. Theories of Visual Culture.**

*Spring (3) Staff.*

This course introduces the discipline of visual culture studies by exploring how reality has been reproduced and transmitted (in print, film, and television) since the ascendancy of photography. Topics might include soap opera, advertising, pornography, melodrama, fashion, and slasher films.

**351. Special Topics in Literary and Cultural Studies.**

*Fall and Spring (1-4, 1-4) Staff.*

Exploration of a particular topic in Literary and Cultural Studies. This course may be repeated for credit.

**401. Seminar in Literary and Cultural Studies.**

*Fall and Spring (3-4, 3-4) Staff.*

Study in depth of a specialized topic in Literary and Cultural Studies. This course may be repeated for credit.

**†481. Independent Study.**

*Fall and Spring (1-3, 1-3) Staff.*

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the Program Director. Open only to majors. No more than six hours of Independent Study can be counted toward the major.

**†495-496. Honors.**

*Fall, Spring (3, 3) Staff.*

Each candidate for Honors in Literary and Cultural Studies will be responsible for: (a) formulation of a program of study with a faculty advisor (preferably by the end of their junior year); (b) completion of an original scholarly essay or creative work two weeks before the last day of classes of the semester in which the work is being completed; and (c) satisfactory performance in a comprehensive oral examination that focuses on the subject matter of the Honors project. Permission of the Program Director is required. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## Marine Science

### Marine Science Minor

MARINE SCIENCE MINOR ADVISORY COMMITTEE: **Canuel** (co-director, Physical Sciences, School of Marine Science), **Macdonald** (co-director, Geology, Arts and Sciences), **J. Allen** (Biology, Arts and Sciences), **Chambers** (Environmental Science & Policy, Biology, Arts and Sciences), **Kuehl** (Chair of SMS Academic Council, Physical Sciences, SMS), **Tang** (Biological Sciences, SMS).

The undergraduate minor in Marine Science, which is jointly offered and administered by the School of Marine Science (SMS)/Virginia Institute of Marine Sciences (VIMS) and Arts & Sciences, provides interested students a coherent experience in this interdisciplinary field. As one of the leading marine research and education institutions in the United States, SMS/VIMS has a critical role and responsibility to provide high-quality information and educational resources concerning the marine environment to all segments of society in the Commonwealth of Virginia and the U.S. Moreover, the 2004 U. S. Ocean Commission Report highlights the importance of high-quality marine science education in cultivating a “broad public stewardship ethic” and for preparing “a new generation of leaders on ocean issues”. The undergraduate minor in marine science addresses the growing national demand for undergraduate education in the earth and environmental sciences in general, and in the marine sciences specifically.

The two required courses of all marine science minors are Introduction to Marine Science (MSCI 330) and Field Studies in Coastal Marine Environments (MSCI 331). Another field-based marine science course can be substituted for this field studies course with permission of the Marine Science Advisory Committee. We recommend that marine science minors take the Field Studies course during the summer following their freshman or sophomore year and before taking any of the Fundamentals of Marine Science courses.

**Declaration Process:** Each semester, the Marine Science Minor Advisory Committee will set a date by which students apply to declare the minor. To be eligible, students must have completed, or currently be taking, the required introductory course, MSCI 330. To declare, students must meet with one of the co-directors of the Marine Science Minor Program prior to this deadline.

### Requirements for the Minor

#### Required Credit Hours: 18

Core Requirements: Distributed as follows:

1. Two required courses (six credits):
  - a. Introduction to Marine Science (3 credits) MSCI 330, BIOL 330, GEOL 330
  - b. Field Studies in Coastal Marine Environments (3 credits) MSCI 331, GEOL 407, ENSP 404, BIOL 404
2. Three Marine Science Fundamentals courses selected from the six courses listed below (six credits) (3 courses @ 2 credits each.) Students will need to complete the form required for undergraduate enrollment in graduate courses (see the College Catalog for details).
  - a. Fundamentals of Marine Science, Physical Oceanography (2 credits) MSCI 501A
  - b. Fundamentals of Marine Science, Chemical Oceanography (2 credits) MSCI 501B
  - c. Fundamentals of Marine Geology (2 credits) MSCI 501C **OR** Marine Geology GEOL 306 (3 credits)
  - d. Fundamentals of Marine Science, Biological Oceanography (2 credits) MSCI 501D
  - e. Fundamentals of Environmental Chemistry, Toxicology, and Pathobiology (2 credits) MSCI 501E
  - f. Fundamentals of Marine Fisheries Science (2 credits) MSCI 501F

3. Six credit hours in elective courses. Existing courses that can be used to meet this requirement are listed below. Additional courses may be added to the list with approval from the Marine Science Minor Advisory Committee.
  - a. Marine Science Seminars (1 cr) MSCI 398) – Topics vary from year to year. Seminars can be repeated for credit if the topic is different.
  - b. Oceans and Climate (2 cr) MSCI 460
  - c. Fundamentals of Ecotoxicology (3 cr) BIOL 404/MSCI 560
  - d. Ichthyology (3 cr) BIOL 404
  - e. Wetland Ecosystems (4 cr) BIOL 427/BIOL627/MSCI 579
  - f. Invertebrate Biology (4 cr) BIOL 457
  - g. Marine Geology (3 cr) GEOL 306 (*only one of Marine Geology or Fundamentals of Marine Geology can be used for the marine science minor; the one course selected can count towards the fundamentals of marine science or the elective requirement, but not both*)
  - h. Paleontology (3 cr) GEOL 423/BIOL 317
  - i. Estuaries (3 cr) ENST 440
  - j. Coastal Marine Habitats in North Wales (2 cr) MSCI 498
  - k. Advanced Marine Invertebrate Zoology, a Field Course (3 cr) MSCI 498
  - l. Coastal Botany (2 or 3 cr) MSCI 527
  - m. Water Pollution (2 cr) MSCI 562
  - n. Environmental Chemistry (3 cr) MSCI 563
  - o. Principles of Pathobiology (3 cr) MSCI 565
  - p. Aquatic Microbial Ecology (3 cr) MSCI 575
  - q. Effects of Global Change on Modern Marine Systems (2 or 3 cr) MSCI 610
  - r. Seagrass Ecology (1 or 2 cr) MSCI 656
  - s. Zooplankton Ecology (4 cr) MSCI 660
  - t. Marine Conservation Biology (3 cr) MSCI 664
  - u. Malacology (3 cr) MSCI 668
  - v. Sustainable Commerce in the Sea (3 cr) BUAD 492/ENSP 440
  - w. Additional MSCI 501 Fundamentals of Marine Science courses not used to satisfy the Fundamentals requirement for the Marine Science Minor

#### **MSCI 330. Introduction to Marine Science (cross-listed with GEOL 330 and BIOL 330).**

*Spring (3) Patterson, Bronk, and Tang Prerequisites: GEOL 101 or 110 or 150 (for MSCI 330 or GEOL 330) OR BIOL 220 and 225 (formerly BIOL 203 and 204) (for MSCI 330 or BIOL 330)*

This course provides an overview of physical, chemical, biological, and geological processes operating in the world ocean. The interdisciplinary nature of marine science is emphasized, providing an integrated view of factors that control ocean history, circulation, chemistry, and biological productivity.

#### **MSCI 331. (Geol 407, ENST 404, Bio 404) Field Studies in Coastal Marine Environments**

*Summer (3) Luckenbach, Brubaker, Perry and Smith. Prerequisites: MSCI 330.*

#### **Course will be offered at VIMS Eastern Shore Laboratory**

This course focuses on fundamental processes in marine science through the examination of the near shore, barrier island, coastal lagoon, and salt marsh environments along Virginia's outer coast. Through a series of field trips, lectures, laboratory exercises and independent projects, students will examine the fauna and flora of the region and learn how natural and anthropogenic factors shape these coastal ecosystems. Housing is provided in dormitories at the VIMS Eastern Shore Laboratory. Meals are included. Lab fee required.

#### **MSCI 332. Coastal Marine Habitats in North Wales**

*Summer (3) Luckenbach, Perry, Prerequisites: Permission of instructor*

This is an intensive 16-day, field-based course conducted in north Wales, U.K. in association with the School of Ocean Sciences, Bangor University. The course emphasizes field-based instruction and student-led data collection in coastal marine environments in northern Wales, the Isle of Anglesey, and the eastern Irish Sea. Topics include the ecology of rocky shores, biological and physical processes affecting species distribution and ecology in high energy macrotidal coastal environments, paleoceanography, and geological history of the region.

**MSCI 398. Marine Science Seminar.**

*Fall and Spring (1) Staff.*

Seminar in interdisciplinary topics in Marine Science. The course topic, prerequisites, and instructors will vary from year to year. This course may be repeated for credit for different topics. Depending on the topic, a specific section may be cross-listed with GEOL 407 (Special Topics in Geology) and/or ENSP 249 (Environmental Challenges: Topics).

**MSCI 460. Oceans and Climate.**

*Spring (2) Tang. Prerequisites: MSCI 330.*

This course will examine how physical, geological, chemical and biological processes in the oceans together affect the planet's climate in different time and spatial scales. Abrupt climate change caused by recent human activities will also be discussed.

**MSCI 501A. Fundamentals of Marine Science, Physical Oceanography.**

*Fall (2) Brubaker. Prerequisites: MSCI 330 and MATH 111; permission of instructor.*

This course provides an introduction to the various types and scales of motion in the ocean, the global heat budget, major water masses, and processes controlling distributions of temperature and salinity. Discussions on phenomena associated with water motion will include global circulation, wind-driven circulation in ocean basins, tides, coastal upwelling, storm surge, waves, turbulence, and circulation in estuaries. Underlying dynamics governing water motion will be presented, elucidating the role of the rotation of the earth. The El Nino/La Nina oscillation will be examined as a key example of large-scale ocean-atmosphere interactions.

**MSCI 501B. Fundamentals of Marine Science, Chemical Oceanography**

*Fall (2) Dickhut. Prerequisites: MSCI 330 and CHEM 103 or permission of instructor.*

This course presents an overview of the chemistry of estuaries and the ocean including chemical processes that occur in marine sediments and at the air/sea interface. Discussion topics will include the chemical properties of seawater, chemical equilibrium and kinetics, the seawater carbonate system and ocean acidification, the global and oceanic carbon and nitrogen cycles, ion speciation, trace metals, and nutrients, sediment diagenesis, and fundamentals of radioisotope and stable isotope biogeochemistry. Interdisciplinary applications are emphasized.

**MSCI 501C. Fundamentals of Marine Geology.**

*Fall (2) Hobbs. Prerequisite: MSCI 330.*

This course provides an introduction to the major topics of marine geology without expecting the student to have a background in geology. The course addresses the age and internal structure of the earth, the processes of plate tectonics including the formation of oceanic crust, seamounts, hydrothermal vents, the characteristics and classification of sediments and the distribution of sediments in the deep sea. Also addressed is the interrelationships among and importance of paleoceanography, climate change, and sea-level change, and the processes and characteristics of various marine, estuarine, and coastal sedimentary environments. The course includes discussion of various types of field equipment and logistics and of some economic and societal implications. Note: GEOL 306 Marine Geology can be used as a substitute for MSCI 501C.

**MSCI 501D. Fundamentals of Marine Science, Biological Oceanography.**

*Fall (2) Steinberg. Prerequisites: MSCI 330 and BIOL 204 or permission of instructor.*

This course examines the biology and ecology of marine organisms and how they interact with their environment. Topics include the organisms and their behavior, distribution, and underlying physiology; effects of biology on elemental and nutrient cycles and visa versa; and ecosystem structure and ecological interactions. An interdisciplinary approach will be taken, as biology both depends on and influences ocean chemistry, physics,

geology, and climate. The course will emphasize open ocean, pelagic systems, but will include many examples from coastal and estuarine systems, as well as shallow and deep-sea benthic systems.

**MSCI 501E. Fundamentals of Environmental Chemistry, Toxicology, and Pathobiology.**

*Fall (2) Van Veld, Vogelbein. Prerequisites: MSCI 330; BIOL 220 and 225 (formerly BIOL 203 and 204); CHEM 103.*

This course emphasizes ongoing and emerging environmental concerns in the Chesapeake Bay and world ocean. Lectures will address basic concepts and mechanism of contaminant chemistry and toxicology, infectious and noninfectious diseases in aquatic organisms. Case histories will be used to illustrate sources, fate and effects of anthropogenic chemical contaminants, and the important role of environmental change on disease in marine and estuarine ecosystems.

**MSCI 501F. Fundamentals of Marine Fisheries Science.**

*Spring (2) Fabrizio, Graves. Prerequisites: MSCI 330; BIOL 220 and 225 (formerly BIOL 203 and 204).*

**Other Requirements: Students must take course at VIMS**

This lecture course will introduce the principles and techniques of fishery science. Lecture topics will include the theory and impacts of fishing, description and status of international, North American and regional fisheries, fisheries oceanography, recruitment processes, single-species and ecosystem-based approaches to stock assessment, and fisheries management, and the goals and problems of sustaining an open-access common pool resource.

## Mathematics

PROFESSORS **Bradley** (Chair), **Bolotnikov, C. Johnson** (Class of 1961 Professor of Mathematics), **Kincaid, Leemis** (University Professor for Teaching Excellence), **Li** (Ferguson Professor), **Lutzer** (Chancellor Professor), **Rodman, Spitkovsky**, and **Zobin**. ASSOCIATE PROFESSORS **Lewis** (Wilson and Martha Claiborne Stephens Term Distinguished Associate Professor Mathematics), **Rublein, Shi**. ASSISTANT PROFESSORS **Day, Dey, Hasler, Iaci, Phillips, Tian, Vinroot**, and **Yu** VISITING ASSISTANT PROFESSOR **Ban** INSTRUCTORS **Delbos** and **Zapf**. LECTURERS **DeCamp, Gates, D. Johnson**, and **Price**.

### Requirements for Major

The study of mathematics is motivated by its wide applicability and its intrinsic beauty. Mathematical theories often grow out of problems that appear in the physical and biological sciences, engineering, economics, finance and the social sciences. Applications often draw on mathematics that was created for completely different purposes. The mathematics program at William and Mary allows students to design a major based on their own interests and career goals and prepares students for post-baccalaureate employment and for further study of mathematical sciences and related disciplines. There are three concentrations within the major – the Standard Concentration, the Applied Mathematics Concentration and the Pre-College Mathematics Teaching Concentration. Study options include applied and pure mathematics, operations research, statistics, and teaching at the elementary or secondary level. Students can also design elective programs needed for careers in actuarial science and industrial mathematics, for interdisciplinary work in fields such as economics, business and social sciences, or for graduate studies.

Information about the mathematics major, career choices and appropriate courses of study is available from the department's academic advisors and the Office of Career Services as well as informally from the mathematics faculty.

### Major Writing and Computer Proficiency Requirements

A student in any Mathematics major concentration normally satisfies the upper-division mathematics writing requirement in one of the following ways:

- 1) completion of Math 300 with a grade of C- or better;
- 2) completion of Math 495-6 with a grade of C- or better;
- 3) submission of a paper on a mathematical topic that is judged by the department chair to show appropriate study of some advanced mathematical topic. For example, students who participate in the summer REU programs in mathematical sciences here or elsewhere often complete the upper-division writing requirement in this way, and papers written for upper-division mathematics courses here may also be suitable.

A student in any Mathematics major concentration satisfies the Mathematics Major Computer Proficiency requirement by showing proficiency in some high-level computer programming language at the level of CSCI 141. This is normally done by receiving a grade of at least C- in CSCI 141. Exceptions require the department chair's permission.

### Enriching the Mathematics Major

The requirements described below are the minimal requirements for the mathematics major, and most mathematics majors take courses beyond that minimum. Students wishing to obtain a deeper understanding of mathematics (e.g., in preparation for graduate school) should take additional upper-division courses. Second courses to make year-long sequences in linear algebra, analysis, abstract algebra, numerical analysis, statistics, or operations research are particularly recommended.

## The Standard Mathematics Concentration

This is the most flexible of the three concentrations, allowing the widest choice of electives. Students who are considering graduate study often pursue this concentration, as do some students aiming for pre-college teaching, but the flexible requirements of the concentration are also appropriate for students with other goals. The major requirements of the Standard Concentration are:

- 1) a core consisting of Math 111 or 131, 112 or 132, 211, 212 or 213, and 214;
- 2) completing the major writing requirement and computer proficiency requirement as described above;
- 3) Math 307 and 311 plus either
  - (a). Math 495-6 and three other three-credit 400 level mathematics courses and one three-credit mathematics course at the 300-400 level (for a total of at least eight upper-division courses), or
  - (b). (excluding Math 495-6) three three-credit mathematics courses at the 400-level, plus two other three-credit mathematics courses at the 300-400 level (for a total of at least seven upper-division courses).

With permission of the department chair, certain three-credit upper-division mathematical courses from other departments (e.g., Computer Science, Economics, or Physics) may be used as upper-division elective courses in this requirement.

## The Applied Mathematics Concentration

This concentration is designed for students who want to pursue applications of mathematics or a double major in mathematics and another discipline. The major requirements of the Applied Mathematics Concentration are:

- 1) a core consisting of Math 111 or 131, 112 or 132, 211, 212 or 213, and 214;
- 2) completing the major writing requirement and computer proficiency requirement as described above;
- 3) at least one of Math 307 and 311 plus either
  - (a). Math 495-6 plus at least five distinct three-credit courses at the 300-400 level chosen from the four applied areas listed below and meeting both the breadth and depth requirement (for a total of at least eight upper-division courses); or
  - (b). excluding Math 495-6, at least six distinct three-credit courses at the 300-400 level with at least five being chosen from the four applied areas listed below and meeting the breadth and depth requirement (for a total of at least seven upper-division courses).

**Breadth requirement:** three distinct courses, one from three of the four applied areas listed below;

**Depth requirement:** three courses within one of the four areas below. One of these courses may be one of the courses satisfying the breadth requirement.

The four applied areas within the applied concentration, and their associated courses, are:

- Computational Mathematics: Math 408, 413, 414, CSCI 303, CSCI 423, CSCI 426, CSCI 420 (with permission of the Mathematics department chair and the instructor), and (with permission of the Mathematics department chair and the instructor) any other courses in the Computational Operations Research program, taken as independent study courses;
- Operations Research: Math 323, 424, and (with permission of the Mathematics department chair and the instructor) any other courses in the Computational Operations Research program, taken as independent study courses. In addition, if a student elects to fulfill the depth requirement in Operations Research, then (and only then) Math 401 may be counted toward Operations Research rather than toward Probability and Statistics;

- Probability and Statistics: Math 351, 352, 401, 452, 459, Econ 408 and (with permission of the Mathematics department chair and the instructor) CSCI 616 and CSCI 680 taken as independent study courses;
- Scientific Applications: Math 302, 345, 405, 408, 417, 441, 442, Physics 475 and (with permission of the Mathematics department chair and the instructor) CSCI 616 and CSCI 680 taken as independent study courses.

The department chair may allow appropriate three-credit sections of Math 380 and Math 410 to count toward applied areas in this concentration.

In addition to the Computing Proficiency Requirement described above, students in the Applied Concentration must demonstrate proficiency in CSCI 241; this is normally done by taking and passing the course. Students who are considering graduate school in mathematics are strongly advised to take both Math 307 and Math 311.

### The Pre-College Mathematics Teaching Concentration

This concentration is designed for students seeking certification as pre-college mathematics teachers. The major requirements of this concentration are:

- 1) a core consisting of Math 111 or 131, 112 or 132, 211, 212 or 213, and 214;
- 2) completing the major writing requirement and computer proficiency requirement as described above;
- 3) Math 302, 307, 323, 351, 412, 416 and at least one additional three-credit upper-division mathematics course;
- 4) either EDUC 301 or EDUC 310

The department chair may authorize variations in the requirements for this concentration for individual students. In particular, Math 401-452 may replace Math 351. In addition, Math 495-496 may be substituted for Math 300 opr 490..

### Advanced Standing

Entering students may receive credit for mathematics courses through AP or IB and transfer credit. In each of the mathematics major concentrations, well-prepared students may begin their studies beyond Math 111 without receiving credit for earlier courses listed in the core requirements section of each concentration. Each skipped course for which the student does not receive credit must be replaced by an additional three-credit 300-400 level mathematics course.

### Requirements for Minor

A minor in mathematics requires at least four three-credit Mathematics courses numbered above 110 (not including Math 150), and another two three-credit mathematics courses numbered above 300. A well-prepared student may elect to skip Math 111 or 131, or Math 111-112, or 131-132. No skipped course can count toward the requirement unless Advanced Placement credit, International Baccalaureate credit, or credit by examination has been received for that course.

### Description of Courses

Note: A student cannot receive credit for any mathematics course that is a prerequisite for another mathematics course for which the student has already received credit. The department chair may authorize individual exceptions to this rule.

#### 103. Pre-calculus Mathematics.

*Fall (3)*

A study of the real number system, sets, functions, graphs, equations, inequalities and systems of equations, followed by a study of the trigonometric functions and their properties. This course is designed only for students intending to take Math 108 or Math 111, and whose background is deficient in algebra and trigonometry. Juniors and seniors must obtain permission from the instructor to enroll. This course may not be applied toward either the minor or major in mathematics or the satisfaction

of GER requirements. A student may not receive credit for this course after successfully completing a Mathematics course numbered above 107, with the exception of Math 150.

#### 104. The Mathematics of Powered Flight.

*(GER 1) Fall and Spring (3,3)*

Applications of elementary mathematics to airplane flight. Wind and its effect on airport design and aircraft operation. Maps and map projections. Magnetic variation and compass navigation. Static air pressure: buoyancy and the altimeter. Use of a flight simulator will illustrate the mathematical analysis of certain aircraft instruments. Not open to students who have credit for a Mathematics course numbered higher than 104, with the exception of Math 150.

#### 106. Elementary Probability and Statistics.

*(GER 1) Fall and Spring (3,3)*

Introduction to basic concepts and procedures of probability and statistics including descriptive statistics, probability, classical distributions, estimation, hypothesis testing, correlation and regression, in the context of practical applications to data analysis from other disciplines. Not open to students who have successfully completed a mathematics course numbered above 210.

#### 108. Brief Calculus with Applications.

*(GER 1) Fall and Spring (4,4)*

An introduction to the calculus of polynomial, rational, exponential and logarithmic functions, including some multi-variable calculus, with applications in business, social and life sciences. Algebra proficiency required. Maple or Matlab may be used in the course. Students may not receive credit for more than one of Math 108, 111, and 131, and may not receive credit for Math 108 after receiving credit for any Mathematics course numbered higher than 108, with the exception of Math 150. To use Math 108 as a prerequisite for Math 112 or 132, students need approval of the department chair.

#### 110. Topics in Mathematics.

*Fall and Spring (3,3)*

An introduction to mathematical thought with topics not routinely covered in existing courses. Material may be chosen from calculus, probability, statistics and various other areas of pure and applied mathematics.

#### 111. Calculus I.

*(GER 1) Fall and Spring (4,4)*

Standard functions (linear, polynomial, trigonometric, exponential, logarithmic) and their graphs. Tangents, derivatives, the definite integral and the fundamental theorem. Formulas for differentiation. Applications to physics, chemistry, geometry and economics. Requires graphing calculator. Concurrent enrollment in Math 111 calculus lab required. Students may not receive credit for more than one of Math 108, 111, and 131.

#### 112. Calculus II.

*(GER 1) Fall and Spring (4,4) Prerequisite: MATH 111 or MATH 131.*

Methods of integration. Applications of the integral to geometry, chemistry, physics and economics. Slope fields and the qualitative behavior of solutions to differential equations. Approximations: sequences, series, and Taylor series. Concurrent enrollment in Math 112 Maple or Matlab calculus lab required. Students may not receive credits for more than one of Math 112 and 132.

#### 131. Calculus I for Life Sciences.

*(GER 1) Fall (4)*

Mathematical topics parallel to those in Math 111. Applications in Math 131 focus on issues of importance in the Life Sciences, e.g., mathematical models of population dynamics, ecology, physiology, genetics, neurology. Students may not receive credit for more than one of Math 108, 111, and 131.

**132. Calculus II for Life Sciences.**

*(GER 1) Spring (4) Prerequisite: MATH 111 or MATH 131.*

Mathematical topics parallel those in Math 112. Applications in this course focus on issues of importance in the Life Sciences, mathematical models of population dynamics, ecology, physiology, and epidemiology. Students may not receive credit for both Math 112 and Math 132.

**150W. Freshman Seminar: Topics in Mathematics.**

*Fall and Spring (4,4)*

Each seminar is devoted to a specific mathematical topic. Writing about mathematics is emphasized. Normally only available to first-year students.

**211. Linear Algebra.**

*Fall and Spring (3,3) Prerequisite: MATH 112 or MATH 132.*

Linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues, orthogonality. Optional topics include least squares problems, matrix factorization, applications. A computer lab using the software package Matlab may accompany the class.

**212. Introduction to Multivariable Calculus.**

*Fall and Spring (3,3) Prerequisite: MATH 112 or MATH 132.*

Functions of several variables, surfaces in three-space, vectors, techniques of partial differentiation and multiple integration with applications. MAPLE or Matlab will be used in this course. Students may not receive credit for both Math 212 and 213.

**213. Multivariable Calculus for Science and Mathematics.**

*Fall and Spring (4,4) Prerequisite: MATH 112 or MATH 132.*

Covers all Math 212 material plus other vector calculus topics (including Gauss' and Stokes' theorems). Students may not receive credit for both Math 212 and MATH 213. Math 213 may replace Math 212 as a prerequisite and is particularly recommended for science and mathematics students.

**214. Foundations of Mathematics.**

*Fall and Spring (3,3) Prerequisite: MATH 112 or MATH 132.*

Fundamentals of advanced mathematics: Propositional logic, quantifiers and methods of proof; naive set theory including mathematical induction, relations, orders, functions, and countability.

**300. Writing in the Mathematical Sciences.**

*Fall and Spring (1,1). Prerequisite: MATH 214*

Students will develop their mathematical writing skills in a term writing project. Sources for topics include the history of mathematics, research conducted by the student, or topics from an upper division course that the student has taken or is currently taking. Fulfills the major writing requirement.

**302. Ordinary Differential Equations.**

*Fall and Spring (3,3) Prerequisite: MATH 211 and Math 212 or 213 or consent of instructor.*

First-order separable, linear, and nonlinear differential equations. First-order systems and forced second-order linear equations. Systems of linear equations and linearization. Numerical methods, bifurcations, and qualitative analysis. Applications to biology, chemistry, economics, physics, and social sciences.

**307. Abstract Algebra.**

*Fall and Spring (3,3) Prerequisites: MATH 211, MATH 214 or consent of instructor.*

Groups, rings, fields, isomorphisms; polynomials. Additional topics chosen from group theory and ring theory, as time permits.

**311. Elementary Analysis.**

*Fall and Spring (3,3) Prerequisites: MATH 212 or MATH 213, MATH 214 or consent of instructor.*

An introduction to the theory of real variables, the topology of the real line, convergence and uniform convergence, limits and continuity, differentiation, Riemann integration and the Fundamental Theorem of Calculus.

**323. Operations Research: Deterministic Models.**

*Fall (3) Prerequisite: MATH 211.*

An introduction to deterministic Operations Research techniques and applications. Topics include search algorithms, simplex search for linear programs, duality and sensitivity analysis for linear programs, shortest path problems, network models and discrete optimization.

**345. Introduction to Mathematical Biology.**

*Fall (3) Prerequisite: MATH 112 or 132 or consent of instructor.*

An introduction to developing, simulating, and analyzing models to answer biological questions. Mathematical topics may include matrix models, non-linear difference and differential equations, and stochastic models. Biological topics may include ecology, epidemiology, evolution, molecular biology, and physiology.

**351. Applied Statistics.**

*Spring and Fall (3,3) Prerequisite: MATH 112 or MATH 132 or consent of instructor.*

Basic concepts of statistical inference. Topics include: 1-sample and 2-sample location problems, analysis of variance, linear regression, applications of probability models and statistical methods to practical situations and/or actual data sets. No previous knowledge of probability is assumed. This course is recommended for students who wish to take a single, self-contained statistics course that emphasizes analysis of experimental data. Mathematics concentrators with an interest in applications are also encouraged to take this course followed by the more theoretical Math 401 and Math 452.

**352. Data Analysis.**

*Fall and Spring (3,3) Prerequisite: MATH 351 or consent of instructor.*

Case studies are used to provide in-depth exposure to the practice of statistics. Topics include: experimental design, data collection, data management, statistical analysis (beyond Math 351), statistical software, interpreting and reporting results.

**380. Topics in Mathematics.**

*Fall and Spring (1-3) Prerequisites: MATH 211, MATH 212 or MATH 213, or consent of instructor.*

A study of 300-level mathematical topics not covered by existing courses. Topics may be pure or applied. Course may be repeated for credit with permission of instructor.

**401. Probability.**

*Fall and Spring (3,3) Prerequisites: MATH 211, MATH 212 or MATH 213, MATH 214 or consent of instructor.*

Topics include: combinatorial analysis, discrete and continuous probability distributions and characteristics of distributions, sampling distributions.

**403. Intermediate Analysis.**

*Spring (3) Prerequisite: MATH 311.*

Sequences and series of functions; analysis in metric spaces and normed linear spaces; general integration and differentiation theory.

**405. Complex Analysis.**

*Fall (3) Prerequisite: MATH 311 or consent of instructor.*

The complex plane, analytic functions, Cauchy Integral Theorem and the calculus of residues. Taylor and Laurent series, analytic continuation.

**408. Advanced Linear Algebra.**

*Fall (3) Prerequisites: MATH 211, MATH 214 or consent of instructor.*

Eigenvalues, singular values, matrix factorizations, canonical forms, vector and matrix norms; positive definite, hermitian, unitary and nonnegative matrices.

**410. Special Topics in Mathematics.**

*Fall and Spring (1-3,1-3)*

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from topology, algebra,

differential equations and various other areas of pure and applied mathematics. This course may be repeated for credit with permission of the instructor.

#### 412. Introduction to Number Theory.

Fall (3) Prerequisite: MATH 214 or consent of instructor.

An elementary course in the theory of integers, divisibility and prime numbers, a study of Diophantine equations, congruences, number-theoretic functions, decimal expansion of rational numbers and quadratic residues.

#### 413. Introduction to Numerical Analysis I.

Fall (3) Prerequisites: MATH 211 and MATH 212 or MATH 213, CSCI 141, MATH 214 or consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: roots of equations, systems of linear equations, interpolation and approximation, and numerical integration. Students planning to take 414 are strongly encouraged to take 413 first.

#### 414. Introduction to Numerical Analysis II.

Spring (3) Prerequisites: MATH 211 and MATH 212 or MATH 213, CSCI 141, MATH 214 or consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: iterative methods for linear systems, eigenvalue computations and differential equations. Students planning to take 414 are strongly encouraged to take 413 first.

#### 416. Topics in Geometry.

Fall of even-numbered years (3) Prerequisites: MATH 211, MATH 212 or MATH 213, MATH 214 or consent of instructor.

A treatment of topics selected from Euclidean geometry, non-Euclidean geometry, projective geometry, finite geometry, differential geometry or algebraic geometry.

#### 417. Vector Calculus for Scientists.

Spring (3) Prerequisites: MATH 211, MATH 212 or MATH 213, and MATH 302 or consent of instructor.

Directional derivatives, differential forms and the Poincaré lemma, chain rule; Jacobians, change of variable and application to Lagrangian mechanics; path integrals and the deformation theorem, surface integrals and Stokes' theorem. Additional topics will be covered if time permits.

#### 424. Operations Research: Stochastic Models.

Spring (3) Prerequisite: MATH 401.

A survey of probabilistic operations research models and applications. Topics include stochastic processes, Markov chains, queueing theory and applications, Markovian decision processes, inventory theory and decision analysis.

#### 426. Topology.

Fall of odd-numbered years (3) Prerequisite: MATH 311 or consent of instructor.

A study of topological spaces, metric spaces, continuity, product spaces, compactness, connectedness and convergence. As time permits, additional topics may be chosen from homotopy theory, covering spaces, manifolds and surfaces, or other topics in algebraic or set theoretic topology.

#### 428. Functional Analysis.

Spring of odd-numbered years (3) Prerequisite: MATH 311.

Introduction to the geometry of Hilbert spaces, bounded linear operators, compact operators, spectral theory of compact self-adjoint operators, integral operators and other applications.

#### 430. Abstract Algebra II.

Spring of odd-numbered years (3) Prerequisite: MATH 307.

The theory of groups, rings, and fields. Topics may include the fundamental theorem of Abelian groups, Sylow's theorem, field extensions, and Galois theory.

#### 432. Combinatorics.

Spring of even-numbered years (3) Prerequisites: MATH 211, MATH 214 or consent of instructor.

A study of combinatorial theory and applications to practical problems. Topics include: graph theory, graphical algorithms, enumeration principles, inclusion-exclusion principle, recurrence relations, and generating functions. Optional topics: Polya counting principle, combinatorial designs, coding, Boolean algebra, and switching functions.

#### 441. Introduction to Applied Mathematics I.

Fall (3) Prerequisites: MATH 211, MATH 212 or MATH 213. MATH 302 is recommended.

A study of mathematical principles and techniques common to different scientific disciplines. The central topics are differential and matrix equations. Beginning with symmetric linear systems and associated matrix theory, the course continues with equilibrium equations, least squares estimation, vector calculus, calculus of variations, Fourier series and complex variables. Applications to structures, electrical networks, data analysis, etc. are included. Students cannot receive credit for both Applied Science 441 and Mathematics 441. (Cross listed with APSC 441)

#### 442. Introduction to Applied Mathematics II.

Spring (3) Prerequisite: MATH/APSC 441.

A continuation of Mathematics/Applied Science 441. Topics are numerical methods for linear and nonlinear equations and eigensystems, finite elements, initial-value problems with introduction to the phase plane and chaos, stability analysis, network flows and optimization. Applications to simple fluid flow, heat transfer, assignment and transportation problems, etc. are included. Students cannot receive credit for both Applied Science 442 and Mathematics 442. (Cross listed with APSC 442)

#### 452. Mathematical Statistics.

Spring (3) Prerequisite: MATH 401 or consent of instructor. MATH 351 recommended.

The mathematical theory of statistical inference. Possible topics include: maximum likelihood, least squares, linear models, methods for estimation and hypothesis testing. (Formerly MATH 402)

#### 459. Topics in Statistics.

Fall and Spring (1-3, 1-3) Prerequisite: Consent of instructor.

Statistical topics not covered in other courses. Possible topics include: linear models, nonparametrics, multivariable analysis, computationally intensive methods. This course may be repeated for credit as topics change.

#### †490. Seminar.

Fall and Spring (3,3) Prerequisite: MATH 214.

Sections of this course will treat a single narrow topic. Possible areas of interest include linear algebra, operator theory, applied analysis, combinatorial theory, operations research, statistics, history of mathematics, mathematical pedagogy and computational mathematics. Students will present written and oral work for discussion in class. May be repeated with permission.

**†495-496. Honors.**

*Fall, Spring (3,3)*

Students admitted to Honors study in mathematics will be enrolled in this course during both semesters of their senior year. The course comprises:

- (a) supervised research in the student's special area of interest;
  - (b) presentation by April 15 of an Honors thesis; and
  - (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest.
- For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**Graduate Program**

See the Computational Operations Research Concentration description in the Department of Computer Science and the Applied Mathematics program in the Applied Science Department.

## Medieval and Renaissance Studies

Professor **Suzanne Hagedorn**, Acting Director, 2010-2011.

Students will have a designated faculty Advisor in Medieval and Renaissance Studies to help them arrange a coherent program in keeping with the degree requirements of the College and to certify that progress is being made toward graduation. The Director of the program in Medieval and Renaissance Studies will help majors choose an advisor corresponding to the department of their greatest academic interest (including second major or minor, if any). Majors who do not easily fit into an area will be advised by the Director of the program in Medieval and Renaissance Studies. For more information contact the Acting Director of the program in Medieval and Renaissance Studies, Prof. Suzanne Hagedorn in the Dept. of English.

**Required Credit Hours:** 34 (from course listing below)

**Major Computing Requirement:** Proficiency by fulfilling participating departmental requirements within the program

**Major Writing Requirement:** Proficiency by fulfilling participating departmental requirements within the program

**Core Requirements:** At least 25 of the 34 credit hours must come from 300-level or 400-level courses. Students must take at least one three-credit course from each of groups 1, 2, 3, and 4 below. At least three of those four courses must be 300-level or 400-level courses. Students may petition the Director of the program in Medieval and Renaissance Studies to count appropriate non-listed courses (such as independent studies courses, or irregularly offered upper-level colloquia and senior seminars) toward their major. Students are strongly encouraged to take at least one upper-level seminar or colloquium whose subject matter falls within the field of Medieval and Renaissance Studies.

In addition, majors must complete one course above the 202-level in a modern European language, in Arabic, in ancient or modern Hebrew, in Latin, or in ancient Greek (but not including literature in translation courses). Majors who intend to pursue graduate studies are strongly encouraged to seek language training beyond the minimum requirement, and also to prepare a second major, or at least a minor, in one of the traditional disciplines represented.

### 1— Historical Context

HIST 240 The Crusades  
 HIST 355 Europe in the Middle Ages I (to 1000)  
 HIST 356 Europe in the Middle Ages II (post-1000)  
 HIST 358 The European Renaissance  
 HIST 359 The Reformation in Western Europe\*  
 HIST 387 England Under the Tudors and Stuarts  
 HIST 388 England Under the Tudors and Stuarts

### 2 — Art History and Music

ARTH 351 Medieval Architecture  
 ARTH 352 Medieval Figure Arts  
 ARTH 353 Early Christian & Byzantine Art  
 ARTH 360 Italian Renaissance Art, 1250-1600  
 ARTH 362 Northern Renaissance Art, 1300-1600  
 ARTH 363 Baroque Art, 1600-1750  
 ARTH 364 Renaissance & Baroque Architecture and  
 Town Planning  
 ARTH 365 Seventeenth-Century Dutch Painting  
 MUSC 381 Medieval & Renaissance Music

### 3 — Language and Literature

ENGL 203 British Literature I  
 ENGL 205 An Introduction to Shakespeare  
 ENGL 303 History of the English Language  
 ENGL 314 Old English  
 ENGL 315 Beowulf  
 ENGL 322 Medieval Literature  
 ENGL 323 English Renaissance

ENGL 324 The Early Seventeenth Century  
 ENGL 420 Chaucer  
 ENGL 421 Shakespeare  
 ENGL 422 Shakespeare  
 ENGL 426 Milton  
 ENGL 429 English Renaissance Drama  
 ENGL 434 Arthurian Literature  
 ENGL 435 Epic and Romance  
 FREN 316 Middle Ages  
 FREN 318 Renaissance  
 FREN 321 Early Modern French Theater  
 FREN 322 Comedy & Humor in Early Modern France  
 FREN 332 Topics in Early Modern Literature and Culture  
 FREN 410 French Philology  
 GRMN 301 German Literature from the Beginning to 1700  
 HISP 374 Knights, Witches, and Savages:  
 Introduction to Early Modern Hispanic Culture  
 HISP 401 Medieval Spanish Literature  
 HISP 402 Cervantes  
 HISP 403 Spanish Literature of the Golden Age  
 HISP 482 Love & Prostitution in Medieval Spain  
 HISP 486 Spanish Language, Epic and Nationalism  
 ITAL 301 Italian Literature from the Beginnings to the  
 17th Century  
 ITAL 309 Dante & the Medieval Tradition  
 ITAL 312 Italian Renaissance Literature in Translation  
 LATN 310 Medieval Latin

### 4 — Religion and Philosophy

PHIL 332 Medieval Philosophy  
 RELG 210 Introduction to the History of Christianity  
 RELG 211 Introduction to the History of Jewish Thought  
 RELG 212 Introduction to Islam  
 RELG 328 Midrash: Jewish Interpretation of Scriptures  
 RELG 329 The Rabbinic Mind  
 RELG 331 The World of Early Christianity  
 RELG 332 Religion and Society in the Medieval West  
 RELG 334 The Protestant and Catholic Reformations\*

\* Students may count either HIST 359, The Reformation in Western Europe, or RELG 334, The Protestant and Catholic Reformations, but not both, toward a Medieval and Renaissance Studies major or minor.

## Minor in Medieval and Renaissance Studies

**Required Credit Hours: 21**

**Core requirements:** Students are required to take one course from each of the four Medieval and Renaissance Studies groups listed above; at least three of those four courses must be 300-level or 400-level courses. Students are also required to take three additional courses selected from among the courses listed above; at least two of those three courses must be 300-level or 400-level courses. Students may petition the Director of the program in Medieval and Renaissance Studies to include non-listed courses in their minor (such as departmental independent studies courses) when appropriate.

## Military Science

PROFESSOR Major **Barbara Streater** (Chair). ASSISTANT PROFESSORS Major **Nicholas Christoff**, Captain **Anton Kemps**  
INSTRUCTORS Sergeant Major **Joe Irvin**

A unit of the Reserve Officer's Training Corps was established at The College of William and Mary on July 1, 1947, with an assigned mission to qualify students for positions of leadership and management in the United States Army and the civilian sector. By participating in the ROTC program a student may earn a commission as a Second Lieutenant in the Active Army, the United States Army Reserve or the Army National Guard, while pursuing an academic degree. The program offers a general military science and leadership curriculum which enables a cadet to qualify for assignment into any one of the 16 branches of the Army. The Military Science and Leadership Department is a joint program with Christopher Newport University. Classroom courses are taught at the College of William and Mary, with field leadership training conducted at sites such as Ft. Eustis, the Mariner's Museum, and in Matoaka Woods at the College of William and Mary. Participation includes:

1. \$4,500-\$5,000 subsistence allowance during junior and senior years; some books and all uniforms are furnished by the Department of Military Science.
2. An opportunity to participate in leadership and confidence-building activities as land navigation, adventure training, marksmanship, field training exercises, and physical training. The leadership and management skills development program includes education, training and experience that prepare a student for leadership in military service and civilian life.
3. An opportunity to earn a commission as a Second Lieutenant in the United States Army and a job opportunity in a leadership position with a starting salary and allowances of \$39,000 per year, increasing to \$73,700 in four years, or an opportunity to serve in the Army Reserve or National Guard.
4. Newly commissioned officers may request an educational delay in their entry on active duty in order to pursue graduate studies in medicine, law or divinity.

### Scholarships

Four-, three- and two-year scholarships are available. Students compete for several thousand scholarships nationwide. Freshmen and sophomores may apply for the three- and two-year scholarships, respectively. These scholarships pay for:

1. Tuition & Mandatory Fees (fully funded)
2. Books (up to \$1200 annually)
3. Expense stipend (\$300-\$500 tax free per month)

### Requirements for Enrollment

Any full-time freshman or sophomore student who is physically qualified and not already holding a commission in any armed forces may enroll in the Basic Military Science and Leadership program. Those meeting these qualifications, but who have had prior military experience in the armed forces; ROTC in another college; or in junior ROTC in high school, should consult the Department of Military Science & Leadership. Entrance into the Advanced Course (300- and 400-level) is based upon the following:

- Satisfactory completion of the Basic Course, Leader Training Course, advanced placement due to prior military service, or three years of JROTC;
- Successful completion of an Army physical examination;
- Execution of appropriate loyalty statements and contractual agreements;
- Satisfactory completion of the appropriate screening tests; and
- Selection by the Professor of Military Science.

### Requirements for Commissioning

The department of Military Science and Leadership offers two, three, and four year programs that will qualify students for commissioning as a Second Lieutenant in the United States Army. General Requirements for commissioning include:

- 1) Completion of the Military Science and Leadership Basic Course.
  - a) Four-Year Program. Complete MLSC 101/103, 102/103, 201/203, 202/203 during the freshman and sophomore years.
  - b) Three-Year Program. Students who have less than four years to graduate and are accepted into the Military Science and Leadership program after their first term can complete the MLSC 100-level courses simultaneously with the MLSC 200-level courses as determined by the Professor of Military Science & Leadership.
  - c) Two-Year Program. Either prior military service, three years of Junior ROTC or attendance to the four-week ROTC Leader Training Course during the summer (between the sophomore and junior years) will provide placement credit for the ROTC Military Science and Leadership Basic Course.
- 2) Completion of the Military Science and Leadership Advanced Course:
  - a) Complete MLSC 301/303 and MLSC 302/303 during the junior year.
  - b) Attend a 33 day ROTC Leadership Development and Assessment Course during the summer between the junior and senior years or following the senior year.
  - c) Complete MLSC 401/403 and MLSC 402/403 during the senior year.
- 3) Completion of HIST 428, US Military History. This course is taught by the University's Department of History.

### Obligations

A non-scholarship student incurs no obligation to the military by participating in freshman or sophomore Military Science and Leadership courses (MLSC 100 and 200-level courses). These courses offer a student the opportunity to evaluate the prospect of military service and to qualify for the Advanced Course beginning in the junior year. When a cadet enters the Advanced Course, he or she contracts and is obligated to accept a commission, if offered, as a Second Lieutenant in the United States Army upon graduation.

### Career Placement: Active Duty and Reserve Forces Duty

All commissioned officers incur an initial eight-year obligation. ROTC cadets have a choice of requesting Active Duty or Reserve Forces Duty. The difference between the two options is listed below:

1. Active Duty. The first three to four years are served on active duty, with the remaining four to five years served in the Reserves.
2. Reserve Forces Duty (Army National Guard or U.S. Army Reserve). Newly commissioned officers may enter active duty for approximately 90 days to attend a branch-specific Officer Basic Course and serve out the remainder of their eight year obligation in the Reserves while pursuing a civilian career. Cadets may choose to guarantee this option prior to entrance into the junior year.

### Description of Courses

Note: No more than eight of the Military Science credits count toward the 120 credits needed for graduation. The remaining four credits will appear on the student's official transcripts.

### Basic Courses

The following Military Science Basic Courses are designed for freshmen and sophomores: MLSC 101, 102, 201 and 202. The Basic Courses introduce freshmen and sophomores to the fundamentals of leadership and management while they learn about the opportunities and prospects of ROTC and commissioned service. Students complete these courses without service

obligation (except Army scholarship students) while qualifying for the Advanced Program. All students must participate in the Leadership Laboratory (MLSC 103 and 203) in the Basic Courses.

### 101. Leadership and Personal Development.

*Fall (1) Staff.*

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses life skills' including fitness and time management. The MLSC 101 course is designed to support recruiting and retention of cadets by giving them accurate insight into the Army Profession and the officer's role in the Army.

### 102. Introduction to Tactical Leadership.

*Spring (1) Staff.*

MLSC 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises.

### 103. MS I Leadership Laboratory.

*Fall/Spring (0) Staff.*

Taken with Military Science 101 and 102. Presents basic leadership skills in practical situations. Introduces standard Army equipment, marksmanship, orienteering, and small unit tactics, and functioning as a member of a team or squad.

### 201. Innovative Team Leadership.

*Fall (1) Staff.*

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment.

### 202. Foundations of Tactical Leadership.

*Spring (1) Staff.*

This course examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MLSC 202 provides a smooth transition into MLSC 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

### 203. MS II Leadership Laboratory.

*Fall/Spring (0) Staff.*

Taken with Military Science 201 and 202. Develops intermediate leadership skills by placing cadets in small unit leadership roles in practical situations. Emphasizes acquisition of intermediate individual soldier skills and tactical theory.

## Advanced Courses

These courses are designed to prepare juniors and seniors who have agreed to seek a commission as officers in the United States Army. Freshmen and sophomores may not take the Advanced Courses.

### 301. Adaptive Team Leadership.

*Fall (2) Staff. Prerequisites: MLSC 101, MLSC 102, MLSC 201, MLSC 202 or equivalent, and contract status in ROTC.*

You are challenged to study, practice, and evaluate adaptive team leadership skills as you are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. You will receive systematic and specific feedback on their leadership abilities.

### 302. Leadership in Changing Environments.

*Spring (2) Staff. Prerequisites: MLSC 301 or consent of department and contract status in ROTC.*

You will be challenged to study, practice, and evaluate adaptive leadership skills as you are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. You will receive systematic and specific feedback on your leadership abilities. Leadership Lab concentrates on general military subjects directed toward the reinforcement of military skills and the development of new skills required for the ROTC Leader Development Assessment Course (LDAC).

### 303. MS III Leadership Laboratory.

*Fall/Spring (0) Staff.*

Taken with Military Science 301 and 302. Develops advanced leadership skills by requiring cadets to train and lead units of 10 to 40 fellow cadets. Includes intensive study of Army equipment, techniques and operational doctrine to achieve advanced proficiency and preparation for attending the Leader Development and Assessment Course.

### 401. Developing Adaptive Leaders.

*Fall (2) Staff. Prerequisite: MLSC 302.*

MLSC 401 develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. You are given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare you to make the transition to becoming an Army officer. During your MSL IV year, you will lead cadets at lower levels. Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment. You will identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to each, train, and develop subordinates.

### 402. Leadership in a Complex World.

*Spring (2) Staff. Prerequisite: MLSC 302.*

MLSC 402 explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support.

The course places significant emphasis on preparing you for BOLC II and III, and your first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. This semester you will:

- Explore Military Professional Ethics and ethical decision making facing an Officer
- Gain practical experience in Cadet Battalion Leadership roles
- Demonstrate personal skills in operations and communications
- Evaluate and develop MSL III small unit leaders and examine issues of force protection in the COE
- Prepare for the transition to a career as an Army Officer.

**403. MS IV Leadership Laboratory.**

*Fall/Spring (0) Staff.*

Taken with Military Science 401 and 402. Develops advanced leadership and management expertise in the evaluation of subordinates, performance counseling, mentoring and development of programs of training for units of 100 or more members.

**404. Independent Study in Military Science.**

*Fall or Spring (1) Staff.*

This course provides ROTC cadets who have completed their Advance Course program the opportunity to conduct detailed research and independent study on a current problem or topic associated with the military. Program of study will be arranged individually with a faculty advisor; admission by consent of the chair of the department. This course may be repeated as there is no duplication of topic.

## Modern Languages and Literatures

DEPARTMENT CHAIR **Tandeciarz** (Class of 2011 Associate Professor), PROFESSORS **Cate-Arries, Fauvel, Greenia** (on leave 2010-2011), and **Stock** (on leave Fall 2010). ASSOCIATE PROFESSORS **Arries, Buck, Campbell** (Associate Chair), **Cherkaoui, Compan** (on leave 2010-2011), **DiNitto** (Associate Chair), **Eisele, Kulick, M. Leruth, Leventhal, Longo** (Dean for Educational Policy), **Pacini, A. Prokhorov, Root** (Associate Chair and Class of 1963 Associate Professor), **Tang**, and **Taylor**. ASSISTANT PROFESSORS **Angelone, Ferrarese, Chan, Cronin, Médevielle, E. Prokhorova, Riofrio**. VISITING ASSISTANT PROFESSORS **Annunziato, Morrison, Zetterstrand**. LECTURERS **Ginzburzsky-Blum**. INSTRUCTORS **Al-Shalchi, Bamford, Daly, Dima, Eilderts, Kato, Kitamura, A. Leruth, Liu, Mansour, Su, Terukina-Yamauchi, Toney, and Xia**.

### The Program

*The proficiency requirements and placement policies for foreign languages are indicated under the Requirements for Degrees section of the catalog.*

The Department of Modern Languages and Literatures offers instruction in eight languages (Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish). It also offers a series of courses on the Modern Languages in general and, especially, the teaching of them. In addition to beginning, intermediate and advanced language courses, MDLL also offers instruction in the analysis of literature, film and culture taught both in the foreign languages and in English. In collaboration with the Global Education office in the Reves Center, MDLL sponsors summer, semester and year-long study abroad programs in more than ten countries in Europe, Asia, Latin America and Africa. On campus, interested students may choose to live in one of eight Language Houses, where foreign Resident Tutors provide an opportunity for unstructured language learning, organize an active schedule of cultural events conducted in the foreign language and serve as a source of information on their native countries.

While the study of foreign languages and literatures has always been a cornerstone of the liberal arts experience, the mission of MDLL at William and Mary includes preparing students for graduate and professional training in a wide range of disciplines, among which are foreign and comparative literature, language teaching, international studies and relations, business, law and government service. Many of our students combine the study of one or more foreign languages with majors such as Government, Global Studies, History, or Business.

### REQUIREMENTS FOR MAJOR

The Department of Modern Languages and Literatures offers majors in Chinese, French, German and Hispanic Studies. The precise requirements for the various "concentrations" of these majors can be found under the appropriate language. All Modern Languages and Literatures majors include a wide range of courses in language, literature, film and culture, most of which are taught in the foreign language. The Major Writing Requirement in Chinese is met through a grade of C- or better in Chinese 428. To satisfy the Major Writing Requirement in German, a student must earn a grade of C- or better on the writing component of one course numbered 301 or higher, which the student selects from a departmental listing of approved courses. The Major Writing Requirement in French is satisfied by a grade of C- or better in French 450. In Hispanic Studies, students fulfill the Major Writing Requirement by receiving a grade of C- or better in Hispanic Studies 493.

### INTERDISCIPLINARY PROGRAMS

MDLL plays a central role in numerous interdisciplinary and international programs at the College, among which are Global Studies, Literary and Cultural Studies, Film Studies, and Women's Studies. For further information about these programs, see the appropriate pages in this catalog.

### Requirements for the Minor in Teaching English as a Foreign/Second Language

A minor in TEFL/TESL requires a minimum of 18 credit hours (normally 6 courses), distributed as follows:

#### MODERN LANGUAGES

- MDLL 345 – Methods in Teaching English as a Second/Foreign Language (ESL/EFL), or EDUC 442
- MDLL 346 – Foreign Language Acquisition Processes: Theory and Practice
- MDLL 347 – Materials Development and Curriculum Design in Foreign Languages/English as a Second Language ENGL 220, or ANTH 220 or FREN 304, or HISP 407 – Phonetics and Phonology
- MDLL 400 – Internship/Practicum in Teaching English as a Second Language
- MDLL 411 – \*Independent Study

Note: \*another 300/400 level relevant course may substitute, if approved in advance by the coordinator of the TEFL/TESL program.

#### Description of Courses

##### 150. Freshman Seminar.

*Fall or Spring (3) Staff.*

Topic of this course will vary year to year. An exploration of a specific topic in literary, culture or linguistic studies. Writing is emphasized. Normally available to first-year students. Course may be repeated for credit if topic varies.

##### 255. Tech Literacy for Modern Languages.

*Fall or Spring (2) Blum.*

Students will learn the use of various current technologies that have a direct impact on their coursework in Modern Language study. Topics to include using online references, creating websites and digital presentations, video editing, etc.

##### 345. Methods in Teaching English as a Second/Foreign Language (ESL/EFL).

*Alternate Fall semesters (3) Kulick. Prerequisite: Two semesters of a modern foreign language or equivalent, or consent of instructor.*

Instructional methodology for teaching foreign languages including English as a second or foreign language. Focus on skill development, cultural instruction, curriculum planning, assessment, technology and materials development in foreign language teaching.

##### 346. Foreign Language Acquisition Processes: Theory and Practice.

*Alternate Fall semesters - Fall 2011, 2013 (3) Kulick. Prerequisite: Two semesters of a modern foreign language or equivalent, or consent of instructor.*

How are foreign languages acquired? Factors influencing individual variation in skill and fluency include language transfer, optimal input, age, learning styles and language dysfunction. Focus on foreign language acquisition with respect to learning theory, physical, cognitive and social development.

##### 347. Materials Development and Curriculum Design in Foreign Languages/English as a Second Language.

*Fall, Spring (variable credit) Arries, Kulick.*

Topics will focus on issues related to Foreign Language Pedagogy or Second Language Acquisition. Possible topics include: materials development and evaluation, assessment of foreign language skills, technology in foreign language instruction, etc. Course may be repeated for credit if topics differ.

##### 360. Topics in Modern Languages, Literatures and Cultures.

*Fall and/or Spring (variable credit) Staff.*

The topic of this course will vary from year to year, but will cover material related to literary, linguistic or cultural aspects of world civilizations. Course may be repeated for credit if topic varies.

**400. Internship/Practicum in Teaching English as a Second Language.**

*Fall, Spring, Summer (3,3,3) Arries, Kulick. Prerequisite: Consent of instructor.*

The internship/practicum in Teaching English as a Second/Foreign Language provides students the opportunity to apply in a practical setting, the theories, techniques and strategies of TESL. Requirements include a pre-approved project, a journal, a portfolio and final paper or presentation.

**401. Internship/Practicum in Teaching Foreign Languages.**

*Fall (1) Staff. Prerequisite: Consent of instructor.*

A mentored teaching internship experience in foreign language pedagogy. Students will work closely with faculty to assist in fostering student language learning while developing their own teaching skills.

**411. Independent Study.**

*Fall, Spring (3,3) Arries, Kulick. Prerequisite: Consent of instructor.*

Designed to permit an in-depth study in an area of foreign language pedagogy or second language acquisition not available in current course offerings. A written petition to the instructor and approval are required before registration.

**490. Topics In Teaching Foreign Language/ESL/EFL**

*Summer (3) Arries, Kulick.*

A seminar in foreign language teaching pedagogy for teachers and prospective teachers about second language acquisition with a focus on classroom applications. May be offered abroad by William and Mary faculty; may be repeated for credit if topic varies.

**498. Washington Program Internship.**

*Fall and Spring (4)*

This course combines an internship experience in Washington, D.C. with individual research supervised by the Washington Program instructor and results in a substantial paper. Only students already accepted into the Washington Program are eligible to enroll.

**510,511. Graduate Seminar for Foreign Language Teachers.**

*Summer (3) Arries, Kulick.*

Seminars on technological, pedagogical and cultural topics related to teaching of foreign languages. These courses may be repeated for credit if topic varies.

**ARABIC**

**Minor in Arabic Language and Literature**

**Required Credit Hours: 18 hours**

**Core Requirements:** (6 courses) beyond the 202 level (but including Arabic 150W), of which no more than 7 credit hours may be in courses taught in English. No course for the minor may be taken pass/fail. Transfer credits will be reviewed by the departmental chair.

**Description of Courses**

**101. Elementary Arabic I.**

*Fall and Summer (4) Cherkaoui, Staff.*

Training in reading, writing and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading and speaking. All scheduled sessions associated with the course are required.

**102. Elementary Arabic II.**

*Spring and Summer (4) Cherkaoui, Staff. Prerequisite: ARAB101 or consent of instructor.*

Training in reading, writing and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading

and speaking. All scheduled sessions associated with the course are required.

**150W. Freshman Seminar**

*(GER 4B) Fall or Spring (4) Staff.*

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first year students.

**200. Arabic Studies Abroad: Language, Literature and Culture.**

*Fall, Spring or Summer (1-4) Staff.*

This number is intended for courses completed in an Arabic-speaking country. May be repeated for credit.

**201. Intermediate Arabic I.**

*Fall(4) Mansour, Staff. Prerequisite: ARAB 102 or consent of instructor.*

Continued training in grammar, reading, writing and aural-oral skills. An emphasis on standard Arabic. Introduction of the spoken idiom is continued from Arabic 102. Reading and discussion focuses on modern texts with introduction to Classical texts. All scheduled sessions associated with the course are required.

**202. Intermediate Arabic II.**

*Spring(4) Mansour, Staff. Prerequisite: ARAB 201 or consent of instructor.*

Continued training in grammar, reading, writing and aural-oral skills. An emphasis on standard Arabic introduction of the spoken idiom is continued from Arabic 201. Reading and discussion focuses on modern texts with introduction to Classical texts. All scheduled sessions associated with the course are required.

**290. Topics in Arabic Dialects.**

*Fall or Spring (3). Staff. Prerequisites: ARAB 202; Corequisites: ARAB 301 recommended.*

An introduction to one of the four major Arabic dialects (Maghrebi, Egyptian, Levantine, Iraqi) focusing on the differences between Standard Arabic and the colloquial in order to develop basic proficiency. Conducted entirely in Arabic, can be repeated for credit when topic differs. Taught in alternating years.

**300. Advanced Arabic Studies Abroad: Language, Literature, and Culture.**

*Fall, Spring or Summer (1-4) Staff.*

This number is intended for courses completed in an Arabic-speaking country. May be repeated for credit.

**301. Advanced Arabic I: Introduction to Arabic Literature and Society.**

*Fall (3) al-Shalchi. Prerequisite: ARAB 202 or consent of instructor.*

Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

**302. Advanced Arabic II: Arabic Literature and Society.**

*Spring (4) al-Shalchi. Prerequisite: ARAB 301 or consent of instructor.*

Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

**303. Media Arabic.**

*Fall (3) Staff. Prerequisite ARAB 302 or consent of instructor. Taught in alternating years.*

This course, concentrating on Arabic as used in television and radio broadcasts, involves intensive listening exercises of authentic up to the minute materials (news broadcasts, interviews, documentaries, etc.) as well as some writing and speaking exercises. Conducted in Arabic.

**304. Introduction to Arabic Dialects.**

*Spring (3) Staff. Prerequisite: ARAB 201. Taught in alternating years.*

An introduction to Arabic dialects, including an overview of the general characteristics of the major Arabic dialects (phono-

logical, morphological, & syntactic) as contrasted with Standard Arabic, followed by a concentration on two main dialect areas (Egyptian and Moroccan) to develop basic proficiency in these dialects. Conducted in Arabic.

### 305. Directed Readings in Arabic.

*Fall (3) Staff. Prerequisite: ARAB 302 or consent of instructor.*

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

### 306. Directed Readings in Arabic.

*Spring (3) Staff. Prerequisite: ARAB 305 or consent of instructor.*

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

### 307. Arab Civilization in Transition: Self, Culture, and Society in the Modern Period.

*Fall (3) Eisele. Prerequisite: ARAB 302 or consent of instructor*

This course explores various themes pertinent to modern Arab political and sociological thought, using texts and audio as a basis for student writing, discussion and oral presentations. Themes may include: Islam and politics, women & gender, environmental issues, the role of politicians and intellectuals (Abd al-Nasser, Muhammad Abdo, Qasim Amin, Taha Hussein). The student will be expected to make analytical comments on the content of the material presented as well as to handle the language at a 300-level course (high intermediate to advanced). The overall goal of this content course is to prepare students for independent work in Arabic as they grow comfortable with more advanced texts and those taken directly from sources in the Arabic speaking world, such as news broadcasts or documentaries from Al-Jazeera, etc. The combination of textbook and supplemental materials provides this transition from "class work" to "real world."

### 308. Bridging Heritage and Modernity: Modern Forms and Classical Themes in Arabic Literary Writing.

*Fall (3) Eisele. Prerequisite: ARAB 307 or consent of instructor.*

This course considers texts from a wide range of literary genres and themes from the Arabic-speaking world, including texts drawn from both the Arabo-Islamic tradition (al-turaath or "cultural heritage" texts), as well as from the modern period. The course will address the essential characteristics of literary forms, themes, schools, and genres in the Arabic tradition, emphasizing how these elements changed and evolved through time. Students will become familiar with both canonical and non-canonical Arabic writers in various genres, from classical times to the present. Emphasis will be on understanding both the underlying cultural world views expressed in the texts as well as their artistic and aesthetic elements. All readings are in Arabic, and students are expected to develop their reading comprehension skills as well as their knowledge and understanding of Arabic literary forms and culture.

### 309. Survey of Arabic Literature in Translation.

*(GER 4B), Fall (3) Staff. Taught in alternating years.*

A survey of Arabic literary tradition from the 7th century to the present, with a focus on continuity and change, influence, and major trends, themes and genres. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

### 310. Topics in Modern Arabic Literature in Translation.

*(GER 4B), Spring (3) Staff. Taught in alternating years.*

An in-depth study of genre/theme in modern Arabic literature emphasizing the importance of literature as a representation of modern Arab culture and society. (May be repeated for credit when topic varies.) Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

### 311. Special Topics in Arabic Culture

This course will address specific issues relating to Arab culture and civilization as well as cross-cultural issues related to the interaction of this culture with other cultures.

#### Topic for Fall 2010:

#### Introduction to Arab Culture.

This course will provide a comprehensive overview of the culture of the Arabic-speaking peoples of the Middle East. Starting with an understanding of the importance of the Arabic language in Arab culture, it will continue with a sociological and historical overview of Arab culture. Topics of contemporary relevance will also be studied, including, the status of women, the impact of the West, family roles and structures, and education.

### 401. Classical Arabic Literature.

*Fall (3) Staff. Prerequisite: ARAB 302 or equivalent. Taught in alternating years.*

An introduction to the classical Arabic literary canon (al-turaath) conducted entirely in Arabic covering the major eras and genres of Arabic literature from the pre-Islamic period (6th century) until the 15th century.

## ARABIC

### 402. Advanced Topics in Arabic Language, Culture, and Literature.

*Spring (3) Staff. Prerequisites: ARAB 306 or ARAB 308 or equivalent.*

Taught in Arabic. An in-depth study of a limited topic in Arabic language, culture, or literature. May be repeated for credit if topic varies.

### \*411. Independent Study.

*Fall and Spring (3, 3) al-Shalchi, Cherkaoui.*

This course is designed to permit in-depth study of Arabic texts in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

### 412. Teaching Practicum.

*Fall and Spring (1,1) Staff.*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

## CHINESE

### Requirements for the Major in Chinese Language and Culture

**Required Credit Hours:** A minimum of 30 semester credits must be distributed in the following manner:

1. Four Chinese language courses above the 200 level to be selected with approval of an advisor.
2. Four Chinese literature/culture courses to be selected with approval of an advisor.
3. CHI 428: Advanced Seminar in Chinese Language, Culture or Literature (This course will satisfy the concentration writing requirement and the concentration computing requirement).
4. One course outside of the Department of Modern Languages and Literature to be selected with approval of an advisor.

All majors in Chinese are strongly encouraged to study abroad in a Chinese-speaking location after finishing Chinese 102 and Chinese 202.

Students will choose their major advisor from among the Chinese faculty when declaring their major in Chinese. The Chinese section actively supports faculty-mentored independent student research and strongly encourage majors to consider writing an honors thesis.

## Requirements for the Minor in Chinese Language and Literature

**Required Credit Hours: 20 hours**

**Core Requirements:** Courses must be beyond the 202 level. No more than 6 hours of which may be taken in courses taught in English. No course for the minor may be taken pass/fail.

### Description of Courses

#### 101. Elementary Chinese I (Mandarin).

*Fall or Summer (4) Su.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. CHIN101 is for students who have no Mandarin learning background. Heritage students or students who studied Chinese before should take placement test or seek permission from instructor before enrollment. The department reserves the right to place any student in the course most appropriate to his or her skill level.

#### 102. Elementary Chinese II (Mandarin).

*Spring or Summer (4) Su. Prerequisite: CHIN 101 or consent of instructor.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

#### 111. Chinese for Heritage Speakers.

*Fall (3) Xia.*

For beginning Chinese heritage learners students with basic oral-aural skills, but cannot read or write. While focusing on reading and writing, it continues to provide training in listening and speaking. Interested students who are unsure about their language level are encouraged to consult with instructor before enrollment. The department reserves the right to place any student in the course most appropriate to his or her skill level.

#### 150W. Freshman Seminar Topics in English.

*Fall or Spring (4) Staff.*

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first year students.

#### 180. Chinese Calligraphy: Aesthetics and Practice.

*Fall or Spring (1)*

Introduces the art and practice of Chinese calligraphy. Consists of introduction on the history, principle and aesthetic values of Chinese characters and calligraphy and hand-on experience on brush writing. No knowledge of Chinese or calligraphy is required.

#### 200. Chinese Studies in China I.

*Summer and Fall (variable) Staff. Prerequisite: CHIN 102 and acceptance by Selection Committee.*

This number is intended for language courses completed in China. Intensive language training at the intermediate level. This course may be repeated for credit.

#### 201. Intermediate Chinese I (Mandarin).

*Fall (4) Liu. Prerequisite: CHIN 102 or consent of instructor.*

Training in conversation, grammar, reading and elementary composition. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

#### 202. Intermediate Chinese II (Mandarin).

*Spring (4) Liu. Prerequisite: CHIN 201 or consent of instructor.*

Training in conversation, grammar, reading and elementary composition. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

#### 211. Chinese for Heritage Speakers.

*Spring (3) Xia. Prerequisite: CHIN 111 or consent of instructor.*

For students with basic oral-aural skills. While focusing on reading and writing, it continues to provide training in listening and speaking. Completion of this course satisfies language requirement.

#### 280. East Asian Cultures Through Film.

*(GER 4B) Fall or Spring (3) Tang.*

An introduction to East Asian cultures through the modern and contemporary film of China, Taiwan and Japan. The class takes a cross-cultural approach by looking at various social, political and cultural themes as they vary across time and across East Asian countries. (Cross listed with JAPN 280)

#### 300. Chinese Studies in China II.

*Summer and Fall (variable) Staff. Prerequisites: CHIN 200 or 202 and acceptance by Selection Committee.*

This number is intended for courses completed in China. Intensive language training at the upper-immediate level. This course may be repeated for credit.

#### 301. Upper-Intermediate Chinese I.

*Fall (4) Xia. Prerequisite: CHIN 202 or consent of instructor.*

Continued training in conversation, grammar and composition with special emphasis on reading and writing. All scheduled sessions associated with the course are required.

#### 302. Upper-Intermediate Chinese II.

*Spring (4) Xia. Prerequisite: CHIN 301 or consent of instructor.*

Continued training in conversation, grammar and composition with special emphasis on reading and writing. All scheduled sessions associated with the course are required.

#### 303. Topics in Chinese Language, Civilization, or Literature.

*Fall or Spring (1-4) Staff.*

Topics in Chinese Language, Culture or Literature. Offered on campus or abroad either in English or Chinese. A systematic study of a major topic or theme in Chinese language, culture or literature that is not covered by regularly offered courses. May be repeated for credit if content is different.

#### 308. Directed Readings in Chinese.

*Fall or Spring (3) Staff. Prerequisites: CHIN 300 or 302.*

This course is designed to train students' ability to interpret written Chinese through in-depth readings in Chinese literature and other types of cultural expression.

#### 309. Survey of Chinese Literature in English.

*(GER 4B, 5) Fall or Spring (3) Tang.*

An introduction to major works of Chinese literature, including the Confucian classics, poetry, drama, short stories and novels, with emphasis on cultural and historical context. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

#### 316. Women and Love in Chinese Literature (In Translation).

*(GER 4B, 5) Fall or Spring (3) Tang.*

This course examines the practice of love and gender relationships in pre-modern China with an emphasis on the presentation of women in literary texts. Readings vary in genres and are analyzed within their own cultural, historical, and philosophical context. (Cross listed with WMST 314-01)

#### 320. Chinese Popular Culture

*(GER 4B, 5) Fall or Spring (3) Chan.*

This course provides students with an in-depth exploration and study of the range of cultural forms that constitute Chinese popular culture spanning from the late-Imperial to contemporary periods.

**322. Twentieth-Century Chinese Literature in English.**

(GER 4B, 5) Fall or Spring (3) Chan.

A study of major 20th-century works, trends and movements. Pays special attention to the period from the end of the Cultural Revolution (1976) to present. Taught in English. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**386. Art of Chinese Poetry.**

Fall or Spring (3) Tang.

This course examines the meaning and mode of expression of traditional Chinese poetry. Poems are read in their original language (with English annotations) and discussion is conducted in English. Proper for students who have completed one year of Chinese language study.

**400. Chinese Studies in China III.**

Summer and Fall (variable) Staff. Prerequisites: CHIN 300 or 302 and acceptance by Selection Committee.

This number is intended for courses completed in China. Intensive language training at the advanced level. This course may be repeated for credit.

**401. Advanced Speaking I.**

Fall (3) Staff. Prerequisite: CHIN 300, 302 or 400.

Intensive oral-aural training with emphasis on conducting effective communication in advanced spoken Chinese. Priority given to Chinese and East Asian Studies majors.

**402. Advanced Speaking II.**

Spring (3) Staff. Prerequisite: CHIN 300, 302 or 400.

Continued Intensive oral-aural training with emphasis on conducting effective communication in advanced spoken Chinese. Priority given to Chinese and East Asian Studies majors.

**403. Advanced Reading and Writing I.**

Fall (3) Su. Prerequisite: Chinese 300, 302 and 400.

Intensive training in grammar and word usage with special emphasis given to formal journalistic, expository and literary discourse. Priority given to Chinese and East Asian Studies majors.

**404. Advanced Reading and Writing II**

Spring (3) Su. Prerequisite: Chinese 300, 302 and 400.

Continued intensive training in grammar and word usage with special emphasis given to formal journalistic, expository and literary discourse. Priority given to Chinese and East Asian Studies majors.

**410. Advanced Topics in Chinese Language, Civilization or Literature.**

Fall or Spring (3) Staff. Prerequisite: CHIN 300 or 302 or consent of instructor.

An in-depth study of a limited topic in Chinese language, civilization or literature. Topics may also include classical Chinese language and Chinese cinema. This course may be offered locally at the College or abroad in the Chinese Studies in Beijing Program. Course may be repeated for credit when topics differ.

**\*411. Independent Study.**

Fall and Spring (1-3) Chan, Su, Tang. Prerequisite: consent of instructor.

This course is designed to permit an in-depth study of the Chinese language or literature not available in current course offerings. A written petition to the instructor and approval of the department chair is required before registration. Course may be repeated for credit if topic varies.

**412. Teaching Practicum**

Fall and Spring (1,1) Staff.

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

**428. Advanced Seminar in Chinese Language, Culture or Literature.**

Fall or Spring (3) Chan, Tang. Prerequisite: consent of instructor.

This capstone course guides students in conducting in-depth studies on issues in Chinese language, culture or literature and it requires students to complete an independent research project. Satisfies concentration computing requirement and concentration writing requirement.

**495-496. Honors.**

Fall and Spring (3, 3) Chan, Tang. Prerequisite or corequisites: Two other 400-level Chinese courses (401-410).

For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**FRENCH AND FRANCOPHONE STUDIES****Requirements for the Major in French and Francophone Studies****Required Credit Hours: 33**

1. Core Requirements: French 305; French 314 or French 315; French 450 (satisfies the Major Writing Requirement and the Major Computing Requirement).
2. Elective credits: 24 elective credits from French 151, either 210 or 212 (but not both), 290, and courses at the 300 or 400-level in the French Section

OR

A minimum of 15 elective credits from French 151, either 210 or 212 (but not both), 290, and courses taken at the 300 and 400-level in the French Section, and up to 9 credits from courses outside the French section provided that these courses are relevant to French and Francophone studies, have been chosen in consultation with the major advisor, and have been approved by the French Section. No more than 9 credits from courses not taught in French shall be counted for the major.

All majors in French are strongly encouraged to include study abroad in a French-speaking location at some point in their undergraduate experience.

*Students will choose their faculty advisor from among the French faculty when declaring their major in French. Students considering a career in teaching are strongly encouraged to consult with Professor Kulick when designing their major in French. The French section actively supports faculty-mentored independent student research and strongly encourages qualified students to consider writing an honors thesis.*

**Requirements for the Minor in French and Francophone Studies****Required Credit Hours: 18**

**Core Requirements:** Must include 305; either 314 or 315, and 12 additional credit hours chosen from the following list: French 151, either 210 or 212 (but not both), 290, and any course at the 300 and/or 400 level. Students may not take 386 as part of a minor in French.

**Competency in French**

Students majoring in Art and Art History, in the Social Sciences, or those who select an interdisciplinary program such as International Relations, European Studies, or Literary and Cultural Studies and who wish primarily to acquire competency in French will find a variety of French courses designed to give them the competency they seek. After having completed French 210 or 212 the following courses are recommended: 290, 305, 306, 310, 314, 315, 361 or 362 or 363, 390 or 391, 393, 406.

## Description of Courses

### 101. Elementary French I.

*Fall and Summer (4). Staff.*

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. Four class hours.

### 102. Elementary French II.

*Spring and Summer (4). Staff. Prerequisite: FREN 101.*

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. Four class hours.

### 150W. Freshman Seminar (in English).

*Fall or Spring (4,4). Staff.*

Intended for freshmen who wish to satisfy the freshman writing requirement with the exploration of a specific topic in literary or cultural studies.

### 151. Freshman Seminar (in French).

*Fall or Spring (3,3). Staff.*

Freshman students with 4-5 years of high school French or a strong AP score are encouraged to enroll.

### 201. Intermediate French I.

*Fall and Summer (4). Staff. Prerequisite: FREN 102 or placement by Achievement Test score or by department.*

A review of basic French grammar through development of writing, speaking, comprehension and reading skills, with additional emphasis on cultural and literary readings. Four class hours.

### 202. Intermediate French II.

*Spring and Summer (4). Staff. Prerequisite: FREN 201 or placement by Achievement Test score or by department.*

Continued review of basic French grammar through development of writing, speaking and comprehension skills, with additional emphasis on cultural and literary readings. Four class hours.

### 206. Upper-Intermediate Conversation.

*Fall or Spring (3,3). Staff. Prerequisite: FREN 202 or placement by Achievement Test score or consent of instructor.*

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary French life.

### 210. From Word to Text: An Introduction to Reading and Writing.

*(GER 5) Fall and Spring (3,3). Staff. Prerequisite: FREN 202 or placement by Achievement Test score or by department.*

Continued development of all four language skills, with a special emphasis on reading and writing. This course will incorporate work with applied grammar, interactive video, film, and French and Francophone literary readings.

### 212. Cross-cultural Perspectives on the Francophone World.

*(GER 4C) Fall and Spring (3,3). Staff. Prerequisite: FREN 202 or placement by Achievement Test score or by department.*

An introduction to comparative cultural studies of the Francophone world. An exploration of the rich cultural exchanges among Francophone communities with an emphasis on their geographical, historical and social contexts. Sustained attention to oral and written expression.

### 290. Themes and Issues in the French/ Francophone World.

*Fall and/or Spring (3,3). Staff. Prerequisites: FREN 202 or placement by Achievement Test score, or by instructor's permission.*

Each semester's chosen topic will be indicated in the schedule of classes. Course may not be repeated for credit.

#### TOPIC FOR Fall 2010:

The French Revolution. *Pacini.*

### 299. French Studies Abroad at the Upper Intermediate Level.

*Fall, Spring, or Summer (1-3 credits variable). Staff. Prerequisites: FREN 202 and approval by department.*

This number is intended for courses completed in France or in a Francophone country. May be repeated for credit.

### 300. French Studies Abroad at the Advanced Level.

*Fall, Spring, or Summer (1-3 credits variable). Staff. Prerequisites: FREN 210 or FREN 212 and approval by department.*

This number is intended for courses completed in France or in a Francophone country. May be repeated for credit.

### 301. Life in Montpellier.

*Spring (1). Resident Director of the Summer in Montpellier, France Program.*

A one-credit required course designed for students enrolling in the W&M Summer in Montpellier Program. Provides historical and cultural background of the program site, introduces social, cultural, and political trends that inform life in France today and sensitizes students to the media of the region and nation. Taught in French by the Director during Spring semester prior to enrollment in Summer Program.

### 302. Perspectives on Contemporary Society.

*Summer (2). Resident Director of the Summer in Montpellier, France Program*

A required two-credit supervised research project organized around three themes: 1) the ways in which cosmopolitan and pluralist France addresses issues of diversity, 2) the importance of Europe in France today, and 3) the Southern French perspective regarding themes 1 and 2. In French, under the supervision of the Resident Director of the Montpellier Program.

### 304. French Phonetics and Diction.

*Fall or Spring (3, 3). Kulick. Prerequisites: FREN 206 or FREN 210 or FREN 212 or FREN 290 or consent of instructor.*

Intensive study of concepts in articulatory phonetics and phonology in modern standard French. Readings in phonetic theory. Diagnostic evaluation of each student's pronunciation. Corrective phonetics.

### 305. The Craft of Writing.

*Fall and Spring (3,3). Staff. Prerequisite: FREN 210 or FREN 212 or FREN 290 or FREN 151.*

Applied grammar and intensive written work. French 305 is a prerequisite for upper-level French courses.

### 306. Advanced Conversation.

*Fall or Spring (3,3) Staff. Prerequisites: FREN 210 or FREN 212 or FREN 290, and FREN 206 (or consent of instructor).*

Intensive oral-aural training, with class discussions and oral presentations focusing on relevant issues in contemporary French and francophone society and culture as presented in a variety of texts and media.

### 310. French Cinema.

*(GER 4A) Fall or Spring (3,3) Fauvel. Prerequisite: FREN 314 or FREN 315.*

History of the French cinema, especially since 1945, including an introduction to film technology and aesthetics. Two class hours, two laboratory hours. This course is taught in French.

**314. Introduction to French Cultural Studies.**

(GER 4A, 5) Fall and Spring (3, 3) Staff. Prerequisite: FREN 305.

An introduction to the field of French Cultural Studies through the analysis of evolving constructs of French national identity.

**315. French Literature in its Cultural Contexts.**

(GER 4A, 5) Fall and Spring (3, 3). Staff. Prerequisite: FREN 305.

In addition to reading masterpieces from the French canon, this course will examine the material, social, legal, economic, and ideological forces that shaped France's literary culture over the centuries.

**316. The Middle Ages.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

A study of French literature up to 1500: representative works. (Most texts are read in modern French translation.)

**318. The Renaissance.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

A study of the major writers of the French Renaissance.

**321. The Spectacular Culture of Early Modern France.**

Fall or Spring (3, 3). Pacini. Prerequisite: FREN 314 or 315.

A history of theater and theatricality in France from the XVIIth to the XVIIIth centuries. Readings include critically acclaimed literary masterpieces, as well as essays that theorize the effects of theater on the evolution of moral, social, and political conventions.

**331. Topics in Eighteenth-Century French Literature and Culture.**

Fall or Spring (3, 3). Pacini. Prerequisite: FREN 314 or 315.

Studies in the literature, history and visual culture of eighteenth-century France. Topics will vary. This course may be repeated for credit if topics differ.

**332. Topics in Early Modern Literature and Culture.**

Fall or Spring (3, 3). Pacini. Prerequisite: FREN 314 or 315.

Studies in the literature, history and visual culture of early modern France. Topics will vary. This course may be repeated for credit if topics differ.

**341. Romanticism as Revolution.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

This course will explore the multiple links between French Romanticism and the series of revolutionary upheavals that shook France beginning in 1789. Students will also discover the impact of this movement on subsequent literary and cultural trends.

**342. Inventing Modernity: Nineteenth-Century French Narrative.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

Why is the nineteenth century in France considered the Golden Age of the Novel? This course explores that question by focusing on how writers such as Balzac, Sand, Flaubert, and Zola used narrative in order to construct their own modernity.

**350. Modern French Poetry.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

From the post-romantic poets to the present with special emphasis on Baudelaire, the Symbolists and the Surrealists.

**351. Twentieth-Century French Literature I.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

A study of the principal novelists up to 1950: Colette, Gide, Proust, Sartre, Camus.

**352. Post-war, Post-modern, and Post-colonial.**

Fall or Spring (3, 3). Fauvel. Prerequisite: FREN 314 or 315.

A study of major post-World War II contemporary novelists and critics in relation to the political and social currents of the age from Camus, Robbe-Grillet, Butor to Duras and Modiano, Toussaint and Redonnet, with reference to critics such as Barthes, Foucault, Derrida, Cixous, and Said.

**355. Contemporary Women Writers and Movie Makers from the Francophone World.**

Fall or Spring (3, 3). Fauvel. Prerequisite: FREN 314 or 315.

Readings selected from French women writers and filmmakers of the 20th and 21st centuries. The course will focus in particular on feminist issues.

**361. Culture in Context 1: Art and Ideas.**

Fall or Spring (3, 3). M. Leruth. Prerequisite: FREN 314 or 315.

This course studies French artistic and intellectual production in its varied social contexts from the middle ages through the postmodern period.

**362. Culture in Context 2: The Republic.**

Fall or Spring (3, 3). M. Leruth. Prerequisite: FREN 314 or 315.

This course studies the key role political institutions, geography, and representations of the past play in the formation of the French idea of nation in the republican era (1789-present).

**363. Culture in Context 3: Social Trends.**

Fall or Spring (3). M. Leruth. Prerequisite: FREN 314 or 315.

This course studies contemporary French society, the historical origins of some of its most characteristic structures (e.g., institutions, representations, lifestyles), and the forces of change that have shaped it over the past twenty years.

**385. Francophone African Literature I (in French).**

(GER 4B) Fall or Spring (3, 3). Compan-Bernard. Prerequisite: FREN 314 or 315.

This course explores the sub-Saharan African and Caribbean literature written in French that emerged in the French colonial period and continues in the post-colonial period. Major topics to be examined include Négritude and the rise of political consciousness, cultural conflict with the West, women's voices, Créolité, and post-independence literature.

**386. Francophone African Literature II (in English).**

Fall or Spring (3, 3). Compan-Bernard.

See course description for French 385. The works for French 386 will be read in English translation and will not duplicate those covered in French 385. This course cannot be included in the hours required for the major. (Cross listed with AFST 386.)

**390. Topics in French/Francophone Culture and Civilization.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

**391. Topics in French/Francophone Literature.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

**392. Topics in French Language.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

**393. Topics in French/Francophone Cinema.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

**406. Contemporary Spoken French.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315, or consent of instructor.

Intensive training in the contemporary French idiom.

**408. Comparative Stylistics and Translation.**

Fall or Spring (3, 3). Staff. Prerequisite: FREN 314 or 315, or consent of instructor.

An intensive course in writing and language analysis. Basic concepts in stylistics applied to writing in French and to the problems of translation.

**\*411. Independent Study.**

*Fall and Spring (1-3,1-3). Staff.*

This course is designed to permit an in-depth study in an area of literature culture or linguistics not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration. May be repeated for credit if topic varies.

**412. Teaching Practicum.**

*Fall and Spring (1,1). Staff.*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

**413. Field Research Abroad.**

*Fall, Spring and Summer (6). Staff. Prerequisite: 9 credits in French Studies at the 300 level.*

A mentored field research experience in French/Francophone culture conducted abroad. Project and related 50-page thesis developed in consultation with a university professor.

**450. Seminar in French/Francophone Literature, Language, or Culture.**

*Fall and/or Spring (3,3). Prerequisite: at least 9 hours of 300 and/or 400-level French courses (generally FREN 305, 314 and/or 315, and higher, or consent of instructor). Fulfills the Major Writing Requirement and the Major Computing Requirement. If only offered once in a given academic year, this course will usually be taught in the spring.*

**TOPIC FOR SPRING 2011:**

Topic will be announced by the French Section in Fall 2010 (see schedule of classes on Banner). Leruth.

**†495-496. Honors.**

*Fall, Spring (3,3) Staff. Prerequisites: at least 9 hours of 300 and/or 400-level French courses (generally FREN 305, 314, 315, and higher), and French Section approval prior to registration.*

For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs or the Charles Center website.

**GERMAN STUDIES****Requirements for Major**

**Required Credit Hours: 27 credits**

**Core Requirements:** Nine Courses in the German section plus 6 credits from outside the department (courses chosen in consultation with advisor). Of the courses taken in the German section, two may be taken in English. Students must also fulfill the concentration writing proficiency and concentration computing proficiency requirements, as defined below.

**Required courses in the German section (4):**

- German 207 Introduction to German Studies': in German and English. This is the gateway course for majors.
- German 320 "Great Moments in German Literature" This is a survey of great German texts as well as an advanced writing and grammar course.
- German 307 "German Cultural History."
- German 408 "Senior Seminar" This course is the capstone event for German majors.

**Elective Courses in the German section (5):**

- One course above 202
- Two courses at 300 level or above (GRMN 150 or 150W may be substituted for one of these two).
- Two courses at 400 level.

**Major Writing Requirement**

- Students will fulfill the concentration writing proficiency requirement by receiving a C- or higher in German 320, German 333, German 334, or German 335.

**Major Computing Requirement**

- Students will fulfill the major computing requirement by successfully completing German 207 and the capstone seminar, German 408.

Concentrators are strongly encouraged to take advantage of opportunities for study abroad in a German-speaking country. Courses taken in study abroad programs can count toward concentration requirements.

**Requirements for Minor**

**Required Credit Hours:** 18 credits

**Core Requirements:** (6 courses) above German 202. Students must take German 207 and German 320 (Great Moments in Literature and Advanced Composition). Of the remaining 12 credits, at least two must be at the 300-level or above. One course may be taken in English.

The recommended sequence of courses for concentrators and for minors is indicated by the prerequisites given for each course. These prerequisites may be waived, however, provided the student receives consent to do so from the course instructor and the coordinator for German.

**Description of Courses**

**All courses are taught in German unless specifically noted.**

**101. Elementary German I.**

*Fall (4) Staff.*

Training in grammar, pronunciation, listening, speaking, reading and writing skills. All scheduled sessions associated with the course are required.

**102. Elementary German II.**

*Spring (4) Staff. Prerequisite: GRMN 101.*

Training in grammar, pronunciation, listening, speaking, reading and writing skills. All scheduled sessions associated with the course are required.

**150. Freshman Seminar Topics.**

*Fall and Spring (3,3) Staff.*

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first-year students. 150 does not meet the freshman writing requirement.

**150W. Freshman Seminar: The Allied Bombing of Germany in the Second World War: Germans as Victims?**

*Fall (4) Campbell*

One of the most important recent controversies to emerge regarding the war is the issue of German suffering, even victimhood in the Allied ariel bombing of Germany. We will examine the controversy and the issue of German claims to victimhood. We will read works of both history and literature (including film!), and discuss how the experience of bombing resonates in German society today.

**201. Intermediate German I.**

*Fall (4) Staff. Prerequisite: GRMN 102 or equivalent.*

Training in grammar, pronunciation, listening, speaking, reading and writing skills. All scheduled sessions associated with the course are required.

**202. Intermediate German II.**

*Spring (3) Staff. Prerequisite: GRMN 201 or equivalent.*

Readings of German cultural and literary texts. Training in pronunciation, speaking, listening comprehension, reading and writing. All scheduled sessions associated with the course are required.

**203. Preparation for Study Abroad.**

*Spring (1) Staff.*

Includes practical training in everyday life skills, abroad cultural sensitivity and the ways to get the most out of study abroad. Required of all participants in William & Mary summer study abroad programs in German-speaking countries.

**205. Reading German Children's Literature: Intensive Reading and Grammar Review.**

*Fall (3) Taylor. Prerequisite: GRMN 202 or equivalent.*

An intensive reading and grammar course focusing on canonical children's books including texts by the Grimms, Kaestner, Ende and others. Students will read several children's books, write short essays and give oral presentations.

**206. Upper-Intermediate Conversation.**

*Spring (3) Staff. Prerequisite: GRMN 202 or equivalent.*

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary German life.

**207. Introduction to German Cultural Studies.**

*(GER 4A, 5) Fall (3) Campbell. Prerequisite: GRMN 202 or equivalent.*

Introduction to the methodologies of German Studies. The course examines the construction of culture and the ways it is studied. Serves as an introduction to the major concentration in German Studies and as a prerequisite for 300-level courses.

**210. Topics in German Language.**

*Spring (3) Staff. Prerequisite: GRMN 205 or 206 or consent of instructor.*

Course may be repeated for credit when topics differ.

**212. Business German.**

*Spring (3) Staff. Prerequisite: GRMN 205 or 206 equivalent or consent of instructor.*

This course will provide students with the advanced German language skills and the intercultural knowledge necessary to understand the world of commerce from the German perspective.

**220. Survey of German Cinema. Taught in English.**

*Spring (3)*

A chronological overview of the history of German cinema. Screenings outside of class. Lecture and discussion.

**221. German Fairy Tales and National Identity.**

*Spring (3) Staff.*

In English. An examination of the role of German fairy tales in the development of national identity in 19th Century Germany. Lecture and discussion.

**287. Topics in German. (Taught in English).**

*Fall, Spring (3) Staff. Course may be repeated for credit when topics differ.*

**306. Advanced German Conversation and Grammar Review**

*Spring (3) Staff. Prerequisite: GRMN 206 or consent of instructor*

Advanced conversation and grammar review in German. Course stresses oral discourse on themes relating to the contemporary German-speaking world. Includes review of selected questions of grammar and syntax.

**307. The German Speaking Peoples and Their Civilization.**

*(GER 4A, 5) Fall (3) Staff. Prerequisite: GRMN 206 or GRMN 207.*

This course presents the most important elements of Germanic civilization and is designed as an introductory step to other 300-level courses. It includes illustrated lectures, readings and films.

**310. Advanced German Grammar and Stylistics.**

*Fall (3) Leventhal. Prerequisite: GRMN 205 or 206 or 207 or consent of instructor.*

This is an advanced language course for students who wish to further and deepen their competency in German. Difficult aspects of syntax, semantics, and pragmatics will be covered. Advanced stylistics, levels of discourse, and methods of formulation will be practiced through close analysis of different types of texts and essay writing.

**312. Modern German Critical Thought I: 1650-1850. (Taught in English).**

*(GER 7) Spring, (3-4) Leventhal.*

Examination of important German philosophical texts 1670-1850, which address such questions as the public vs. the private, the validity of moral and aesthetic judgment, the claims of interpretation, and the nature of political power. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**313. Modern German Critical Thought II: 1850 to the Present. (Taught in English).**

*(GER 7) Fall (3-4) Leventhal.*

Examination of important German philosophical texts which address such questions as the validity of moral and aesthetic judgment, the claims of interpretation, the nature of political power and the individual's relation to political power. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**320. Great Moments in German Literature.**

*Fall (3) Staff. Prerequisite: GRMN 205 or 206 or consent of instructor.*

Advanced training in grammar and composition through critical reading of selected great books in German.

**333. Survey: Nature, Place and Heimat: the German idea of Home.**

*Fall, Spring (3) Staff. Prerequisite: GRMN 205 or 206 or consent of instructor.*

"Heimat" or "home" is a key concept in German-speaking culture, and one which, it is claimed, cannot be translated. This course will explore what *Heimat* can mean and how it is constructed. Themes will include provincial life, eco-literature and the German relationship to the forest, as well as the particularly German genres of *Heimat* literature, poetry and film.

**334. Survey: The German City.**

*Fall, Spring (3) Staff. Prerequisite: GRMN 205 or 206 or consent of instructor.*

**335. Survey: Germans in Exile.**

*Fall, Spring (3) Staff. Prerequisite: GRMN 205 or 206 or consent of instructor.*

In this course we will read selected texts about or from German artists, politicians and thinkers who lived and worked in exile. Each instructor will organize the course around certain groups of exiles and/or specific questions raised by exile.

**387. Topics in German Studies. (Taught in English)**

*Fall and Spring (3,3) Staff.*

Taught in English. Topic will be indicated in the schedule of classes. May be repeated for credit if topic differs.

**390. Topics in German Studies. (Taught in German)**

*Fall and Spring (3,3) Staff.*

Taught in German. Topic will be indicated in the schedule of classes. May be repeated for credit if topic differs.

**391. Independent Research Abroad**

*Fall and Spring (1-3) Prereq: GRMN 102*

Independent research conducted abroad, either independently, or on a study-abroad program. May be repeated if research theme is different.

**408. Senior Seminar in German Studies.**

*Spring (3) Staff. Prerequisite: GRMN 207 and GRMN 307.*

This course is intended to serve as the capstone experience in the German Studies major. Each seminar is organized around a specific topic (Humor in German Literature, German Women Writers, etc.) which will change each semester, and students will write and present individual research projects related to the seminar theme. Qualified non-seniors may take the course with permission of the instructor. The course may be repeated for credit when topics are different.

**409. Advanced Topics in German Studies. (Taught in English)**

*Fall and Spring (1-4) Staff.*

Taught in English. Topic will be indicated on the Schedule of Classes, and will vary. May be repeated for credit when topics differ.

**410. Topics in German Studies. (Taught in German)**

*Fall (3) Staff. Prerequisite: One 300-level course in German literature or culture. The course may be repeated for credit when topics are different.*

**411. Independent Study.**

*Fall or Spring (variable) Staff. Prerequisites or corequisites: Two other 400-level German courses (401-410) or consent of instructor.*

This course is designed to permit an in-depth study in an area of literature not available in current course offerings. A written petition to the instructor and approval of the Coordinator for German are required before registration. Course may be repeated for credit if topic varies.

**412. Teaching Practicum.**

*Fall and Spring (1,1) Staff.*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

**417. German Detective Fiction.**

*Fall (3) Campbell. Prerequisite: GRMN 300 level course or consent of instructor.*

This is an advanced seminar that investigates both the theory and the genre of detective fiction in the German-speaking world and exposes the student to specific practices and methodologies of German Studies. Authors to be discussed includee Dürrenmatt, Brecht, Biermann, Arjouni, Gercke, Rüter, and others.

**420. The Enlightenment in Germany.**

*Fall/Spring (3) Leventhal. Prerequisite: A GRMN 300-level class or consent of instructor.*

What was the German Enlightenment, and what role did it play in the larger international (and on-going) debates about the nature of human beings? Is Communism a product of the Enlightenment? How could Germany produce Lessing and Goethe as well as the Holocaust? Readings from Mendelssohn, Lessing, Kant, Marx, Hegel, Adorno and Habermas etc.

**421. The Turn of the Century: Vienna and Berlin.**

*Fall/Spring (3) Prerequisite: A GRMN 300-level class or consent of instructor.*

An investigation of Berlin and Vienna at the turn of the 19th century, with a focus on the notion of the modern. Readings of literary texts, dramas, art movements and scientific/philosophical movements.

**422. The Weimar Republic.**

*Fall/ Spring. (3) Campbell, Taylor Prerequisite: A GRMN 300-level class or consent of instructor.*

What was the Weimar Republic, and why did it ultimately fail? This course offers a close look at Germany in the 1920's through reading the works of writers, artists, journalists and filmmakers from the only German republic before Nazism.

**423. The GDR and the Unification of Germany.**

*Spring (3) Staff. Prerequisite: A GRMN 300-level class or consent of instructor.*

This class investigates the former German Democratic Republic and the unification of the two Germanies as they are represented in official government publications as well as in literature and film. Readings include texts by Christa Wolf, Stefan Heym and films such as 'Run, Lola Run' and 'Good-Bye, Lenin.'

**424. The Holocaust in German Literature and Film.**

*Fall (3) Staff. Prerequisite: A GRMN 300-level class or consent of instructor.*

How is the Holocaust represented in German literature and film? Is this a Jewish or a German story? How do German Jews and non-Jews write about it? We will read several important literary texts, poems and films which attempt to work through this terrible period in German history.

**490. Intensive Foreign-Language Institute for Teachers of German.**

*Summer Only (2) Staff. This course may be repeated if the content is basically different.*

A workshop for language or cultural enhancement through content studies in German.

**491. Advanced Independent Research Abroad.**

*Fall and Spring (1-3) Staff.*

Advanced independent research conducted abroad, either independently, or on a study-abroad program. May be repeated if research theme is different.

**†495-496. Honors.**

*Fall and Spring (3,3) Staff. Prerequisites or corequisites: Two other 400-level German courses (401-410).*

For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**HISPANIC STUDIES**

Hispanic Studies is an issues-based, interdisciplinary curriculum that seeks to make students proficient in the Spanish language and in the analysis of Hispanic cultures. All courses are taught in Spanish unless stated otherwise.

**Requirements for Major**

**Required Credit Hours: 33**

**Core Requirements:**

3 credits of Introduction to Hispanic Studies – HISP 280 or HISP 281.

15 credits of Hispanic Studies core courses – HISP 320, 321, 322, 360, 361, 374, 376, 380, 383, 384, 385, 386, 387, 388, 389, 390, 391, 399, 480,481, 482, 483, 484, 485, 486, 487, 489, and 496.

3 credits in the senior research course – HISP 493.

6 credits outside the Modern Languages department selected in consultation with major advisor.

6 credits above Hispanic Studies 281 (core or elective) or in relevant MDLL courses (Hispanic topics only).

Practicum – fulfilled through a specific course with a field experience in HISP 382, 386, 399, 484 OR through an alternative mentored field experience (HISP 400) selected after consultation with advisor.

**Major Writing Requirement:** HISP 493

**Major Computing Requirement:** HISP 493

**Requirements for Minor**

**Required Credit Hours:** 21 credits

**Core Requirements:** Courses to be chosen from courses numbered 208 and above, with the exception of 389. HISP 151 may also count towards the minor.

**Description of Courses****101. Elementary Spanish I.**

*Fall and Summer (4,4) Staff.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

**102. Elementary Spanish II.**

*Spring and Summer (4,4) Staff. Prerequisite: HISP 101.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

**150W. Freshman Seminar.**

*Fall or Spring (4) Staff.*

Exploration of specific topics in Hispanic literary and cultural studies to be conducted in English. Writing intensive. Normally available only to freshmen. Cannot be used for major or minor in Hispanic Studies.

**Fall 2010, Ethical Fashion. Root.**

The fashion industry is a global enterprise that employs some 26.5 million people worldwide (many of whom do not receive living wages), relies on dangerous chemicals to produce textiles for clothing, further exhausts limited fossil fuels to sustain its supply chains, and promotes excessive consumption. While global in its overall focus, this course highlights cultural responses and creative designs in the Americas. Readings will focus on sustainable design practices, industry standards (organic, fair trade, recycling issues), cultural policy studies, representations of gender and labor. Community-based research and outreach in the areas of cultural analysis, policy, and education, with the potential to engage both local and international settings. While knowledge of Spanish will facilitate one's research, this course is taught in English. Open only to students in the Sharpe Community Scholars Program.

**151. Freshman Seminar.**

*Fall or Spring (3) Staff.*

Exploration of specific topics in Hispanic literary and cultural studies to be conducted in Spanish. Normally available only to freshmen with advanced skills in Spanish, such as those with AP scores of 4 or 5. Cannot be used for major in Hispanic Studies; may be used for minor. Taught in Spanish.

**201. Intermediate Level Spanish I.**

*Fall and Summer (3, 3) Staff. Prerequisite: HISP 102 or placement by SAT II Test score or 2 years of high school Spanish.*

A review and continuation of the study of Spanish grammar, incorporated with the continued development of reading, writing, speaking and comprehension skills.

**202. Intermediate Level Spanish II.**

*Spring and Summer (3, 3) Staff. Prerequisite: HISP 201 or 3 years of high school Spanish.*

A review and continuation of the study of Spanish grammar, incorporated with the continued development of reading, writing, speaking and comprehension skills. Selected readings from Hispanic Literature. Students who have completed 4 or 5 years of high school Spanish may not take HISP 202 for credit.

**206. Upper-Intermediate Conversation.**

*Fall or Spring (3) Staff. Prerequisite: HISP 202 or equivalent, placement by SAT II Test score or consent of instructor.*

A course beyond the College's foreign language requirement proficiency level. Stresses the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentation on themes in contemporary Hispanic life.

**207. Cross-Cultural Perspectives: The U.S. and the Spanish speaking World.**

*(GER 4C) Fall and Spring (3,3) Staff. Prerequisite: HISP 202 or equivalent.*

An introduction to the Hispanic cultures of Latin America, Spain and the United States that stresses oral and written discourse and grammatical and cultural competence. Practice in the writing of analytical essays on cultural themes.

**208. Fundamentals of Literary Criticism.**

*(GER 5) Fall and Spring (3,3) Staff. Prerequisite: HISP 202 or equivalent.*

An examination of selections of Hispanic literature to develop an understanding of methods of evaluating literary works.

**280. Introduction to Hispanic Studies.**

*(GER 5) Fall or Spring (3,3) Staff.*

This course provides an overview of the field of Hispanic Studies through an examination of film, literature, visual arts and other forms of cultural production. Lectures in English. Discussion sections in English.

**281. Introduction to Hispanic Studies.**

*(GER 5) Fall and Spring (3,3) Staff. Prerequisite: HISP 202 or equivalent required; HISP 207 or equivalent recommended.*

This course provides an overview of the field of Hispanic Studies through an examination of film, literature, visual arts and other forms of cultural production. Lectures in English. Discussion sections in Spanish.

**287. Introduction to Spanish Phonetics.**

*Fall or Spring (3,3) Arries, Staff. Prerequisite: one course beyond HISP 202. May not be taken by students who have studied phonetics abroad.*

An introduction to the Spanish sound system and regional variants of Spanish, including those where W&M has study abroad programs. Students learn to transcribe speech and submit digital recordings to improve pronunciation. Fulfills a requirement for Spanish teacher certification and the TESL/TEFL minor.

**300. Studies in Global Education Programs.**

*Summer, Spring, Fall (1-3 credits) Staff. Prerequisite: HISP 202 or approval of Selection Committee.*

Hispanic studies in the William & Mary global education programs. Course may be repeated for credit if the topic changes. Does not count as a HISP core course.

**303. Latin American Literature of the Colonial Period.**

*(3) Staff. Prerequisite: HISP 151, 208 or 281.*

Survey of Latin American literature from its beginnings to the end of the colonial period. Transfer or study abroad credit only.

**305. Advanced Composition and Grammar.**

*Fall and Spring (3,3) Staff. Prerequisite: HISP 207 or placement by Advanced Placement score or 5 years of high school Spanish.*

Intensive practice of registers and styles of Spanish prose composition with a review of grammar and syntax.

**306. Advanced Conversation.**

*(3) Staff.*

Intensive oral-aural training with special attention to the Hispanic cultural context. Advanced training in the spoken language that builds upon skills acquired in HISP 207.

**308. Cultural History of Spain.**

*(3) Staff. Prerequisites: HISP 207, 208 or 281.*

A survey of artistic and literary trends as they relate to the history of Spain.

**320. Topics in Hispanic Cinema.**

*Fall or Spring (3) Staff. Prerequisites: HISP 280, 281 or consent of the instructor.*

In this introduction to Hispanic cinema, students learn the basics of film language and methodology through the study of film in national and/or transnational context. Readings on film theory, criticism, and cultural history inform case studies drawn

from Spanish, Latin American, and/or U.S. Latino traditions. May be repeated for credit if topic varies. HISP core course.

**321. Cultural Studies Criticism Through Poetry and Photography.**  
*Fall or Spring (3) Tandeciarz, Staff. Prerequisite: HISP 280 or 281.*

An introduction to cultural studies critical methodologies through the study of poetry and photography. Course materials include photographic essays and poetry addressing issues central to Latin American, Spanish, and U.S. Latino production, and a number of short fictions and theoretical readings that examine the relationship between visual and narrative culture. HISP core course.

**322. Issues in Mexican Culture**

*Spring (3) Longo, Staff. Prerequisite: HISP 208 or 281, or consent of instructor.*

This course analyzes border issues, local/global markets and national/regional identities. It focuses on the negotiation of power in relation to these themes. Students analyze texts by authors whose works address Mexican culture from the colonial period to the present although contemporary culture is emphasized. HISP core course.

**323. Issues in Mexican Culture: On-Site Research.**

*Summer (1-3) Staff. Prerequisite: HISP 322 or consent of instructor.*

Students construct a research project on Mexican culture as part of the W&M summer study program in Mexico. Satisfies the Hispanic Studies practicum. HISP core course.

**324. Medieval and Early Modern Hispanic Literature**

*Fall or Spring (3) Greenia, Staff. Prerequisite: HISP 208, 281, or permission of instructor*

Interdisciplinary introduction to foundational Hispanic texts (Middle Ages to 1600), focusing on representations of epic heroism and chivalric adventure, witchcraft and misogyny, the wisdom literature of Jewish and Muslim societies, and the functions of religion. HISP core course.

**360. Cultural Constructions of the Environment in Latin America.**

*Spring (3) Root. Prerequisite: HISP 208 or 281.*

Turning to legends, photography, film and fiction, this course explores how Latin American authors, filmmakers and artists imagine the environment and intervene on its behalf. Topics examined include the interrelationship between nature writing and spirituality; the transformation of external landscapes into psychological terrain (the Amazon, the Andes, the desert of Atacama); the representation of bureaucracy and other consequences of development; material consumption and the removal of nature. Select regions within Latin America and the United States will be highlighted in order to focus the discussion on specific literary and ecological issues. HISP core course.

**361. Life on the Hyphen.**

*Fall or Spring (3) Tandeciarz, Staff. Prerequisite: HISP 280 or 281.*

In an era of increasing globalization, the “border” experience is becoming more and more widespread. Migration, exile, and the relocation of cultural groups for economic or political reasons are common occurrences that have led to the creation of what some critics have called “border cultures.” This course examines the cultural production generated by different kinds of border crossings. In addition to national borders, it engages the role of linguistic, ethnic, sexual, cultural, and economic borders in the creation of Latin American, Latino, and American identities. HISP core course.

**374. Knights, Witches, and Savages: Introduction to Early Modern Hispanic Culture (1492-1700).**

*Fall (3) Staff. Prerequisite: HISP 208 or 281.*

Early Modern Hispanic culture (1492-1700) produced cultural artifacts for or against the then dominant Renaissance imperial ideology. This course examines discourses of imperialism, human rights, gender awareness, science, and superstition. These topics will help establish links to present-day concerns. HISP core course.

**376. W&M in Spain: Preparing the Research Project.**

*Spring (1) Cate-Arries, Buck. Prerequisite: HISP 202.*

1-credit requirement designed for students who have been accepted into W&M’s summer program based in the seaside city of Cadiz. Provides historical and cultural background of program site. Introduces social and political issues of today’s Spain. Students will develop working proposal for the research project they will conduct on-site. Prerequisite for HISP 386. HISP core course.

**380. Cultural Transformation: The Case of Cuba and Puerto Rico.**

*Fall or Spring (3) Stock, Staff. Prerequisite: HISP 207, 208 or 281.*

The course examines the relationship between expressive culture (literature, film, popular music) and the formation of cultural identity in two contexts: Cuba and Puerto Rico. HISP core course.

**383. Issues in Visual Culture.**

*Spring (3) Stock, Staff. Prerequisite: HISP 207, 281 or consent of instructor.*

Hispanic visual culture located itself on a series of borders where national cultures meet, forms (film, photography, painting, advertising) are fused, and images engage with their creation and exhibition contexts. Emphasis on representation, interpretation and identity construction. HISP core course.

**384. Landscapes of Spain: Real Places, Imagined Spaces.**

*(GER5) Spring (3) Buck, Cate-Arries, Staff. Prerequisite: HISP 208, 281 or consent of instructor.*

This survey course explores how Spanish writers and artists from the 18th century to the present inscribe place (literary landscapes, imagined spaces, geographical locations) according to changing concepts of Spanish history, cultural identity, and modes of representation. HISP core course.

**385. Modern Spanish Culture: The Politics of Identity.**

*Fall (3) Buck, Cate-Arries, Staff. Prerequisites: HISP 207, 208, 281 or consent of instructor.*

This course explores how the sites of Spanish culture (monuments, canonical works of art, literature, music, political/cultural heroes, iconic historical events) tell the story of Spanish history, encode national myths, or may be subverted to express marginalized/alternative forms of identity. HISP core course.

**386. Issues in Spanish Culture: On-Site Research.**

*Summer (1-3)*

Students conduct a research project on Spanish culture as part of the W&M summer program in Cádiz or semester program in Sevilla; or as part of a W&M faculty-mentored fieldwork activity in other Spanish locales. Taught in Spanish. Satisfies the Hispanic Studies practicum requirement. HISP core course.

**387. Topics in Linguistic Research.**

*Fall (3) Arries. Prerequisite: HISP 281 and HISP 287 or ENGL 307.*

An in-depth study of selected topics in linguistic research in Hispanic Studies, with explicit attention to expressive culture, to explore national, regional or other identities. Sample topics: dialectology, discourse analysis, ethnography of communication, pragmatics, sociolinguistics. Fulfills a requirement for teacher certification and the TEFL/TESL minor. HISP core course.

**388. The Art of Spanish Text Translation.**

*Spring (3) Arries. Prerequisite: HISP 281 or consent of instructor.*

A study of translation methods and theory applied to literary, technical and commercial texts. Students will engage in class discussions, group problem-solving exercises, independent work and design a portfolio as major course components. HISP core course.

**389. Topics in Hispanic Studies in English.**

*Fall and Spring (1-3, 1-3) Staff. Prerequisite: HISP 280 or 281 or consent of instructor.*

An examination of issues within an interdisciplinary context. Topics and texts relevant to Spanish, Latin American and/or U.S. Latino context/s. Taught in English. May be repeated for credit if topic varies. HISP core course.

**390. Topics in Hispanic Studies.**

*Fall and Spring (1-3, 1-3) Staff. Prerequisite: HISP 208, 281, or 151.*

An examination of issues within an interdisciplinary context. Topics and texts relevant to Spanish, Latin American and/or U.S. Latino contexts. May be repeated for credit if topic varies. HISP core course.

**391. Masterworks: Issues in Canon Formation.**

*Fall and Spring (3,3) Staff. Prerequisite: HISP 208 or 281, and 1 core course at the 300 level.*

This course addresses the works of canonical writers (may include, for ex., Cervantes, Galdos, Borges, Garcia Marquez, etc.). The theoretical perspectives presented are driven by the interdisciplinary concerns that reflect current scholarship in Hispanic Studies, including the role of cultural 'masterpieces' in the creation of community, the role of the market in canon formation (what sells? where? why?), and the relationship between social movements, literacy, and canonical literature. May be repeated for credit if topic varies. HISP core course.

**392. Special Themes in Hispanic Studies.**

*Fall and Spring (1-4), Staff. Prerequisite: HISP 208 or 281.*

Themes in Hispanic cultural production. May be repeated for credit if theme changes. Not a HISP core course.

**394. Fashioning the Nation**

*Fall or Spring (3) Root, Staff. Prerequisite: HISP 280 or 281.*

Following the retreat of Spanish colonialism, material culture served to identify competing ideologies at a decisive moment of political change. In canonical and newly appreciated texts, popular culture helped configure ideals for citizenship during the nation building process throughout Latin America. Foundational images and texts continue to transmit powerful messages even though some have also undergone radical transformations. Exploring social constructs in fiction, fashion magazines, conduct manuals and other texts, this course analyzes the postcolonial "crisis of origins," the design of alternate political identities, the "civilization and barbarism" dichotomy, the reconstruction of history, and the representation of popular culture. HISP core course.

**399. International Service-Learning Seminar & Internship.**

*Fall, Spring, Summer (1-3), Staff. Prerequisite: HISP 281 or consent of instructor.*

Service-learning "core" course coordinated by Hispanic studies sponsoring faculty and on-site internship supervisors for W&M semester/summer programs in Spain, Argentina, Mexico, or in other Spanish speaking countries when W&M faculty teach courses. Readings; journal writing; volunteer placements. May be repeated if different site. Satisfies the Hispanic Studies Practicum requirement.

**400. Practicum.**

*Fall and Spring (0,0) Staff. Prerequisite: Declaration of HISP major or consent of instructor.*

A mentored field research experience in Hispanic culture, conducted at home or abroad; developed in consultation with HISP professor. HISP 400 required of all HISP majors who choose to satisfy practicum requirement other than through completion of either: HISP 382; 386; 399, or 484. Students register for HISP 400 the semester they will complete and disseminate the results of the project.

**401. Medieval Spanish Literature.**

*(3) Greenia. Prerequisite: HISP core course at the 300 level.*

Spanish literature and cultural context from the 13th century and *Cantar de mio Cid* through *Celestina* (1499). Study of representative works.

**402. Cervantes.**

*(3) Staff. Prerequisite: HISP core course at the 300 level.*

Analysis of Cervantes' major works with particular emphasis on the *Quijote* and the *Novelas ejemplares*.

**403. Spanish Literature of the Golden Age.**

*(3) Staff.*

Prose, poetry and drama of the 16th and 17th centuries from Garcilaso de la Vega to Calderon de la Barca. Study of representative works.

**412. Teaching Practicum**

*Fall and Spring (1,1) Staff.*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

**413. Contemporary Spanish Literature (1936-Present).**

*(3) Buck, Cate-Arries.*

A study of the poetry, prose and drama of representative post-Civil War writers.

**417. Hispanic Cinema.**

*(3) Stock.*

A study of the cultural and political developments in 20th-Century Latin America through the medium of film. The course will address film's relation to literature, art, history and politics.

**478. Pedagogy and Culture in Latin America.**

*Fall or Spring (3) Root. Prerequisite: HISP 280 or 281.*

During the colonial period, members of the elite intellectual class configured the predominantly urban institutions of Latin America. This course studies colonial Spanish American texts that simultaneously reflect on and unmask the privileged discourse of the lettered city. Grounded in literature, film, cultural theory and history, this course uncovers the politics of education and dynamics of everyday life in the Americas as it relates to the framing of early human rights concerns, debates regarding the status of women, the formation of pre-national identities, and postcolonial continuities contested by liberatory pedagogies advocating transformative social change.

**480. Cultures of Dictatorship.**

*Fall (3) Tandeciarz, Staff. Prerequisite: HISP 280 or 281 and a 300-level HISP core course or consent of instructor.*

This course addresses the impact on cultural production of recent dictatorial regimes in Argentina, Chile and Uruguay. Includes study of literature, film and testimonio, historical documents and art. HISP core course.

**481. Local and Global Issues in 20th Century Poetry.**

*Fall (3) Longo, Staff. Prerequisite: HISP 281 and a 300-level HISP core course or consent of instructor.*

An analysis of the ways in which Latin American and U. S. Latino poetry inform our understanding of the 20th century. Emphasis on the relationship between local production and global consumption of culture, especially poetry. HISP core course.

**482. Love and Prostitution in Medieval Spain.**

*Fall (3) Greenia, Staff. Prerequisite: 300-level HISP core course or consent of instructor.*

The two most dangerous inventions of the Middle Ages are said to have been romantic love and gunpowder. This course explores women as objects of love, facilitators of frontier conquest, faithful wives and sometimes wayward women. HISP core course.

**483. Issues in Farmworker Culture.**

*Spring (3) Arries. Prerequisite: 300-level HISP core course or consent of instructor.*

Students apply theory to the analysis of literature, film, and photography about migrant farmworkers and farmworker movements. A field trip to the Eastern Shore is required; enrollment in HISP 392 Medical Interpretation (1 credit) to prepare for a summer externship is optional. Core course.

**484. Gender Issues in Hispanic Culture.**

*Fall or Spring (3) Buck, Staff. Prerequisite: 300-level HISP core course or consent of instructor.*

This course examines the construction and representation of femininity, masculinity, and alternative sexualities in Hispanic cultural production. Texts include film, novels, poetry, and visual arts. Satisfies HISP practicum requirement. HISP core course.

**485. Post-Franco Literature and Culture.**

*Fall or Spring (3) Buck, Staff. Prerequisite: 300-level HISP core course or consent of instructor.*

This course examines cultural change in Spain in the 30+ years since the death of Francisco Franco. Issues include construction and representation of national and regional identity, gender, and cultural movements in film, journalism, museums, novels, poetry and visual arts. The course content includes writing by Marias, Gaité, Díaz Mas and Muñoz Molina. HISP core course.

**486. Spanish Language Epic and Nationalism.**

*Spring (3) Staff. Prerequisite: 300-level HISP core course or consent of instructor.*

The emergence of the Spanish language in the Cantar de Mio Cid, the need for an epic past and epic heroes, and their contributions to Spanish and Hispanic identity. HISP core course.

**487. Imagine Another World: Spanish Art and Society.**

*Spring (3) Cate-Arries. Prerequisite: 300-level HISP core course or consent of instructor.*

A study of the early 20th century Spanish artistic and political scene, explosive years of radical experimentation and innovation in all cultural media, as well as massive socio-political upheaval (i.e. the rise of socialist and anarchist political parties; establishment of ill-fated democratic republic). Texts include Lorca's poetry, Bunuel's early films; the art of Dali and Remedios Varo. HISP core course.

**489. Seminar in Hispanic Studies.**

*Fall and Spring (3,3) Staff. Prerequisite: 300-level HISP core course.*

Issues-based, interdisciplinary seminars on topics relevant to Latin American, Spanish, and/or U. S. Latino culture. Course content will vary. May be repeated for credit if topic varies. HISP core course.

**492. Independent Study.**

*Fall and Spring (3,3) Staff. Prerequisite: Another 400-level HISP course or equivalent.*

A tutorial designed primarily for majors who wish to pursue an independent study of issues in Hispanic Studies. Programs of study will be arranged individually with a faculty member. May be repeated for credit if topic varies. Not HISP core course.

**493. Senior Research in Hispanic Studies.**

*Fall and Spring (3) Prerequisite: Major in Hispanic Studies and completion of the HISP practicum.*

This capstone course guides students in synthesizing their Hispanic Studies course work and field experiences. Open to senior majors, juniors by consent of instructor. Satisfies major writing requirement.

**Topics for Fall 2010:**

**"Imagine Another World: Spanish Art & Society 1898-1936,"**  
*Cate-Arries*

A study of the early 20th century Spanish artistic and political scene, explosive years of radical experimentation and innovation in all cultural media, as well as massive socio-political upheaval (the rise of socialist and anarchist trade unions and parties; worker movements; the 1931 establishment of the ill-fated democratic republic). Student research may focus on, for ex., the poetry of Lorca; the films of Bunuel; the art of Dali; anarchists' turn-of-the-century utopian narratives; new perspectives from women writers; cross-cultural exchange with Latin American artists.

**"Cultures of Dictatorship: Struggles for Interpretive Power in the Southern Cone,"**  
*Tandeciarz*

A study of the impact late-20th century dictatorships in the Southern Cone (Argentina: 1976-1983; Chile: 1973-1990; Uruguay: 1973-1980) had on cultural production. How to represent the repressed and disappeared in the context of State terrorism? How to narrate this national trauma once democracy has been restored? Student research may focus on, for ex., resistance narratives that defy censorship, the re-telling of this past in national cinemas, truth commission reports as narratives of reconciliation, memory initiatives in the public sphere (memorials, museums), stories of exile.

**495-496. Senior Honors Thesis.**

*Fall, Spring (3,3) Staff.*

For College provisions governing the Admission to Honors, see the Charles Center website. HISP 496 is a HISP core course.

**498. Internship**

*Fall, Spring (1-4) Staff.*

Research Internship core course coordinated by Hispanic Studies sponsoring faculty and on-site internship supervisor. Partnerships with select institutions, organizations and archives in the United States and abroad offer students intensive research opportunities mentored by William and Mary faculty. Readings; research; dissemination. Satisfies Hispanic Studies Practicum requirement.

**ITALIAN**

**Requirements for Minor in Italian Studies**

The Minor in Italian Studies requires a minimum of 18 credit hours beyond 202 (including 150W). A minimum of 12 credits from the Italian language section must include 206 or 208 and 301 or 302. The remaining six credits will be chosen on the basis of the student's own interests and in consultation with an advisor, and can include courses taken in departments or programs in the cognate fields listed below. Any course proposed must be approved by the Coordinator in Italian.

Art History	International Studies
Economics	Medieval and Renaissance Studies
Government	Music
History	Religion
Interdisciplinary Studies	

Other courses in other departments or programs may also count for the minor. Consult Italian Coordinator for approval. Some of the courses listed above may have prerequisites. Students are advised to consult with their respective academic advisors to resolve such matters.

**Description of Courses**

**101. Elementary Italian I.**

*Fall (4) Staff.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

**102. Elementary Italian II.**

*Spring (4) Staff. Prerequisite: ITAL101.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

**150W. Freshman Seminar.**

*Fall or Spring (4) Staff.*

In English. Seminar focuses on specific Italian Literary and/or Cultural Studies topics and issues which may vary from semester to semester. Topic and issue will be indicated in the schedule of classes. The course may be repeated for credit if topic and issue vary. Knowledge of Italian is not required.

**200. Italian Studies Abroad: Language and Culture.**

*Summer, Fall, Spring (1-4) Staff. Prerequisite: Acceptance by Selection Committee.*

This number is intended for courses completed in Italy. Course may be repeated for elective credit. Students must pass a placement test with a grade of at least C in order count 200 towards the College Language Requirement.

**201. Intermediate Italian I.**

*Fall (3) Staff. Prerequisite: ITAL 102, or placement by SAT II Test score or consent of instructor.*

A review of the basics, and an introduction to more advanced grammar structures. Students read, write and discuss a variety of cultural texts that reveal the issues and debates facing contemporary Italians.

**202. Intermediate Italian II.**

*Spring (3) Staff. Prerequisite: ITAL 201, or placement by SAT II Test score or consent of instructor.*

A continued review of the basics and introduction to more advanced grammar structures. Students read, write and discuss a variety of cultural texts that reveal the issues and debates facing contemporary Italians.

**206. Italian Language Through Film.**

*Fall or Spring (3) Staff. Prerequisite: ITAL 202 or the equivalent.*

In Italian. A conversation course using film as a starting point for the refinement of students' speaking skills in Italian. Students will enrich their vocabulary and strengthen their use of more complex grammatical structures and idiomatic expressions, as well as learn to recognize regional differences in spoken Italian as they talk about cinematic texts.

**208. Reading and Writing Italy (In Italian).**

*Fall or Spring (3) Staff. Prerequisite: ITAL 206 or consent of the instructor.*

The course focuses on the reading of contemporary journalistic and literary texts in Italian and in refining the stylistics of writing in Italian will have satisfied the lower-division writing requirement. This course does not fulfill the Freshman Seminar requirement.

**300. Italian Studies Abroad.**

*Summer, Fall, Spring (1-4) Staff. Prerequisite: Acceptance by Selection Committee.*

This number is intended for upper-division courses completed in Italy. Course may be repeated for credit.

**301. Readings in Medieval, Renaissance and Enlightenment (In Italian).**

*Fall and Spring (3,3) Ferrarese. Prerequisite: ITAL 202, four high school units or the equivalent, or consent of instructor.*

Survey of Italian literature. An introduction to the major writers of Italy from the 13th to the 17th century, including such authors as Dante, Petrarch, Boccaccio, Machiavelli, Ariosto and Tasso.

**302. Readings in Modern and Contemporary Italian Literature (In Italian).**

*(GER 4A, 5) Spring (3) Angelone. Prerequisites: ITAL 202, four high school units or the equivalent, or consent of instructor.*

Survey of Italian literature. An introduction to the major writers of Italy from the 17th century to the present; including such authors as Goldoni, Leopardi, Pascoli, Carducci, Manzoni, Pirandello and Moravia.

**303. Topics in Italian Culture.**

*Fall and Spring (3) Staff. Prerequisite: ITAL 202 or consent of instructor.*

In Italian. Topics will alternate, according to the professors' interests and expertise. May be repeated for credit if topics vary.

**304. Introduction to Italian Cultural Studies (In English).**

*Fall or Spring (3-4) Angelone.*

This course explores in an interdisciplinary manner the cultural transformations that have occurred in Italy from 1945 to the present through an analysis of evolving constructs of Italian national identity. The texts used include novels, literary, anthropological and sociological inquiries, films, the press and design artifacts. Students with advanced language skills may take a 4th credit of reading and discussion in Italian. (Cross listed with LCST 351)

**309. Dante and the Medieval Tradition (In English).**

*Fall (3-4) Ferrarese.*

Readings, in translation, and discussion of representative works and trends in courtly love and scholastic traditions to focus attention on Dante's literary, esthetic and historical milieu, and achievements. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**310. Italian Cinema and Post-War Italian Culture (In English).**

*Spring (3-4) Angelone.*

A study of Post-War cultural developments in Italy through the medium of major Italian cinematic productions and directors. The course will focus on political, economic, social, artistic and religious developments as important manifestations of contemporary Italian culture. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**312. Renaissance Italy (In English).**

*(GER 5) Spring (3-4) Ferrarese.*

The course highlights the intellectual and political structures that shaped Renaissance society in Italy, and examines the origins of Italian national identity through readings of a variety of literary and aesthetic genres such as epic poetry, political and historical treatises, music and theater. Contemporary cinematic representations of the Renaissance will also be analyzed. Students with advanced language skills, with the consent of the instructor, may enroll in a 4th credit of reading and discussion (one additional hour per week) in Italian.

**313. Topics in Italian Studies (In English).**

*Fall or Spring. Staff.*

Topics will alternate, according to the professors' interests and expertise. May be repeated for credit if topics vary.

**314. Italian Theatre (In Italian).**

*(GER 5) Fall or Spring (3) Staff. Prerequisite: ITAL 202 or consent of instructor.*

A study of Italian theatre through major Italian playwrights and filmmakers. Course will focus on political, social and economic developments in Italy. Period will vary at the instructor's discretion. Playwrights include: Marinetti, Pirandello, De Filippo, Fo, Ginzburg, Rame and Maraini.

**316. 20th-Century Italian Women Writers (In English).**

*(GER 5) Fall or Spring (3) Angelone.*

Twentieth-century Italian women writers will be selected and read. The course will focus attention in particular on feminist issues. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language. (Cross listed with WMST 316)

**317. Italian America (In English).**

*Spring (3) Angelone.*

This course will explore the imaging and self-imaging of Italian-Americans in literature and film, from representations of Italian immigrant "otherness" to present-day attempts at identity construction, differentiation and assimilation by Italian-American filmmakers. Alongside issues of ethnicity, we will consider those of gender, class and race, in order to understand the positioning

of “Italian-American” within the greater spectrum of identities that make up the U.S. map.

### 320. Imitations of Life: Italian Autobiographies (In English).

*Fall or Spring (3-4) Staff.*

Course examines strategies of self-representation in autobiographies, diaries, letters, and novels of selected authors. Issues addressed include the making of the modern self and the fashioning of an Italian identity. Readings selections from Petrarch, Cellini, Goldoni, Casanova, Alfieri, Pellico, Sciascia, Aleramo, Viganò, and others. Taught in English. Students with advanced language skills, with the consent of the instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language. (Cross listed with LCST 351)

### 411. Independent Study.

*Fall and Spring (3,3) Staff.*

This course is designed to permit in-depth study in an area of literature, linguistics or culture not available in current course offerings. A written petition to instructor and approval of section coordinator required before registration.

### 412. Teaching Practicum.

*Fall and Spring (1,1) Staff.*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

## JAPANESE

Students may pursue an interdisciplinary major and/or a minor in East Asian Studies.

### Description of Courses

#### 101. Elementary Japanese I.

*Fall and Summer (4) Staff.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

#### 102. Elementary Japanese II.

*Spring and Summer (4) Staff. Prerequisite: JAPN 101 or consent of instructor.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required.

#### 150,150W. Freshman Seminar.

*Fall or Spring (3-4,3-4) DiNitto, Cronin.*

A course designed to introduce freshmen to selected topics in Japanese culture. 150W satisfies the lower-level writing requirement. Taught in English.

#### 201. Intermediate Japanese I.

*Fall (4) Staff. Prerequisite: JAPN 102 or consent of instructor.*

Training in conversation, grammar, reading and elementary composition. All scheduled sessions associated with the course are required.

#### 202. Intermediate Japanese II.

*Spring (4) Staff. Prerequisite: JAPN 201 or consent of instructor.*

Training in conversation, grammar, reading and elementary composition. All scheduled sessions associated with the course are required.

#### 280. East Asian Cultures Through Film.

*(GER 4B) Fall (3) DiNitto.*

An introduction to East Asian cultures through the modern and contemporary film of China, Taiwan and Japan. The class takes a cross-cultural approach by looking at various social, politi-

cal and cultural themes as they vary across time and across Asian countries. (Cross listed with CHIN 280)

#### 300. Topics in Japanese Language.

*Summer, Spring or Fall. (3) Staff.*

Topics will be indicated in the schedule of classes. Course will be taught in Japanese. May be repeated for credit when topics differ. Credit variable.

#### 301. Upper Intermediate Japanese I.

*Fall (3) Staff. Prerequisite: JAPN 202 or consent of instructor.*

Continued training in conversation, grammar and composition.

#### 302. Upper Intermediate Japanese II.

*Spring (3) Staff. Prerequisite: JAPN 301 or consent of instructor.*

Continued training in conversation, grammar and composition.

#### 305. Directed Readings in Japanese Literature.

*Spring or Fall (3,3) Staff. Prerequisite: JAPN 302 or consent of instructor.*

An advanced course reading materials on Japanese literature and culture. This course is taught in Japanese. May be repeated for credit if content is different.

#### 308. Topics in Japanese Literature and Culture (Taught in English).

*Spring or Fall (3,3) Staff.*

An in-depth study of a major author, genre, period or theme in Japanese literature or culture that is not covered by regularly offered courses. May have cross-cultural components. May be repeated for credit if topic varies.

#### 309. Classical Japanese Literature in Translation.

*(GER 5) Fall (3) DiNitto, Cronin.*

An introduction to Japanese literature through readings and discussions of prose, poetry and drama from the 8th-18th centuries. Texts and authors include Tales of Ise, Pillow Book, Tale of Genji, Noh, folktales and works by Basho and Saikaku.

#### 310. Modern and Contemporary Japanese Literature (Taught in English).

*(GER 5) Spring (3-4) DiNitto, Cronin.*

An introduction to Japanese literature through readings of modern and contemporary short stories, novels, drama and poetry from mainland Japan and Okinawa. The course deals with both literary and cultural issues from the 18th century to the present day. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

#### 311. Japanese Cinema.

*(GER 5) Spring (3) DiNitto, Cronin.*

An introduction to the cinema of Japan from the silent era through the golden age of the 1950s to contemporary Japanese animation. This course will also introduce students to representative directors, genres, and works.

#### 320. The Japanese City.

*Fall or Spring (3, 3) DiNitto, Cronin.*

An examination of the historical development, theoretical conceptualization, and everyday life of the Japanese city from the 19th century to present day. The class will look at representations of the city in literature, film, architecture and city planning. This course taught in English.

#### 401. Advanced Japanese I.

*Fall (3) Staff. Prerequisite: JAPN 302 or consent of instructor.*

Continued training in conversation, grammar and composition, in a variety of situations and materials.

**402. Advanced Japanese II.**

*Spring (3) Staff. Prerequisite: JAPN 401 or consent of instructor.*

This course focuses on contemporary Japan to develop culturally appropriate communication skills (speaking, listening, reading and writing). Students are introduced to and expected to analyze various authentic materials (written, online and visual).

**410. Advanced Topics in Japanese Literature and Culture.**

*Fall or Spring (3,3) Staff. Prerequisite: JAPN 302.*

An in-depth study of a major author, genre, period or theme in Japanese literature or culture. Course taught in Japanese. Readings in English and Japanese. May be repeated for credit if topic varies.

**411. Independent Study.**

*Fall and Spring (3, 3) DiNitto, Cronin.*

This course is designed to permit in-depth study of Japanese texts in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

**412. Teaching Practicum.**

*Fall and Spring (1,1) Staff.*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

**RUSSIAN**

Students may pursue an interdisciplinary major or minor in Russian and Post-Soviet Studies (GBST). For further information, please contact a Russian professor.

**Major computing requirement for Russian and Post-Soviet Studies**  
Major: Russian 303 or 304

**Requirements for Minor in Russian Language and Literature**

A minor in Russian Language and Literature requires 21 credit hours beyond 202, only 6 credits of which may be in translation. No courses for the minor may be taken pass/fail.

**Description of Courses****101. Elementary Russian Through Video I.**

*Fall (4)Ginzburgsky-Blum.*

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. Five class hours.

**102. Elementary Russian Through Video II.**

*Spring (4) Ginzburgsky-Blum. Prerequisite: RUSN 101.*

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. Five class hours.

**150. Freshman Seminar.**

*Fall and Spring (4,4), Staff.*

Study of Russian civilization, with particular emphasis on Russian popular culture of the twentieth century. The course includes weekly film screenings and is conducted in English; no knowledge of Russian is required.

**201. Intermediate Russian Through Video I.**

*Fall(4)Staff. Prerequisite: RUSN 102 or three years of high school Russian.*

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio

and audio-visual materials. Five class hours.

**202. Intermediate Russian Through Video II.**

*Spring (4) Staff. Prerequisite: RUSN 201 or three years of high school Russian.*

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio and audio-visual materials. Five class hours.

**250. Russian Myths and Legends.**

*(GER 4A,5) Fall and Spring (3,3) Staff.*

Taught in English. An introduction to Russian culture from Russia's beginnings to the present. Multimedia lectures and class discussion will focus on the most significant genres and aspects of Russian folk culture (fairy tales, songs, dances, folk art, etc.) Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**300. Russian Study Abroad.**

*Summer (1-4) Staff.*

This number is intended for courses completed in Russia. May be repeated for credit.

**303. Advanced Russian: Conversation, Composition, Reading I.**

*Fall (3) Prokhorov. Prerequisite: RUSN 202 or consent of instructor.*

Continued study of Russian grammar, weekly writing assignments, readings and conversational drills aim to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component. This course is taught in Russian. Fulfills computing requirement for Russian and Post-Soviet Studies major.

**304. Advanced Russian: Conversation, Composition, Reading II.**

*Spring (3)Prokhorov, Ginzburgsky-Blum. Prerequisite: RUSN 303 or consent of instructor.*

Continued study of Russian grammar, weekly writing assignments, readings and conversational drills aim to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component. Conducted in Russian. Fulfills computing requirement for Russian and Post Soviet Studies major.

**305. Directed Readings in Russian Literature.**

*Fall (3) Staff. Prerequisite: RUSN 330 or consent of instructor.*

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses. May be repeated if topic varies.

**306. Directed Readings in Russian Literature.**

*Spring (3) Staff. Prerequisite: RUSN 330 or consent of instructor.*

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses. May be repeated if topic varies.

**308. Topics in Russian Literature and Culture (Taught in English).**

*Fall and Spring (1-3) Prokhorov, Prokhorova.*

Taught in English. Exploration of a particular topic in Russian literature and culture. may be repeated for credit if topic changes.

**309. Topics in Russian Cinema (Taught in English).**

*Fall and Spring (3) Prokhorov.*

Taught in English. An in-depth study of a major director, genre, period, or theme in Russian cinema. Lecture and discussion. May be repeated for credit if topic varies.

**310. Advanced Conversation.**

*Fall(3)Staff. Prerequisite or corequisite: RUSN 303 or consent of instructor.*

Intensive oral-aural training for students who have completed at least three years of college-level Russian study. Especially recommended for students returning to William and Mary after a semester or summer of language study abroad.

**320. Russian Cultural History.**

(GER 4A, 5) Fall (3) Ginzburgsky-Blum. Prerequisite or corequisite: RUSN 303 or consent of instructor.

A survey of Russian Civilization from pre-Christian traditions to the present. Emphasis on the most important historical and artistic elements in Russian Culture. This course is taught in Russian. It includes illustrated lectures, readings, and film.

**330. Survey of Russian Literature (Taught in Russian).**

Spring (3) Prokhorov. Prerequisite or corequisite: RUSN 304 or consent of instructor.

An introduction to the study of literature in Russia through readings and discussions of representative texts in prose and poetry from the 19th and 20th centuries. Writers studied to include Pushkin, Tolstoy, Dostoevsky, Chekhov, Bulgakov, Dovatov.

**350. Topics in Russian Literature (Taught in Russian).**

Fall, Spring, and Summer (1-4, 1-4) Staff. Prerequisite: RUSN 202.

In-depth study of selected topics in Russian Culture, Language, and Literature. Instructor consent is required. Course may be repeated for credit if topic varies.

**380. Russian Cinema: 'The Most Important Art' (Taught in English).**

(GER 5) Spring (4) Prokhorova.

An historical survey of Russian Cinema from the Silent Era to the present, including animated, documentary and feature films. Representative films by Kuleshov, Vertov, Eisenstein, Tar-kovsky and others. (Taught in English, no knowledge of Russian required.)

**387. Love, Adultery and Prostitution in 19th Century Literature (Taught in English).**

(GER 5) Fall (3) Prokhorova.

Love, adultery, and prostitution are key themes of 19th century Russian literature. Works by Pushkin, Gogol, Dostoevsky, and Tolstoy addressed these themes in order to come to terms with transforming Russians' class, religious and cultural identities. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language. This course is taught in English.

**388. Revolution, Crime, and Romance in 20th Century Russian Literature (Taught in English).**

(GER 5) Spring (3) Prokhorov.

The Russian Revolution, the Apocalypse, and the Soviet Utopia became the major themes in 20th century Russian literature. The course examines how the revolutionary and counter-revolutionary sensibilities have influenced Russians' notions of self, creativity, crime, and romance in works by representative writers such as Babel, Bulgakov, Polevoi, Pasternak, Solzhenitsyn, Marinina, and others. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**390. Russian Literature Since the Death of Stalin (Taught in English).**

(GER 5) Spring (3) Prokhorov

A study of selected Soviet and post-Soviet Russian writers from the time of "The Thaw" to the present day, with emphasis on the ideological uses (and abuses) of literature in modern Russia. Lecture and discussion. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**392. Special Themes in Russian Literature and Culture (Taught in English).**

Fall or Spring (1) Staff.

Exploration of a particular topic in Russian literature or culture. May be repeated for credit if topic changes.

**393. Special Themes in Russian Language and Culture (Taught in Russian).**

Fall or Spring (1) Ginzburgsky-Blum, Prokhorov. Prerequisites: RUSN 202 or consent of instructor.

Exploration of a particular topic in Russian language or culture. May be repeated for credit if topic changes.

**396. Major Works of Chekhov (Taught in English).**

(GER 5) Fall or Spring (3) Staff.

A study of the life and major works (short stories, novellas, plays) of Anton Chekhov. Special attention given to Chekhov's innovations and experiments with narrative and dramatic forms. Lecture and discussion. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**397. Major Works of Dostoevsky (Taught in English).**

(GER 5) Fall (3) Prokhorov, Prokhorova.

A study of the major prose works, including *The Idiot* and *The Brothers Karamazov*. Lecture and discussion. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**398. Major Works of Tolstoy (Taught in English).**

(GER 5) Spring (3) Prokhorov.

A study of *War and Peace* and *Anna Karenina*. Lecture and discussion. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**402. Russian Poetry.**

Spring (3) Staff. Prerequisite: RUSN 303 or RUSN 304, or consent of instructor.

Reading and interpretation of major poetic works from the 19th century to the present, with an emphasis on Pushkin, Tiutchev, Blok, Mandelstam, Akhmatova, and Brodsky.

**410. Seminar in Russian Literature and Culture.**

Fall or Spring (3) Prokhorov. Prerequisite: RUSN 320 or RUSN 330 or consent of instructor.

Topics, which change from year to year, may include an author, a single text or a genre. Conducted entirely in Russian. May be repeated for credit if topic varies.

**411. Independent Study.**

Fall and Spring (1-3, 1-3) Prokhorov, Prokhorova.

This course is designed to permit in-depth study in an area of literature, linguistics or culture not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

**412. Teaching Practicum.**

Fall and Spring (1, 1) Staff.

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

Spanish – See Hispanic Studies.

## Music

PROFESSOR Preston. ASSOCIATE PROFESSORS Armstrong, Bartlett, Murchison, Payne (Chair), Rasmussen (on leave, 2010-2011), Serghi. ASSISTANT PROFESSORS Bowers, Hulse (on leave 2010-11). INSTRUCTOR Katz. VISITING SCHOLAR Stevens. VISITING INSTRUCTORS Cimini, Gill, Holt. ACTING DIRECTOR OF BANDS Holt. DIRECTOR OF CHOIRS: Armstrong. ASSOCIATE DIRECTOR OF CHOIRS: Bartlett. DIRECTOR OF ORCHESTRAS Fujimoto. DIRECTOR OF APPLIED MUSIC Zwelling. MUSIC LIBRARIAN Deffenbaugh. ADJUNCT ASSOCIATE PROFESSOR Griffioen. LECTURERS Aguirre, Beckner, Bland, Benton-Groner, Carlson, Cary, Connolly, Dole, DuBeau, Eason Fletcher, Edwards, Fletcher, Frostic, Glosson, Jellison, Johnson, Jones, Kijanowska (on leave 2009-2010) Lawson, Leising, Lindberg, Lyttle, Marshall, Martell, Mott, Nakasian, Nesbit, Niehaus, Olbrych, Ransom, Simon (on leave, Fall 2010), Via, Vonderheide, Wick, Yefimova, Zwelling.

The Department of Music is committed to teaching the discipline of music through its interrelated subdisciplines (music theory, musicology, ethnomusicology, performance, and composition) in the context of a liberal arts curriculum. The Department of Music strives to create a learning environment that encourages the intellectual and personal development of student and teacher alike; we do so by integrating the transmission of knowledge with original research, composition, and performance. The department's course offerings represent a standing commitment to the study of diverse musical styles and the musics of many cultures. At the same time, we also recognize the vital importance of teaching the traditions that have historically informed the practice of music in the United States and Europe.

### Requirements for Major

**Required Credit Hours:** 41

**Major Computing Requirement:** The Major Computing Proficiency Requirement is fulfilled by earning a C- or better in MUSC 345.

**Major Writing Requirements:** The Major Writing Requirement is fulfilled by earning a C- or better in MUSC 345.

**Core Requirements:** 24 credits in core requirements, 8 credits of performance, 8 credits of elective academic courses, and one credit as the senior project. The core requirements consist of MUSC 201, 202, and 301; MUSC 345, and both MUSC 213 and MUSC 241. The 8 music performance credits will consist of 6 credits in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category) and 2 credits in a single departmental ensemble. For the single performance area, at least two semesters must be taken at the 30-level, or at the 40-level if a student is doing a recital for MUSC 491. Music 101 may not be used towards the major. No more than 18 credits toward the major may be transferred from elsewhere. Potential music majors are strongly encouraged to take MUSC 201, 213, and 241 as early as possible.

**Majors in Music will also complete MUSC 491 (Senior Project),** which is designed in conjunction with a project advisor. The project advisor need not be the same as the major advisor. The senior project consists of a supervised independent study, which usually culminates in either a recital or a lecture-recital of approximately an hour in length, or in a substantive research paper exhibiting scholarly engagement with an original topic. A composer's senior project usually results in an original composition or significant arrangement, either of which may be premiered. During the semester in which a major undertakes the Senior Project, she or he is required to enroll in MUSC 491 for one credit. Students satisfying the Senior Project requirement with a recital must have attained 40-level in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one

category) at least one full semester prior to the semester of the recital; during the semester of the recital, they must register both for MUSC 491 and performance instruction. Students completing Honors in Music will satisfy the Senior Project requirement with MUSC 495-496. All music majors must complete and submit a Senior Project Form that is signed by the project advisor/s. For seniors graduating in December, the form must be filed by one week after the fall semester drop/add deadline; for May graduates, the form must be submitted by the Friday after fall break. These forms are available in the Department of Music office and on the Department of Music webpage (<http://www.wm.edu/music>).

### Requirements for Minor

**Required Credit Hours:** 20

**Core Requirements:** 12 of these credits are earned through MUSC 201, either MUSC 213 or MUSC 241, and one 4-credit course in musicology, theory, or composition at the 300- or 400-level. The remaining 8 credits are electives. MUSC 101 may not be used towards the minor. If more than 4 elective credits are in music performance (including lessons and ensembles), at least two semesters must be at the 30- or 40-level.

### Description of Courses

#### 101. Introduction to Tonal Theory.

*Fall and Spring (2,2) Bowers, Fujimoto, Griffioen, Hulse, Serghi, Staff. Prerequisite: None, but familiarity with Western musical notation is highly recommended*

Introduces students to the basic structures and concepts of Western music that are required for the department's music theory sequence (MUSC 201, 202, 301). Topics include the notation system, scales, keys, intervals, rhythm and meter, triads and seventh chords and their inversions, transposition, introduction to ear-training, basic chord progressions, and Roman numeral chord analysis. This course is a prerequisite for MUSC 201 but credit may not be used towards the major or minor requirements. Students who have earned 4 or 5 on the AP Music Theory exam are exempt from this course. Exemption may also be attained through a placement exam.

#### 150W. Freshman Seminar in Music.

*Fall and Spring (4,4) Staff.*

An exploration of a specific topic in music. Writing is emphasized. This course satisfies the lower-division writing requirement. Normally only available to first-year students. Sample topics from prior years: The Music of Gershwin; Music and Mysticism; Rave Music; American Musical Multiculturalism; The Music of Bach; American Musical Comedy; The Piano in the 19th Century; Ellington; Early 20th Century American Modernism; The Music of the Beatles. (May fulfill GER 4 or 5 requirements, depending on the topic. Contact the professor for information.)

#### 201. Tonal Theory I.

*Fall and Spring (4,4) Bowers, Hulse, Serghi. Prerequisite: MUSC 101, successful completion of the 201 placement exam, a score of 4 or 5 on the AP Theory test, or instructor permission. Students with AP scores of 4 or 5 are encouraged to attempt placing into MUSC 202.*

This course introduces basic concepts and techniques of 17th- and 18th-century European compositional practice. By mastering the traditional chorale-style method, the student gains a working knowledge of tonal function and voice-leading. Aural skills such as sight singing and melodic dictation are emphasized.

#### 202. Tonal Theory II.

*Spring (4,4) Bowers, Hulse, Serghi. Prerequisite: MUSC 201, successful completion of the 202 placement exam, or consent of instructor.*

This course expands upon the topics covered in MUSC 201 to include chromatic techniques such as tonicization and modulation, modal mixture, Neapolitan and augmented sixth chords, and enharmonic reinterpretation. A more intensive aural skills supplements course material.

**207. Independent Composition I.**

(GER 6) Fall and Spring (4,4) Serghi. Prerequisite: MUSC 201.

The student will pursue original work and engage selected analytical issues raised by this work.

**213. History of Western Music.**

(GER 4A, 5) Fall and Spring (4,4) Armstrong, Griffioen, Murchison, Payne, Preston, Staff.

A survey of the music of Western culture from its origins in plainchant through the Medieval, Renaissance, Baroque, Classic, Romantic and Modern periods; including important composers, compositions and the ideas that influenced them. No previous musical training required.

**\*221. Conducting I.**

(GER 6) Fall (3) Armstrong, Bartlett, Staff. Prerequisite: MUSC 201. Students are strongly encouraged to have ensemble experience.

Students will learn the basic skills associated with conducting, including the study of beat patterns, cueing techniques, and the use of facial expressions or body movements. First-semester conducting will stress musicianship, score reading, ear training, and keyboard skills as essential to the mastery of conducting techniques. Students should have experience performing in an ensemble and will conduct a major ensemble as the final examination.

**\*223. Topics in Musical Performance.**

Fall and Spring (4,4) Staff. (Offered Occasionally)

A performance-oriented course. Different course sections cover different topics, for example: 223-01 Big Band Jazz, 223-02 The Early Guitar, 223-03 Accompanying. This course may be repeated for credit.

**241. Worlds of Music.**

(GER 4B) Spring (4) Katz, Rasmussen, Staff.

This course introduces students to musical cultures of the non-Western world. Topics include: native concepts about music, instruments, aesthetics, genres, relationship to community life, religion, music institutions, and patronage. Course goals will be to develop skills useful for a cross-cultural appreciation and analysis of music, and to bring questions about music into the domain of the humanities and social sciences. (Cross listed with ANTH 241)

**271. American Popular Music.**

(GER 4A,5) Spring (4) Katz, Murchison, Preston, Rasmussen, Staff.

This course is a historical survey of American popular music from the Colonial period to the present. It covers many different forms of popular musical expression, including traditional and folk music, dance styles, popular and tin pan alley song, sacred music, ragtime, blues, jazz, rock, country, and musical styles associated with immigrant groups. The course examines music within a cultural context; it does not require musical literacy. (Cross listed with AMST 271)

**273. Jazz.**

(GER 4A,5) Fall (4) Katz, Murchison, Staff.

A survey of jazz from its origins to the present, focusing on influential improvisers and composers, development of listening skills, and issues of race, gender, commerce, and criticism. (Cross listed with AMST 273)

**281. Introduction to Computer Music and Electroacoustics.**

(GER 6) Fall (4) Bowers, Staff.

This course presents an introductory survey of digital technology in today's musical world. Students will gain exposure to key facets of the varied history, thoughts, and techniques at work in the creation of contemporary electronic art music. The class will explore basic concepts of digital sound synthesis, recording, editing, processing, interactivity, multimedia and introductory programming through class demonstrations, hands-on lab time, and assigned creative projects. Students will learn to use various software in the Swem MediaCenter, including ProTools, Digital Performer, Hyperprism and Max/MSP/Jitter, among others. This

course also provides an introduction to the aesthetics of computer music in the Western art music tradition. Students will critically listen to, write about and discuss major historical works and composers in both analog and digital electronic media. Finally, students will gain familiarity with current issues and theories in digital art through reading and discussion of recent publications.

**301. Tonal Forms and Post-Tonal Techniques.**

Spring (4) Bowers, Hulse, Serghi. Prerequisite: MUSC 202 or consent of instructor.

The material covered in 201-202 is applied on a larger scale, dealing with the articulation of form. Assignments may include composition and/or analysis of minuets and trios, rondos, and sonata forms. The second part of the course transitions to the study of late 19th and early 20th century compositional practices which developed in Europe and the United States.

**302 Contemporary Music Theories, Styles, and Techniques.**

Fall (4) Bowers, Hulse, Serghi. Prerequisite: MUSC 301.

This course concerns the study of modern music theories and compositional styles and techniques. Examples include early 20th century tonality, serialism, pointillism, chance music, computer-assisted and algorithmic composition, electroacoustic music, modernism, post-modernism and 21st-century trends.

**\*307. Independent Composition II.**

Fall and Spring (4,4) Serghi, Staff. Prerequisite: MUSC 207.

The student will pursue original work and engage selected analytical issues raised by this work.

**\*309. Instrumentation and Orchestration.**

Spring (4) Bowers, Serghi, Staff. Prerequisite: MUSC 201.

This class focuses on the rudiments of instrumental usage: their written application to pure and mixed ensembles in general and the modern orchestra in particular.

**\*321. Conducting II.**

Spring (3) Armstrong, Bartlett, Staff. Prerequisite: MUSC 221. Students are strongly encouraged to have ensemble experience.

This course builds on and adds to techniques introduced in Conducting I. There will be more emphasis on score study and analysis, and on rehearsal techniques. Students will continue to hone transposition and clef-reading skills and will be expected to know the ranges and technical capabilities of instruments. There will be extensive in-class conducting throughout the term. Students should have experience performing in an ensemble and will conduct a major ensemble as the final examination.

**325. Jazz Arranging and Composing.**

Offered occasionally (4) Staff. Prerequisite: MUSC 201 or consent of instructor.

An introduction to basic techniques of arranging and composing for small or large jazz ensembles. Students will be given the opportunity to write for the William & Mary Jazz Ensemble as well as for combos formed by class members.

**345. Seminar in Music Research.**

Fall, Spring (4) Armstrong, Katz, Murchison, Payne, Preston, Rasmussen, Staff. Prerequisite: MUSC 201 and 213; MUSC 241 strongly recommended.

This course offers instruction in identifying research problems and the methods to solve them. Important aspects dealt with are building bibliographies, evaluating primary and secondary sources, developing critical thinking skills, gaining command of electronic research techniques and musical applications, and sharpening writing skills. Each class will focus on an area of specialized research. This course fulfills the music major writing and computer proficiency requirements and may be repeated for credit. Majors are strongly encouraged to take this class no later than their junior year.

**350. Special Topics in Music Performance.**

*Spring (1-4) Staff. (Offered occasionally)*

This course is an in-depth exploration of one particular element of music performance. This is a variable credit course, taught by faculty in the Music Department or faculty in other departments (as a course cross-listed with Music). Example topics: Vocal Jazz Improvisation; Theatre Performance Seminar; Techniques of Accompanying. This course may be repeated for credit. (May fulfill GER 6 requirements, depending on the topic. Contact the professor for information.) (Cross listed as THEA 479)

**363. Interdisciplinary Topics in Music.**

*Fall, Spring (as available) (3-4) Staff. Prerequisites: varies by course.*

This is an upper-level music course, usually without music prerequisites and frequently cross-listed with other departments. The expectations in the course will be of upper-level work in the humanities, but without the expectation of advanced musical literacy or theoretical knowledge. Topics might include Music in the Harlem Renaissance, Music in Colonial and Federal Period Virginia, Muscial Theatre, etc. This course may be repeated if the topic varies

**365. Topics in Music.**

*Fall, Spring (as available) (4, 4) Staff. Prerequisites: varies by course.*

This course is an upper-level music course with prerequisites set by the instructor; it is an in-depth exploration of a limited historical or theoretical topic in music. Recent topics have included: the Symphony, Chamber Music, Beethoven, American Modernist Music, Musical Culture of Medieval Paris, Music of the South, Keyboard Music, Opera, and The Music of J. S. Bach. This course may be repeated for credit if the topic varies. (May fulfill GER 4 or 5 requirements, depending on the topic. Contact the professor for information.)

**367. Topics in Ethnomusicology.**

*Fall, Spring (as available) (4, 4) Katz, Rasmussen, Staff. Prerequisites: MUSC 241 or consent of instructor.*

This course is designed as an upper-level exploration of the music culture of a geographical/cultural area (e.g., the Middle East, Asia, Latin America) or of a particular topic (e.g., Music and Gender, Post-Colonial Perspectives in World Music, Music and Religion in Cross-Cultural Perspective). This course may be repeated for credit. (May fulfill GER 4 or 5 requirements, depending on the topic. Contact the professor for information.)

**372. Music Cultures of the Middle East.**

*(GER 4B) (4) Rasmussen. (Offered occasionally)*

This interdisciplinary course explores Arab, Turkish, Persian, North African, Central Asian, and diasporic traditional and popular music in terms of social history, cultural policy, musical styles, repertoires, and techniques. Students of Music/Ethnomusicology, International Studies, & Arabic are welcome.

**373. Music in the United States.**

*(GER 5) Spring (4) Murchison, Preston, Staff. Prerequisites: MUSC 213 or consent of instructor. (Offered alternate years)*

This course is an inclusionary study of the history, culture, and literature of music in the United States. American folk, popular, sacred, and art musics will be studied. A special emphasis will be on the "American experience" and its cultural relationship to musical expression.

**375. Music and Film.**

*(GER 5) Fall (4) Preston. (Offered alternate years)*

An introduction to the world of sound and music as utilized in film. Materials introduced chronologically, with units on late 19th-century musical theatre, music of silent films, early sound films (1930s), the studio system, compilation scores, electronic techniques, reintroduction of orchestral scores (1970s), and developments since the 1980s. Course content is primarily non-technical, but students should be familiar with film-studies and music-studies terms and concepts. (Crosslisted with AMST 350 and FILM 401)

**381. Medieval and Renaissance Music.**

*(GER 5) Spring (4) Payne. Prerequisites: Two 4-credit music courses or consent of the instructor. MUSC 213 strongly recommended. (Offered alternate years)*

This course covers the development of Western music from chant through the beginnings of sacred polyphony and the corresponding growth of secular vocal and instrumental music up to the end of the 16th century. Forms, styles, composers, modes of performance, and the place of music within the cultural context will be studied.

**383. The Baroque and Classic Period.**

*(GER 5) Fall (4) Armstrong, Payne, Preston. Prerequisites: MUSC 213 or consent of instructor. (Offered alternate years)*

This course covers the development of Western European music within the social and cultural context of the 17th and 18th centuries. Major composers include Monteverdi, Lully, Purcell, Handel, Bach, Haydn, and Mozart.

**385. The Romantic Period.**

*(GER 5) Spring (4) Armstrong, Murchison, Preston. Prerequisites: MUSC 213 or consent of the instructor. (Offered alternate years)*

This course is a survey of classical music of the 19th century in Western Europe and the United States. Major composers studied include Beethoven, Schubert, Schumann, Gottschalk, Liszt, Wagner, Verdi, Brahms, and Mahler.

**387. Music of the Twentieth Century.**

*(GER 5) Fall (4) Murchison. Prerequisites: MUSC 213 or consent of the instructor. (Offered alternate years)*

This course focuses on the development of European and American art-music from Debussy, Stravinsky, Schoenberg and their contemporaries, through the post-World War II avant-garde to the present.

**\*391. Projects in Music.**

*Fall and Spring (1-4, 1-4) Staff. Prerequisites: Two 4-credit music courses.*

Directed independent study resulting in a research paper in music history, theory, conducting, or a composition. Independent study resulting in a performance (a recital or lecture-recital) is normally awarded one hour of credit.

**\*407. Independent Composition III.**

*Fall and Spring (4, 4) Serghi. Prerequisite: MUSC 307.*

The student will pursue original work and engage selected analytical issues raised by this work.

**465. Seminar in Music.**

*Fall, Spring (as available) (4) Staff. Prerequisites: Consent of instructor.*

Intensive exploration (intended for upper division students) of a limited historical or theoretical topic. Topics to be offered will be announced the semester prior to its being taught. Recent topics have included: The Political Economy of Modernism; 19th-Century American Musical Theatre; Alan Lomax and the Music of Williamsburg. This course may be repeated for credit. (May be cross listed with AMST 470 and 570.)

**467. Seminar in Ethnomusicology.**

*Fall, Spring (as available) (4) Katz, Rasmussen, Staff. Prerequisites: MUSC 241 and MUSC 367 or consent of the instructor.*

This course explores ethnomusicology through contemporary literature and the formative works in the field including material from anthropology, performance studies, ethnographic film, and folklore. Participants will conduct fieldtrips and fieldwork, including interviewing, participant observation, multi-media documentation, and ethnographic writing. This course may be repeated for credit. (May fulfill GER 4 requirements, depending on the topic. Contact the professor for information.)

**†491. Senior Project.**

*Fall and Spring (1, 1) Staff. For senior music majors only.*

Directed independent study resulting in a full-length recital or substantive research paper exhibiting scholarly engagement

with an original topic. In the case of a composer, the senior project usually results in an original composition or significant arrangement, either of which may be premiered

#### †495-496. Senior Honors in Music.

*Fall, Spring (3,3) Staff.*

Students admitted to Honors study in Music are expected to complete supervised work in an area of special interest. This may be in performance, theory, music history, composition or a combination of these. The student will be examined orally on the study and closely related materials. Applications should be submitted by April of the junior year. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs; for Department of Music deadlines, see the Honors Policy form on the Department webpage.

#### 498. Internship.

*Fall and Spring (1-3,1-3) Staff.*

### Applied Music Courses

#### Ensembles

All music ensembles may be repeated for credit. Although students may take as many credits as they wish of ensemble courses, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

#### \*E03. Wind Symphony.

*(GER 6) Fall and Spring (1,1) Staff.*

#### \*E04. Concert Choir.

*(GER 6) Fall and Spring (1,1) Armstrong, Staff.*

#### \*E05. Women's Chorus.

*(GER 6) Fall and Spring (1,1) Bartlett, Staff.*

#### \*E06. Symphony Orchestra.

*(GER 6) Fall and Spring (1,1) Fujimoto.*

#### \*E07. Botetourt Chamber Singers.

*(GER 6) Fall and Spring (1,1) Bartlett, Staff.*

#### \*E08. Jazz Ensemble.

*(GER 6) Fall and Spring (1,1) Staff.*

#### \*E09. Jazz Combo.

*(GER 6) Fall and Spring (1,1) Simon.*

#### \*E10. Brass Ensemble.

*(GER 6) Fall and Spring (1,1) DuBeau.*

#### \*E11. Woodwind Ensemble.

*(GER 6) Fall and Spring (1,1) Carlson.*

#### \*E12. String Ensemble.

*(GER 6) Fall and Spring (1,1) Cary.*

#### \*E13. Mixed Ensemble: Gallery Players.

*(GER 6) Fall and Spring (1,1) Staff.*

#### \*E14. Percussion Ensemble.

*(GER 6) Fall and Spring (1,1) Lindberg.*

#### \*E15. Classical Guitar Ensemble.

*(GER 6) Fall and Spring (1,1) Olbrych.*

#### \*E17. Early Music Ensemble.

*(GER 6) Fall and Spring (1, 1) Griffioen.*

#### \*E18. Middle Eastern Music Ensemble.

*(GER 6) Fall and Spring (as available) (1,1) Rasmussen*

#### \*E19. Opera Workshop.

*(GER 6) Fall and Spring (1,1) Fletcher.*

#### \*E20. Saxophone Ensemble.

*(GER 6) Fall and Spring (1,1) Nesbit.*

#### \*E21. Indonesian Gamelan.

*(GER 6) Fall and Spring (1,1) Staff.*

#### \*E22. Performance Art Ensemble.

*(GER 6) Fall and Spring (as available) (1, 1) Bowers, Serghi, Staff.*

#### \*E24. Southern Appalachian Music Ensemble.

*(GER 6) Fall and Spring (1, 1) Frostic.*

#### \*E99. Special Guest Ensemble.

*(GER 6) Fall and Spring (as available) (1, 1) Staff.*

### Music Lessons

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. There is a fee for applied music lessons, including group lessons. For the 2009-2010 academic year, the fee is \$365 per credit hour. This fee is non-refundable after the add/drop period, and students will be charged a pro-rated fee, equal to 1/12 of the Applied Music fee, for each lesson a student receives from an Applied Faculty instructor prior to dropping an Applied Music course. All music lessons except musicianship (M10-40) satisfy the GER 6 requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the GER 6 requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

### Group Lessons

#### G01-02. Group Instruction in Guitar.

*(GER 6) Fall and Spring (1,1) Olbrych.*

#### K01-K02. Group Instruction in Piano.

*(GER 6) Fall and Spring (1,1) Kijanowska, Lyttle, Marshall, Niehaus, Yefimova, Zwelling.*

#### V01-02: Group Instruction in Voice.

*(GER 6) Fall and Spring (1, 1) Connolly.*

### Private Lessons

#### B10-B40. Individual Instruction in Trumpet.

*(GER 6) Fall and Spring (v,v) Vonderheide.*

#### B11-B41. Individual Instruction in Horn.

*(GER 6) Fall and Spring (v,v) Wick.*

#### B12-B42. Individual Instruction in Trombone.

*(GER 6) Fall and Spring (v,v) Martell.*

#### B13-B43. Individual Instruction in Tuba/Euphonium.

*(GER 6) Fall and Spring (v,v) DuBeau.*

#### G10-G40. Individual Instruction in Guitar.

*(GER 6) Fall and Spring (v,v) Olbrych.*

#### G11-G41. Individual Instruction in Lute/Baroque Guitar.

*(GER 6) Fall and Spring (v, v) Olbrych.*

#### H10-H40. Individual Instruction in Harp.

*(GER 6) Fall and Spring (v,v) Jellison*

#### J10-J40. Individual Instruction in Jazz: Brass.

*(GER 6) Fall and Spring (v,v) Martell, Ransom.*

#### J12-J42. Individual Instruction in Jazz: Woodwind.

*(GER 6) Fall and Spring (v,v) Nesbit.*

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**J14-J44. Individual Instruction in Jazz: Keyboard.**

(GER 6) *Fall and Spring (v,v) Lyttle, Simon.*

**J15-J45. Individual Instruction in Jazz: Voice.**

(GER 6) *Fall and Spring (v,v) Nakasian.*

**J16-J46. Individual Instruction in Jazz: Guitar.**

(GER 6) *Fall and Spring (v,v) Beckner.*

**J17-J47. Individual Instruction in Jazz: Harmonica.**

(GER 6) *Fall and Spring (v,v) Simon.*

**J18-J48. Individual Instruction in Jazz: Bass.**

(GER 6) *Fall and Spring (v,v) Edwards.*

**J19-J49. Individual Instruction in Jazz: Percussion.**

(GER 6) *Fall and Spring (v,v) Jones.*

**K10-K40. Individual Instruction in Piano.**

(GER 6) *Fall and Spring (v,v) Bland, Lyttle, Kijanowska, Marshall, Niehaus, Yefimova, Zwelling.*

**K11-K41. Individual Instruction in Organ.**

(GER 6) *Fall and Spring (v,v) Marshall.*

**K12-K42. Individual Instruction in Harpsichord.**

(GER 6) *Fall and Spring (v,v) Marshall.*

**M10-M40. Individual Instruction in Musicianship.**

*Fall and Spring (v,v) Lyttle.*

**N10-N40. Individual Instruction in Mandolin.**

(GER 6) *Fall and Spring (v,v) Frostic.*

**P10-P40. Individual Instruction in Percussion.**

(GER 6) *Fall and Spring (v,v) Lindberg.*

**S10-S40. Individual Instruction in Violin.**

(GER 6) *Fall and Spring (v,v) Mott, Via.*

**S11-S41. Individual Instruction in Viola.**

(GER 6) *Fall and Spring (v,v) Mott.*

**S12-S42. Individual Instruction in Cello.**

(GER 6) *Fall and Spring (v,v) Cary.*

**S13-S43. Individual Instruction in Bass.**

(GER 6) *Fall and Spring (v,v) Dole.*

**S15-S45. Individual Instruction in Viola da Gamba.**

(GER 6) *Fall and Spring (v,v) Glosson.*

**V10-V40. Individual Instruction in Voice.**

(GER 6) *Fall and Spring (v,v) Connolly, Eason Fletcher, Fletcher.*

**W10-W40. Individual Instruction in Flute.**

(GER 6) *Fall and Spring (v,v) Lawson.*

**W11-W41. Individual Instruction in Oboe.**

(GER 6) *Fall and Spring (v,v) Aguirre.*

**W12-W42. Individual Instruction in Bassoon.**

(GER 6) *Fall and Spring (v,v) Leisring.*

**W13-W43. Individual Instruction in Clarinet.**

(GER 6) *Fall and Spring (v,v) Carlson.*

**W14-W44. \*Individual Instruction in Saxophone.**

(GER 6) *Fall and Spring (v,v) Nesbit.*

**W15-W45. Individual Instruction in Recorder.**

(GER 6) *Fall and Spring (v,v) Griffioen.*

## Neuroscience

PROFESSOR **Griffin** (Biology), Director. PROFESSOR **Hunt** (Psychology), Associate Director. PROFESSOR **Porter** (Psychology), Program Administrator

### The Major

Neuroscience is a formalized program within the interdisciplinary studies major. Students must declare this major before the beginning of preregistration for the first semester of their junior year by contacting Professor Porter or Hunt in the Psychology Department or Professor Griffin in the Biology Department.

### The Discipline

Neuroscience is a rigorous interdisciplinary study of the nervous system. It integrates the function of molecules, cells and networks as they give rise to fully formed behavioral and cognitive processes. Neuroscience training is founded in the molecular mechanisms of cellular physiology and the unique properties of neural excitable membranes and of signaling. These fundamental concepts provide the basis for understanding complex responses to internal and external environments.

### Program Objectives:

1. To provide training for advanced study in biomedical fields including, physiology, pharmacology, bioengineering, and medicine.
2. To provide students the opportunity to participate in original research.
3. To promote an interdisciplinary approach to scientific problem solving through the curriculum, symposia, and informal neuroscience-related events.

### For success in the Neuroscience Program a student must:

1. Perform at a high level in introductory coursework for Biology, Chemistry, Mathematics, Psychology, and Physics.
2. Master the concepts presented in the required coursework, and their interdisciplinary application to neuroscience.
3. Develop a clear focus in elective coursework.

Students who have successfully completed this program are prepared for graduate study, careers in academic and biomedical research, medicine, and health care related fields.

### Requirements for Major

**Required Credit Hours:** A minimum of 38 (plus 20 credit hours in prerequisites). Alterations in the prescribed curriculum, while not encouraged, may be petitioned to the Committee on Honors and Interdisciplinary Studies. The major writing requirement is satisfied by passing NSCI 300 Writing in the Neurosciences.

### Prerequisite Courses

CREDITS	COURSE
4	BIOL 203 Principles of Biology: Molecules, Cells, Development
4	BIOL 204 Principles of Biology: Organisms, Ecology, Evolution
3	CHEM 103 General Chemistry I
3	CHEM 206 Organic Chemistry I
3	PSYC 201 Introduction to Psychology as a Natural Science
3	PSYC 301 Elementary Statistics, MATH 106 Elementary Probability and Statistics, or KINE 394 Statistics and Evaluation

### Required Courses

CREDITS	COURSE
3	APSC 351 Cellular Biophysics and Modeling (*Calculus II is a pre- or co-requisite for this course)
3	BIOL 345 Neurobiology
3	BIOL 406 Molecular Cell Biology
3	CHEM 307 or 209 Organic Chemistry II

- |   |  |
|---|--|
| 3 | CHEM 308 General Chemistry II, 305 Inorganic Chemistry, or 335 Principles of Inorganic Chemistry |
| 4 | PHYS101 or 107 General Physics I   |
| 4 | PHYS102 or 108 General Physics II  |
| 3 | PSYC 313 Physiological Psychology  |

A major must also complete at least four additional courses. At least one course must be chosen from the Behavioral Neuroscience group and at least one course must be chosen from the Cell/Systems Neuroscience group (see below). One of the remaining two electives may be satisfied with an undergraduate research experience (APSC 401/402, BIOL 403, CHEM 409, KINE 480/481, PSYC 491) for at least 3 credits. Research counting as an elective in the program must be conducted under the supervision of a Neuroscience faculty member (see <http://www.wm.edu/as/neuroscience> for a current listing).

### Behavioral Neuroscience Courses

CREDITS	COURSE	
3	BIOL 410	Animal Behavior
4	PSYC 302	Experimental Methods
3	PSYC 311	Cognitive Psychology
3	PSYC 315	Foundations of Learning and Memory
3	PSYC 317	Sensation and Perception
3	PSYC 319	Cognitive Science
4	PSYC 413	Research in Physiological Psychology
4	PSYC 415	Comparative Psychology
3	PSYC 445	Psychopharmacology
3	PSYC 447	Cognitive Neuroscience

### Cell/Systems Neuroscience Courses

CREDITS	COURSE	
3	APSC 431	Applied Cellular Neuroscience
3	APSC 432	Applied Systems Neuroscience
3	BIOL 415	General Endocrinology
4	BIOL 432	Animal Physiology
3	BIOL 433	Developmental Biology
3	BIOL 442	Molecular Genetics
4	BIOL 447	Neurophysiology
3	CHEM 417	Neurochemistry
3	KINE 450	Cardiovascular Physiology
3	KINE 485	Cellular and Biochemical Effects of Exercise

**300. Writing in the Neurosciences.** Students majoring in Neuroscience fulfill the major writing requirement by working with an individual faculty member, typically in a lecture or research course. Lecture courses that offer sections of NSCI 300 are PSYC 302, PSYC 413, PSYC 415, BIOL 433, BIOL 442 and CHEM 417. Declared majors should discuss the writing requirement with a faculty member during the first two weeks of the semester during which they would like to fulfill this requirement. Once accepted by a faculty member, the student will be given permission to enroll in the proper section of NSCI 300 by the faculty member. Students must register for this course during the add/drop period.

**495-496. Honors in Neuroscience.** Neuroscience Honors students complete empirically-based research projects that are conducted under the supervision of a Neuroscience faculty member. Intention to pursue honors must be filed with the Charles Center no later than the first day of classes of the semester in which the student will begin their thesis. This is usually the fall semester of their senior year (two semesters before graduation). In order to graduate with a degree with Honors in Neuroscience a student must (a) complete a written thesis that will be submitted to the honors examination committee at least two weeks before the last day of classes and (b) pass, with satisfactory performance, a comprehensive oral examination. For College provisions governing admission to Honors, see the catalog section titled Honors and Special Programs. For additional requirements see the Neuroscience website.

Please visit the Program website for further information and updates. <http://www.wm.edu/as/neuroscience>.

## Philosophy

PROFESSORS **Davies, Fuchs** (Emeritus), Gert (on leave Spring 2011), **Goldman** (Kenan Professor) (on leave 2010-2011), **Lemos** (Legum Professor) (on leave Fall 2010), and **Radcliffe**. ASSOCIATE PROFESSORS **Costelloe** and **Ekstrom (Chair)**. ASSISTANT PROFESSORS, **Freiman, Haug** (on leave 2010-2011) and **Tognazzini** (on leave 2010-2011). VISITING ASSISTANT PROFESSORS **Fiedor, Sanchez** and **Vaida**.

The department, through a varied and extensive program of courses, presents students with past and present attempts to think critically and reflectively about fundamental questions of knowledge and value in order that they will be led to examine their own views. The study of philosophical problems in the spirit of free inquiry requires the student to develop and exercise the powers of precise discrimination, creative imagination, logical organization and evaluative judgment.

Several sections of the introductory course are offered. All use a topical approach to the problems of philosophy. A large number of middle-level courses are offered to meet the needs of students who wish to take courses that might be particularly relevant to their own field or major. Many philosophy courses are particularly suited to the needs of students with interdisciplinary majors. The department also offers specialized and intensive courses of a historical, methodological and systematic character for those students who wish to major in philosophy. A major may serve as a preparation for graduate study, or, as is more usually the case, as a sound foundation for a liberal education. Many majors go into professions such as law, where training in philosophical analysis is particularly advantageous.

### Requirements for Major

**Required Credit Hours:** 30 (Those who wish to prepare for graduate study in philosophy or in a related discipline will normally take more than this required minimum.)

**Major Computing Requirement:** Two 400-level seminar courses with a grade of C- or better, and each student must produce at least one paper for each of these courses by word processor and certify that the paper was produced by the student in that manner.

**Major Writing Requirement:** Successful completion of two 400 level courses

**Core Requirements:** A program for each major will be developed through consultation with a member of the philosophy faculty acting as a major advisor. Each program major must fulfill the following requirements:

1. at least two courses in the history of philosophy, one selected from 231 (Greek), or 232 (Medieval), and another selected from either 252 (17th and 18th Century) or 253 (Kant and his Successors);
2. at least one course in contemporary philosophy, selected from 313 (Science), 321 (Existentialism), 322 (American), 335 (Philosophy of Language), 345 (Philosophy of Mind), or 350 (Theory of Knowledge);
3. a logic course, either 210 (Introduction to Critical Thinking) or 301 (Symbolic Logic). 301 (Symbolic Logic) is especially recommended for those students who contemplate graduate study in philosophy;
4. at least two 400-level seminars (exclusive of 441, 442, 495 and 496);
5. successful completion of the departmental writing requirement, which consists of a grade of C- or better in two 400-level courses.

Majors are strongly encouraged to complete requirements 1, 2 and 3 before the end of the junior year.

### Requirements for Minor

**Required Credit Hours: 21**

#### Core requirements:

1. at least one course in the history of philosophy selected from among Philosophy 231, 232, 252 and 253;
2. at least one course in contemporary philosophy selected from among Philosophy 313, 321, 322, 335, 345, and 350;
3. at least one course at the 400 level;
4. Declaration of intention to minor filed with either the chair or secretary of the department.

### Description of Courses

#### 150W. Freshman Seminar in Philosophy.

(GER 7) Fall and Spring (4,4) *Davies, Ekstrom Staff.*

An introduction to the problems, methods and scope of philosophical inquiry through readings from historical and contemporary sources. This is a writing intensive course; a grade of C- or better satisfies the College Writing Proficiency Requirement.

#### 201. Introduction to Philosophy.

(GER 7) Fall and Spring (3,3) *Fiedor, Sanchez, Vaida, Staff.*

An introduction to the problems, methods and scope of philosophical inquiry through readings from historical and contemporary sources. Typically, the readings include at least one dialogue of Plato, the Meditations of Descartes, and usually selections from other philosophers.

**NOTE:** Seniors may take this course only with the permission of the instructor. Students may not receive credit for both 150W and 201.

#### 210. Introduction to Critical Thinking.

(GER 7) Fall and Spring (3,3) *Vaida, Staff.*

A survey of formal and informal logical techniques with emphasis on their practical applications and historical significance. Among the techniques studied are syllogistic logic, informal fallacies and induction.

#### 215. Contemporary Moral Issues.

(GER 7) Fall and Spring (3,3) *Staff.*

A course focused on particular moral issues facing contemporary society and the ethical arguments provoked by them. Topics discussed in the course may include, among others, abortion, euthanasia, hate speech, capital punishment, surrogacy, genetic engineering, war and nuclear arms.

#### 231. Greek Philosophy.

(GER 4A) Fall (3,3) *Sanchez.*

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle. (Cross listed with CLCV 331)

#### 232. Medieval Philosophy.

(GER 4A) Spring (3) *Lemos.*

Analysis of selected writings of major medieval philosophers such as Augustine, Erigena, Anselm, Maimonides, Aquinas, Duns Scotus and Occam.

#### 252. 17th- and 18th-Century Philosophy.

(GER 4A) Fall (3) *Costelloe.*

An examination of rationalism (e.g., Descartes, Spinoza, Leibniz), empiricism (e.g., Hume, Locke, Berkeley) and their culmination in Kant.

#### 253. Kant and his Successors.

(GER 4A) Spring (3) *Staff. Prerequisites: PHIL 150W or PHIL 201 or consent of instructor.*

An examination of Kant and some of the 19th-century philosophical responses to his philosophy (e.g., Hegel, Marx, Nietzsche).

**263. Twentieth Century Continental Philosophy.**

*Spring (3) Staff. Prerequisites: Introductory course or consent of instructor.*

This course examines major figures and themes in the tradition of twentieth century continental philosophy. Figures covered include Heidegger, Sartre, Foucault, Barthes, Derrida, Deleuze, and Lyotard.

**301. Symbolic Logic.**

*Fall (3) Fiedor Staff.*

An introduction to the principles of valid reasoning. Special emphasis will be given to modern symbolic techniques and some of their applications.

**303. Ethics.**

*(GER 7) Fall and Spring (3,3) Freiman, Gert, Fuchs, Radcliffe, Staff.*

An introduction to the problems of ethics and the nature of ethical reasoning. Included are historically important topics such as hedonism, egoism, utilitarianism and relativism, as well as contemporary moral issues such as abortion, euthanasia and civil disobedience.

**304. Aesthetics.**

*(GER 7) Fall (3) Costelloe, Staff. Prerequisites: One course in philosophy, extensive experience in/of arts or consent of instructor.*

A philosophical examination of aesthetic perception and criteria of value. Special attention will be given to the elements of art and the function of form, symbol, expression and truth in art.

**305. Social and Political Philosophy.**

*(GER 7) Fall (3) Freiman.*

A philosophical examination of major theories dealing with social and political issues such as governmental authority, individual rights, distributive justice, democracy and the importance of community.

**306. Philosophical Problems.**

*Spring (3) Staff. Prerequisites: Variable by topic.*

A study of some major philosophical problems such as those concerning knowledge and reality, morality and conduct, and art and beauty. Special attention will be devoted to philosophical method. This course may be repeated for credit. (See cross listed courses in, e.g., Music, Modern Languages, and Literature.)

**310. Philosophy of Law.**

*(GER 7) Spring (3) Freiman.*

A critical examination of the concepts and arguments used in legal reasoning. Questions to be examined include: the nature of law, the grounds for obedience to law, the relationship of law to morality, and the grounds for legal punishment.

**311. Philosophy of Religion.**

*Fall or Spring (3) Ekstrom. Prerequisite: PHIL 201 or PHIL 150W or consent of instructor.*

A philosophical investigation of the nature of religious experience, activity and belief. The course will also include an examination of such topics as those of God, freedom, immortality, arguments for existence of God and the problem of evil.

**313. Philosophy of Science.**

*Fall or Spring (3) Davies. Prerequisite: PHIL 201 or PHIL 150W or consent of instructor.*

A philosophical examination of the nature, validity and significance of scientific inquiry. Special attention will be given to the descriptive, explanatory and predictive aspects of scientific theories.

**320. Philosophy and Feminism.**

*(GER 7) Spring (3,3) Staff.*

This course examines two ways philosophy and feminism intersect: philosophical arguments are used to support particular feminist theories and to criticize competing theories; and feminist theory is used to criticize traditional philosophical theories of ethics, knowledge, and science.

**321. Existentialism.**

*(GER 7) Spring (3) Costelloe. Staff. Prerequisites: PHIL 201 or PHIL 150W or consent of instructor.*

An examination of important aspects of existentialism with readings in such philosophers as Kierkegaard, Nietzsche, Heidegger and Sartre. Some attention will also be given to the impact of these philosophical movements upon contemporary literature, religious thought and psychology.

**322. American Philosophy.**

*(GER 4A) (3) Freiman. Prerequisites: PHIL 201 or PHIL 150W or consent of instructor. (Not offered 2010-2011)*

A study of readings selected from the works of 20th-century American philosophers such as Peirce, James, Dewey, Santayana and Whitehead.

**335. Philosophy of Language.**

*Spring (3) Staff. Prerequisites: PHIL 301 or consent of instructor.*

A survey of recent philosophical questions about language and meaning. Topics such as the following will be considered: reference, analyticity, speech acts, and semantic and syntactic theories. Focus will be on such figures as Russell, Austin, Quine, and Wittgenstein.

**345. Philosophy of Mind.**

*Fall or Spring (3) Davies. Prerequisites: PHIL 201 or PHIL 150W or consent of instructor.*

Critical analysis of contemporary theories concerning the nature of consciousness, the concept of the person and personal identity, and some theories of the relation of the mind to the body.

**350. Theory of Knowledge.**

*Spring? (3) Lemos. Prerequisites: PHIL 201 or PHIL 150W or consent of instructor.*

An examination of contemporary philosophical theories about such topics as the nature of knowledge, criteria for truth, perception, meaning, knowledge, validation of belief and skepticism.

**375. Metaphysics.**

*Fall or Spring (3) Staff. Prerequisites: PHIL 150W or 201 or consent of instructor. (Not offered 2010-2011)*

A study of competing philosophical accounts of the nature of reality and the basic constituents of ontology. Topics may include persons, events, material objects, properties, propositions, and possible worlds.

**403. Advanced Ethics and Social Philosophy.**

*Fall (3) Gert. Prerequisites: PHIL 303 and three other courses in philosophy or consent of instructor.*

A study of selected normative and theoretical problems in moral philosophy, such as the justification of ultimate moral principles, theories of social justice, or freedom and moral responsibility.

**415. Advanced Metaphysics and Epistemology.**

*Spring (3) Ekstrom, Haug, Lemos, Staff. Prerequisites: PHIL 201 or PHIL 150W and three other courses in philosophy or consent of the instructor.*

An advanced study of selected topics on the nature of reality and our knowledge of it. Students are expected to write research papers, present material, and discuss course topics in seminar fashion.

**422. Great Philosophers.**

*Spring (3) Staff. Prerequisites: Variable by topic. A systematic study of the thought of a great philosopher such as Descartes, Spinoza, Hume or Wittgenstein. The particular philosopher to be studied is designated each time the course is offered. This course may be repeated for credit.*

**431. Advanced Seminar in Philosophy.**

*Fall (3) Green, Radcliffe. Prerequisites: Variable by topic.*

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion. This course may be repeated for credit.

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### **432. Advanced Seminar in Philosophy.**

*Spring (3) Staff. Prerequisites: Variable by topic.*

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion. This course may be repeated for credit.

### **†441. Independent Study in Philosophy.**

*Fall (3) Ekstrom. Prerequisites: Senior standing or eight courses in philosophy and departmental approval prior to registration.*

Individually supervised study of special topics. This course may be repeated for credit. (Detailed description of requirements available from department office.)

### **†442. Independent Study in Philosophy.**

*Spring (3) Ekstrom. Prerequisites: Senior standing or eight courses in philosophy or departmental approval prior to registration.*

Individually supervised study of special topics. This course may be repeated for credit. (Detailed description of requirements available from department office.)

### **460. Advanced Logic.**

*Spring (3) Staff. Prerequisite: PHIL 301 or consent of instructor.*

Systematic investigation of topics in logic drawn from such areas as system construction, proof theory, modal and deontic logic, and abstract set theory

### **†495-496. Honors.**

*Fall, Spring (3,3) Ekstrom. Prerequisite: Departmental approval prior to registration.*

See section on Major Honors program for general requirements and procedures. Students wishing to do Honors work in philosophy should submit a written request to the chair by February 15 of their junior year. Students should see the department chair for a detailed statement of the requirements of the Honors program and the specification of the information that is to be included in the written request for Honors study.

## Physics

PROFESSORS **Griffioen** (Chair), **Armstrong** (Chancellor Professor), **Averett**, **Carlson** (Class of 1962 Professor), **Carone**, **Cooke**, **Delos**, **Hoatson**, **Kossler**, **Krakauer**, **Manos** (CSX Professor of Applied Science), **McKeown** (Governor's Distinguished CEBAF Professor), **Pennington**, (Governor's Distinguished CEBAF Professor) **Perdrisat**, **Sher**, **Tracy** (Chancellor Professor), **Vahala**, and **Zhang** ASSOCIATE PROFESSORS **Erlich**, **Lukaszew** (Virginia Micro-Electronic Consortium Associate Professor of Applied Science and Physics), **Nelson** (Cornelia B. Talbot Term Distinguished Associate Professor of Physics). ASSISTANT PROFESSORS **Aubin**, **Deconinck**, **Detmold**, **Kordosky**, **Novikova**, **Orginos**, **Qazilbash**, **Rossi**, and **Vahle**. PROFESSORS EMERITUS **Champion** (Chancellor Professor), **Eckhause**, **Gross**, **Kane**, **McKnight**, **Petzinger**, **Remler**, **Schone**, **Thomas**, **von Baeyer** (Chancellor Professor), **Walecka** (Governor's Distinguished CEBAF Professor), and **Welsh** (Chancellor Professor). TJNAF ASSOCIATE PROFESSOR **Carlini**. ADJUNCT PROFESSORS **Bosted**, **Lung**, **Majewski**, **Osborne**, **Reilly**, **Vanderhaeghen**, and **Wolf**. ADJUNCT ASSISTANT PROFESSORS **Danehy**, and **Sasinowski**. RESEARCH ASSOCIATE PROFESSORS **Benner** and **Venkataraman**. RESEARCH ASSISTANT PROFESSOR **Mikhailov**. RESEARCH ENGINEERS **Bensel** and **Riso**. DIRECTOR OF TEACHING LABS **Hancock**.

### Program

Traditionally, many physics undergraduates continue in graduate school in pursuit of Ph.D. degrees. Students who complete a physics major also enter a variety of other fields, including among many others, archaeology, astronomy, biology, mathematics, computer science, high school teaching, law, medicine, environmental sciences, operations research, technical sales, industrial management, engineering and oceanography. Because physicists are scientific generalists, undergraduate work in physics followed by specialization in other areas has become one of the preferred preparations for many activities that are setting new directions in society. The requirements for major in physics are relatively flexible, and are designed to prepare people for either graduate work in physics or for later specialization in other areas.

Information on the program can be obtained through the World Wide Web at the address [www.wm.edu/physics](http://www.wm.edu/physics).

### Requirements for Major

**Required Credit Hours:** 33 (Honors and the Premed track have additional requirements. See below.)

**Major Computing Requirements:** The departmental computer proficiency requirement is satisfied through the completion of required course work and, in addition, by demonstrating programming ability. For this purpose, it is strongly recommended that physics concentrators take Computer Science 141. Otherwise, programming proficiency may be demonstrated through the senior/honors research project or by examination.

**Major Writing Requirements:** Physics 451-452 or Physics 495-496.

**Core Requirements:** Students completing a major in physics must take Physics 101, 102, 201, 208, 251, 252, 313, 401, two of the four courses Physics 303, 314, 402, 403, and either the Senior Project (Physics 451-452) or Honors (Physics 495-496) (substitutions for these requirements must be approved by the departmental undergraduate committee and the chair). The requirement of senior project or Honors insures that all majors will engage in independent research during the senior year. Because of the extensive facilities available through the graduate program of the department, the senior projects generally deal with problems at the frontiers of physics. It is only through being actively involved in such pursuits that a student can appreciate the nature of the discipline. Students should also take Physics 256 and 301.

Students who plan to attend graduate school in physics should take all of the courses listed above (including Physics

303, 314, 402 and 403) as well as the junior laboratories (Physics 351-352) and the Undergraduate Seminar (Physics 309). To prepare for some engineering or professional programs it may be appropriate to substitute courses or elect additional courses.

Suitable mathematics courses should also be taken, including Math 111, 112, 213 or 212, 302 and 211.

An alternative concentration for those who are planning to fulfill the requirements for entering medical school consists of Physics 101-102 or 107-108, 201, 208, 251, 252, 313, 401, and the Senior Project (Physics 451-452). A minimum of 30 credits in physics must be completed. In addition, this concentration requires either Chemistry 209/353 or Chemistry 307/353, 308/354, and Biology 203 or 204 for a minimum total of 42 credits.

The minor in physics consists of 20 credits and includes Physics 101, 102, 201 and three other Physics courses, one of which is numbered above 201.

### Description of Courses

#### 101-102. General Physics.

(102 satisfies GER 2A, Lab) Fall-Spring (4,4) *Kordosky, Staff. Corequisites: MATH 111-112 recommended.*

This course is designed to develop an understanding of the fundamental concepts of physics. Emphasis is placed upon Newtonian mechanics, thermodynamics, electricity and magnetism, and modern physics; current research and applications are discussed. Designed for students who are considering majoring in one of the sciences or mathematics. An honors section of the Physics 102 lecture and honors sections of the laboratories are open to students that have a good preparation for and a strong interest in physics. Students may not obtain credit for both Physics 101 and 107, or for both Physics 102 and 108. Physics 101 is a prerequisite for Physics 102.

#### 105. Great Ideas of Physics.

(GER 2A) Fall (3) *Hoatson.*

Introduction to the fundamental laws and dominant themes of modern physics, illustrated with selections from the classics of science writing. The course is intellectually sophisticated, but requires no math beyond ratios. (Not appropriate for science and math majors.) Students may not receive credit for Physics 105 if taken after passing Physics 101 or 107.

#### 107-108. Physics for the Life Sciences.

(108 satisfies GER 2A, Lab) Fall-Spring (4,4) *Nelson, Staff.*

Covers the fundamental concepts of physics. Newtonian mechanics, wave motion, electric and magnetic fields, simple circuits, and some modern physics are discussed. Designed for students in the life-sciences, including pre-meds. High school science as well as algebra and trigonometry are assumed. Students may not obtain credit for both Physics 101 and 107, or for both Physics 102 and 108. Physics 107 is a prerequisite for Physics 108.

#### 109. Practical Physics.

(GER 2A) Spring (3) *Vahle.*

Bicycles, guitars, cameras and other ordinary objects are studied and explained to obtain an appreciation of the underlying laws of nature. Mechanics, wave motion, optics, acoustics, thermodynamics and some electromagnetism and nuclear/particle physics are discussed and demonstrated by understanding the functioning of objects of everyday experience. The required mathematics is limited to algebra. The associated laboratory is strongly encouraged but not required. Students may not receive credit for Physics 109 if taken after passing Physics 101 or 107.

#### 110. Experimental Practical Physics.

(Lab) Spring (1) *Hancock. Corequisite: PHYS 109.*

A series of experiments employing common objects of general, everyday experience is undertaken with the goal of understanding both the scientific method of measurement and the laws of nature. Student-generated projects will be encouraged.

**121. Physics of Music.***(GER 2A) Fall (3) (Not offered 2010)*

Basic concepts of physics, particularly acoustics, needed for an understanding of the properties of sound and music. The course will be in the form of a workshop and students will participate in the performance of experiments which illustrate the ideas.

**150/150W. Freshman Seminar.***Fall or Spring (3-4) Staff.*

A course that introduces freshmen to topics in the study of Physics. 150W satisfies the freshman writing requirement.

**175. Development of Physics and Cosmology.***(GER 2A) Fall and Spring (3,3) Staff. (Not offered 2010).*

The evolution of ideas about the structure and nature of the universe from the time of the Renaissance to the present. The role of modern physics in understanding the history of the universe is stressed.

**176. Introductory Astronomy.***(GER 2A) Fall and Spring (3,3) Sher.*

Descriptive study of the solar system; theories of the origin of the solar system. Star classification; descriptive studies of star clusters and galaxies. Recent developments such as quasars, pulsars, neutrino astronomy and radio astronomy. Current theories of the origin of the universe. Course includes observation of the sky.

**177. Astronomy Laboratory.***(Lab) Fall and Spring (1,1) Hancock. Prerequisite or Corequisite: PHYS 176.*

A series of experiments is undertaken with the goal of understanding both the scientific method of measurement and the laws of nature as they apply to astronomy. Two and one-half laboratory hours.

**201. Modern Physics.***Fall (3) Novikova. Prerequisites: PHYS 101, PHYS 102 or PHYS 107, PHYS 108.*

20th-century developments in physics. Relativity theory; the nature of space and time, the paradox of the twins, the equivalence of mass and energy. Introductory quantum theory; the particle nature of light, the wave nature of electrons, atomic and molecular structure, the structure of the nucleus and the discovery of new particles. This course is appropriate for all those majoring in science or mathematics.

**208. Classical Mechanics of Particles and Waves I.***Spring (4) Cooke.*

Newton's laws, the simple harmonic oscillator, nonlinear oscillations and chaos, variational methods, Lagrangian and Hamiltonian mechanics. Overview of relevant mathematical methods.

**251. Experimental Atomic Physics.***Fall (2) Kossler. Corequisite: PHYS 201.*

Fundamental experiments in atomic physics. Modern scientific methods and instruments are used in such classic experiments as the measurement of the speed of light, the Millikan oil drop experiment, the photo-electric effect and optical spectroscopy.

**252. Electronics I.***Spring (2) Aubin. Prerequisite: PHYS 102 or PHYS 108.*

Introduction to analog electronics. Theory, design, and application of circuits using passive and active components.

**256. Practical Computing for Scientists.***Fall (3) Mikhailov. Prerequisite: MATH 112.*

This course will focus on breaking scientific problems into algorithmic pieces that can be solved using computational methods in MATLAB. Root finding, linear and non-linear equations, numerical modeling, optimization, random processes, graphical data presentation and fitting, scientific documentation preparation.

**301. Introduction to Mathematical Physics.***Spring (3) Novikova.*

Vector analysis, complex variables, matrices, series solutions of differential equations, orthogonal functions and partial differential equations.

**303. Classical Mechanics of Particles and Waves II.***Fall (3) Delos. Prerequisite: PHYS 208.*

Central force motion, scattering, systems of particles, coupled oscillations and normal modes, rigid body rotation, inertia tensor, continuum mechanics and wave motion, special relativity.

**309. Undergraduate Seminar.***Spring (1) Hoatson.*

Discussion of contemporary research in physics. Faculty members give survey talks during the first part of the semester. During the second part, students give talks based on their reading and research. May be repeated for credit.

**313-314. Introduction to Quantum Physics.***Fall-Spring (3,3) Averett. Prerequisites: PHYS 201, PHYS 208.*

Introduction to non-relativistic quantum mechanics, emphasizing basic principles with illustrations from atomic, solid state and nuclear physics.

**351. Electronics II.***Fall (2) Hancock.*

Design and construction of digital circuits. Computer-based control of digital devices used in experimental research.

**352. Experimental Modern Physics.***Spring (2) Perdrisat.*

Experiments in atomic, nuclear, solid state and elementary particle physics.

**401-402. Electricity and Magnetism.***Spring and Fall (3,3) Aubin. Prerequisite: PHYS 208.*

Development of the theory of electricity and magnetism from fundamental principles. Maxwell's equations, electromagnetic waves and radiation.

**403. Statistical Mechanics and Thermodynamics.***Fall (3) Carone. Prerequisite: PHYS 201.*

Introduction to quantum statistical mechanics and thermal physics. Definitions of accessible quantum states, entropy, free energy, temperature and partition function for noninteracting systems. Derivation and interpretation of the physical and thermodynamic properties of classical and quantum gases, solids, thermal radiation and diffusive equilibrium.

**404. Quantum Physics: Research Applications.***Spring (3) Staff. Prerequisites: PHYS 313, PHYS 314.*

Applications of quantum physics to modern research topics. The course will focus on areas (to be determined by the instructor) such as: electronic and magnetic properties of solids, atomic and optical physics, or nuclear and particle physics. May be repeated for credit when the instructor determines that there will not be a duplication of material.

**451-452. Physics Research.***Fall and Spring (1-3,1-3) Perdrisat.*

Independent study including bibliographic and experimental or theoretical research and a research paper. The student will be required to submit a preliminary draft of the research paper during the first semester and will be expected to work closely with an advisor both in the actual research and in preparation of an acceptable report. If satisfactorily completed, this course will meet the departmental writing requirement.

**476. Modern Astrophysics.**

*Spring (3) Staff. Prerequisites: PHYS 303, PHYS 313. Corequisite: PHYS 401. (Not offered in 2009)*

An introduction of modern astrophysics. Topics may include stellar characteristics and evolution, galactic structure, cosmology, general relativity and the tools and techniques of astronomy and astrophysics.

**\*481. Topics in Physics.**

*Fall (1-3) Staff. Prerequisite: Consent of instructor.*

May be repeated for credit when the instructor determines that there will not be a duplication of material.

**\*482. Topics in Physics.**

*Spring (3) Staff. Prerequisite: Consent of instructor.*

May be repeated for credit when the instructor determines that there will not be a duplication of material.

**†\*495-496. Honors.**

*Fall, Spring (3,3) Perdrisat.*

Students admitted to Honors study in physics will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of the literature of physics; (b) the preparation and presentation by April 15 of an Honors essay based on the student's own research, or part of a major research project; (c) satisfactory completion of a comprehensive oral examination on essay and related topics. If successfully completed this course will satisfy the College writing requirement. In addition to the major course requirements, the department requirements for Honors specify Physics 303 and 351, as well as either Physics 314 or 402. In applying for Honors, students must submit a proposal to the undergraduate committee during the semester preceding enrollment. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**Graduate Program**

The department offers the degrees of Master of Science and Doctor of Philosophy. Degree requirements and a full description of graduate courses in physics can be obtained through the World Wide Web at [www.wm.edu/physics](http://www.wm.edu/physics) or you may request application forms by e-mail at [grad@physics.wm.edu](mailto:grad@physics.wm.edu) or by writing to the Chair of the Graduate Admission Committee in Physics.

## Psychology

PROFESSORS Pilkington (Chair and Associate Professor), Langholtz, Nezelek, Nichols, Shean, and Ventis. ASSOCIATE PROFESSORS Ball, Barnet, Burk, Hunt, Kirkpatrick, Stevens, Thrash (on leave 2010-2011), Vishton and Zeman (on leave 2010 - 2011). ASSISTANT PROFESSORS, Dallaire, Dickter, Forestell, Kieffaber, and Stefanucci (on leave 2010-2011) PROFESSOR EMERITUS Galano, Watson, and Derks. VISITING ASSISTANT PROFESSORS Porter and Story. ADJUNCT FACULTY Bierenbaum, Bisconer, Burkett, Frieden, Gross, and Jensen.

### Requirements for Major

#### Degree of Bachelor of Arts

**Required Credit Hours:** 35

**Major Computing Requirement:** Psychology 301.

**Major Writing Requirement:** To fulfill the Major Writing Requirement majors must earn a grade of "C-" or better in either Psychology 302 or any advanced research course in psychology.

**Major requirements:** The Psychology major is intended to provide the student with a breadth of knowledge from natural and social science perspectives. Course offerings are categorized accordingly: in general, odd numbered courses reflect a natural perspective while even numbered courses reflect a social perspective.

**Core courses:** 201, 202, 301, 302, and one advanced research course (410-422).

**Electives:** In addition to core requirements, majors must take six elective courses. Two of the electives must be selected from even numbered courses (social science requirement) that range between 310-330. Two of the electives must be selected from odd numbered courses (natural science requirement) that range between 310-330. The remaining two elective courses must be numbered between 350 and 480 but can be from among either natural or social sciences courses offered (i.e., the remaining two electives can be odd numbered or even numbered). Up to three credit hours of Independent Study (490 or 491) may be applied toward the advanced elective credits.

**Other:** Statistics courses in other departments may not be substituted for PSYC 301. At least 29 credits must be other than practicum courses (402, 404, or 498). All students preparing for graduate study in psychology, whether or not they are majors, are advised to obtain practical experiences in areas appropriate to their interest.

#### Degree of Bachelor of Science

Candidates for the B.S. degree must complete three additional courses in computer science, mathematics, biology, chemistry, geology or physics. This is in addition to satisfying the GER 1 and 2. The preferred science is biology. A combined interdisciplinary degree in Neuroscience is also available. Please refer to the Neuroscience section of this catalog.

#### Normal Program Recommended for Major

Psychology 201 and 202, 301, 302, one advanced research course (410-422), and a selection of intermediate and advanced courses, which include both natural and social science courses and are appropriate to the student's interests and career goals. Students planning to attend graduate school should speak to their advisor about the specific curriculum best suited to their plans.

#### Minor Requirements

**Required Credit Hours:** 21

**Core Requirements:** Psychology 201 and 202, and four courses that range from 310-330, two of which must be selected from even numbered courses (social science requirement) and two must be selected from odd numbered courses (natural science

requirement). The remaining course must be numbered 350-480, but can be chosen from the natural or social science courses offered. After taking the necessary courses, students may declare a psychology minor in their senior year when they declare their intent to graduate.

### Description of Curriculum

Courses numbered 310-330 are lecture courses, intended for both majors and non-majors. Courses numbered 370-395 are small lecture courses intended primarily for majors, although non-majors interested in the subject matter are encouraged to enroll. Courses numbered 401-409 are practica courses, in which students gain practical experience. They are intended primarily for majors, although non-majors with appropriate qualifications can enroll. Courses numbered 410-425 are seminar-sized laboratory courses intended primarily for majors. Each of these courses provides students with advanced training in the scientific methods of a particular subdiscipline within psychology. Courses numbered 440-469 are seminars, and audiences for these courses will vary from course to course. Contact individual instructors for details.

#### Description of Courses

##### 150/150W. Freshman Seminar.

*Fall or Spring (3,4) Staff.*

This course is designed to introduce freshmen to selected topics in Psychology.

##### 201. Introduction to Psychology as a Natural Science.

*(GER 2B) Fall and Spring (3,3) Nezelek, Pilkington, Burk, Vishton.*

A study of basic principles of behavior, in sensation and perception, conditioning and learning, drives and motivation, response mechanisms and cognitive processes.

##### 202. Introduction to Psychology as a Social Science.

*(GER 3) Fall and Spring (3,3) Nezelek, Pilkington, Ventis.*

An examination of basic concepts in abnormal, developmental, personality and social psychology, normality and deviation, behavior modification, stages of development, personality traits, motives, attitudes and social perceptions.

##### 301. Elementary Statistics.

*(GER 1) Fall and Spring (3,3) Barnet, Dickter, Hunt, Kirkpatrick, Staff. Prerequisite: PSYC 201 or PSYC 202. Corequisite: PSYC 301L.*

An introduction to statistics, both descriptive and inferential, including analysis of variance and correlation. Hypothesis testing and the analysis of research data are strongly emphasized.

##### 302. Experimental Methods.

*Fall and Spring (4,4) Ball, Forestell, Kieffaber, Langholtz, Stevens, Staff. Prerequisites: PSYC 201, PSYC 202, PSYC 301. Corequisite: PSYC 302L.*

An introduction to empirical research with emphasis upon the methods by which psychological data are obtained. The course will consider naturalistic and correlational methods as well as experimental techniques. Please note other statistics courses cannot be used to replace PSYC 301 as a prerequisite for this course.

##### 310. Developmental Psychology.

*(GER 3) Fall and Spring (3,3) Bierenbaum, Dallaire, Forestell, Jensen, Vishton, Zeman. Prerequisite: PSYC 202.*

A survey of human development from prenatal development through adolescence with emphasis on perceptual, cognitive, and socio-emotional processes.

##### 311. Cognitive Psychology.

*Fall and Spring (3) Ball, Stevens. Prerequisite: PSYC 201.*

The course examines human cognition. Topics include: perception, action, attention, memory, thinking, and language. Students will be introduced to the major theoretical perspectives and important empirical research findings from related fields of cognitive psychology, cognitive science and cognitive neuroscience.

**312. Personality Theory.**

(GER 3) Fall and Spring (3,3) Bierenbaum, Thrash, Staff. Prerequisite: PSYC 202.

A survey of contemporary theory in the field with emphasis upon its empirical foundations and future possibilities.

**313. Physiological Psychology.**

(GER 2B) Fall and Spring (3) Barnet, Hunt, Kieffaber. Prerequisite: PSYC 201.

Physiological basis of behavior with emphasis on mechanisms in perception, learning, emotion and motivation.

**314. Social Psychology.**

(GER 3) Fall and Spring (3,3) Dickter, Pilkington, Porter, Staff. Prerequisite: PSYC 202.

This course examines the effects of social context on the behavior of the individual, with emphasis on prominent theories and research. Topics include social perception, attitude organization and change, the social consequences of individual motives, interpersonal influence, and the application of social psychology to contemporary social issues.

**315. Foundations of Learning and Memory.**

(GER 2B) Fall or Spring (3) Barnet, Porter, Staff. Prerequisite: PSYC 201.

Explores the basis of complex human and animal behavior from a general-process approach seeking to understand evolved processes of learning that apply to many different situations. Topics: why behavior changes, classical and instrumental conditioning, punishment, biological basis of learning, and animal cognition.

**316. Psychology of Organizational Behavior.**

(GER 3) Fall or Spring (3) Staff. Prerequisite: PSYC 202.

The basic unit of analysis for this course will be the human organization: corporate, educational, civil and others. Individual behavior is considered as it reflects and impinges upon the behavior of the organization. Systems analysis provides the basic analytic framework.

**317. Sensation & Perception.**

Fall (3) Stefanucci, Stevens, Vishton. Prerequisite: PSYC 201.

Survey of topics with specific emphasis on the perceptual experiences in the mind and brain.

**318. Abnormal Psychology.**

(GER 3) Fall and Spring (3,3), Frieden, Gross, Nichols, Staff. Prerequisite: PSYC 202.

A survey of behavior pathology including the neuroses and psychoses and their relationship to current conceptions of normal personality.

**319. Cognitive Science.**

Spring (3) Staff. Prerequisite PSYC 201.

This course surveys a variety of theoretical and methodological approaches to the scientific study of intelligent thought and behavior in humans, other animals and machines. We will address questions like: how does the mind work? Can computers be conscious? Does language shape thought? Students will explore possible answers to these questions and others by approaching them from the fields of philosophy, computer science, neuroscience, linguistics and cognitive psychology.

**320. Community Psychology and Prevention.**

Fall (3) Galano. Prerequisite: PSYC 202.

This course explores community psychology and the role of illness prevention and health promotion in mental health. Contemporary prevention theory emphasizing an ecological and developmental approach to understanding risk and protective factors is presented. State-of-the-art model programs and community-based approaches are highlighted. Community-based preventionists make presentations.

**371. History and Systems of Psychology.**

Fall, Spring (3) Frieden. Prerequisites: PSYC 201, PSYC 202.

From Greek Philosophy to the present with special emphasis on the 19th and 20th centuries. The rise of the major systems: Existential and Humanistic Psychology, Structuralism, Functionalism, Gestalt Psychology, Psychoanalysis, Behaviorism. Some current issues such as the "cognitive revolution," dialectics, genetic epistemology and phenomenological research will be discussed.

**372. Motivation and Emotion.**

Spring (3) Dallaire. Prerequisites: PSYC 201, PSYC 202.

Theories and facts of motivation and emotion and consideration of their differences. Emphasis on theory and research.

**373. Sexuality.**

(GER 3) Fall and Spring (3,3) Frieden. Prerequisites: PSYC 201, PSYC 202. Junior or senior standing.

The study of behaviors associated with courtship and reproduction with an emphasis on humans. Topics include biological and environmental determinants of sexual behavior, physiology and psychology of sexual response, and gender differences.

**374. Close Relationships.**

Spring or Fall (3) Pilkington. Prerequisites: PSYC 201, PSYC 202, PSYC 314.

Examines the scientific body of knowledge concerning the development, maintenance, and deterioration of friendships and romantic relationships. Specific topics include attraction, romantic love, models of relationship satisfaction and individual differences in approaches to close relationships.

**375. Psychology of Decision Making.**

(GER 3) Fall (3) Langholtz. Prerequisites: PSYC 201, PSYC 202, Business Statistics or Psychology Statistics or junior standing. Enrollment will be split 13 from Business and 13 from Psychology.

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment. Applications to business decisions and policy making will be considered. (Cross listed with BUAD 442)

**376. Health Psychology.**

(GER 3) Fall or Spring (3) Gross. Prerequisites: PSYC 201, PSYC 202.

An overview of psychological theory, research and practice concerning the prevention, treatment, and progression of illness and the promotion of health. Specific topics include changing health habits, stress, pain, chronic and terminal illness, and the health-care delivery system.

**377. Evolutionary Psychology: The New Science of the Mind.**

Spring (3) Kirkpatrick. Prerequisites: PSYC 201, PSYC 202.

An approach to psychological science based on the assumption that human brains/minds were designed by natural selection to solve adaptive problems faced recurrently by our distant ancestors, with important implications for understanding behavior in contemporary environments.

**378. Psychology of Religion.**

Spring (3) Ventis. Prerequisites: PSYC 201, PSYC 202.

Examines the works of William James, Freud, Jung and Gordon Allport in light of current psychological theory and research, emphasizing religious development and the nature, modes and consequences of individual religious experience.

**\*391. Advanced Statistics.**

Fall (3) Kirkpatrick. Prerequisites: PSYC 201, PSYC 202, PSYC 301. This course is a graduate level course that is open to undergraduates. Corequisite: PSYC 391L.

An advanced course in statistics and experimental design. Three class hours, one laboratory hour.

**\*392. Multivariate Statistics.**

*Spring (3) Kirkpatrick. Prerequisites: PSYC 201, PSYC 202, PSYC 301. Corequisite: PSYC 392L.*

An introduction to multivariate statistics including such topics as multiple regression, multivariate analysis of variance and factor analysis.

**402. Exceptional Children.**

*Fall or Spring (3) Shean. Prerequisites: PSYC 201, PSYC 202, PSYC 310.*

A consideration of the problems involved in providing psychological programs for the care of exceptional children. An overview of relevant research and treatment techniques will be combined with practical experience in field settings with exceptional children.

**404. Practicum in Community Psychology and Prevention.**

*Spring (3) Galano. Prerequisites: PSYC 201, PSYC 202, PSYC 320.*

Supervised learning experiences provide opportunities to relate theoretical knowledge with the delivery of psychological services in the community. Students combine practicum with readings tailored to their placement. A wide range of community based psychological training opportunities is available. One lecture hour, field trips, and four-eight hours/week in the community.

**410. Research in Developmental Psychology.**

*Fall or Spring (4) Dallaire, Forestell, Vishton. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 310. Corequisite: PSYC 410L.*

An examination of contemporary issues in developmental research. Research methods are considered in conjunction with a review of current literature in areas such as early socialization, cognitive development and behavior problems. Three lecture hours, two laboratory hours.

**411. Cognition and Thinking.**

*Fall or Spring (4) Ball. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 311. Corequisite: PSYC 411L.*

An examination of the research and theory that helps describe and explain the structure and function of the mind. Three lecture hours, two laboratory hours.

**412. Research in Personality.**

*Fall or Spring (4) Nezelek, Thrash. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 312. Corequisite: PSYC 412L.*

An overview of research methods in the study of personality. Specific research topics such as achievement, motivation, aggression, anxiety, cognitive styles, intelligence and abilities, interpersonal attraction, locus of control, personology, self concept and gender differences will be reviewed in detail. Three lecture hours, two laboratory hours.

**413. Research in Physiological Psychology.**

*Fall. (4) Burk. Prerequisites: PSYC 301, PSYC 302, PSYC 313. Corequisite: PSYC 413L.*

An advanced course in physiological psychology with emphasis on the anatomical and neurochemical basis of learning and memory. Three lecture hours, two laboratory hours.

**414. Research Methods in Social Psychology.**

*Fall and Spring (4,4) Nezelek. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 314. Corequisite: PSYC 414L.*

This course concerns the methods used in contemporary social psychology. The primary emphasis is on laboratory experimentation, but other methods, including field research are considered. Students will be required to develop and complete an empirical research project on a course-related topic. Three lecture hours, two laboratory hours.

**415. Research in Animal Cognition.**

*Spring (4) Barnet, Porter. Prerequisites: PSYC 201, PSYC 301, PSYC 302, PSYC 315. Corequisite: PSYC 415L.*

An examination of psychological mechanisms in animals that subserve such cognitive processes as perception, attention,

working and reference memory, associative learning, spatial navigation, time perception, counting, concept learning and primate cognition. Three lecture hours, two laboratory hours.

**417. Research in Sensation & Perception.**

*Fall or Spring (4), Stefanucci, Vishton. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 317. Corequisite: PSYC 417L.*

The course is concerned with the processes by which persons come to understand their environment. It considers what changes in the environment stimulate the senses and how the nervous system operates on this change to form projections about the real world. Three lecture hours, two laboratory hours.

**418. Research in Abnormal Psychology.**

*Fall or Spring (4) Shean. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 318. Corequisite: PSYC 418L.*

This course will cover an in depth study of issues and approaches to classifying and understanding the origins of selected adult mental disorders. Students will also be required to develop and complete an empirical research project on a course-related topic.

**422. Behavior Modification.**

*Fall or Spring (4) Porter, Ventis, Zeman. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 318. Corequisite: PSYC 422L.*

This course will acquaint students with both techniques and research issues in behavior modification. Laboratory sessions will be devoted to gaining experience with the processes described and to preparing and implementing individual research projects. Three lecture hours, two laboratory hours.

**445. Psychopharmacology.**

*Fall (3) Burk. Prerequisites: PSYC 201, PSYC 313.*

The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions. Students will gain an in-depth view of neuro-transmitter systems and the mechanisms by which drugs act on these systems to alter behavior.

**447. Cognitive Neuroscience.**

*Spring (3). Stevens, Prerequisites: PSYC 201, PSYC 313, PSYC 311.*

This course examines neuroanatomy from a behavioral point of view. Students will learn how different parts of the brain organize into functional circuits that control various aspects of behavior, cognitive function, and emotions.

**453. Infancy.**

*Fall (3) Staff. Prerequisites: PSYC 201, PSYC 202, PSYC 310.*

This seminar explores human development during the first two years of life. Course will cover historical and contemporary perspectives of perceptual, cognitive, and social development.

**\*454. Shame & Self-Respect.**

*Spring (3) Nichols. Prerequisite: consent of instructor.*

This seminar explores the psychology of shame in its constructive role of enforcing ideals and honor as well as its miscarriage in the form of deep self-loathing. Discussion will be informed by readings in psychological texts as well as classic novels.

**470. Topics in Psychology.**

*Fall and Spring (1-4, 1-4) Staff. Prerequisites: PSYC 201, PSYC 202, as determined by individual professor.*

Courses concerning special topics not covered in detail in regular course offerings. Courses may be repeated for credit if the topic varies.

**\*480. Seminar.**

*Fall and Spring (3,3) Staff. Prerequisites: PSYC 201, PSYC 202.*

Special topics of interest to staff and students will be discussed in seminar fashion. Course may be repeated; contents will vary but the credit each time is the same; three hours.

**\*490. Directed Readings in Psychology.**

*Fall and Spring (1-3,1-3) Staff. Prerequisites: PSYC 201, PSYC 202.*

Individual supervised readings on special topics. Usually for advanced students. A student must have permission of a faculty supervisor before registering. Course may be repeated, contents and credit each time may vary according to an agreement reached between supervisor and student at the time of registration.

**\*491. Independent Research.**

*Fall and Spring (1-3,1-3) Staff. Prerequisites: PSYC 201, PSYC 202.*

Individually supervised empirical investigations in the various areas of psychology. A student must have permission of a faculty supervisor before registering. Course may be repeated, contents and credit each time may vary according to an agreement reached between supervisor and student at the time of registration. This course does not meet the advanced research course requirement for the psychology major.

**†\*495-496. Honors.**

*Fall, Spring (3,3) Staff. Prerequisites: PSYC 201, PSYC 202, PSYC 301, PSYC 302.*

A student admitted to Honors study is eligible for an award of Honors in psychology on graduation. Requirements include: (a) supervised research in the student's special area of interest; (b) presentation by May 1 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. See the Department Honors section of the catalog or <http://fsweb.wm.edu/charles>.

**\*498. Internship.**

*Fall and Spring (1-3,1-3) Staff.*

This course is designed to allow students to gain practical experience. The internship includes readings in relevant areas and a written report. The student must have a faculty member willing to supervise the internship, and a site willing to host it. A departmental handout describes the requirements in greater detail. Application required.

## Public Policy

PROFESSORS **Jensen** (Director and Professor of Economics), Campbell (CSX Professor of Economics and Public Policy), **Robert E. Fritts** (Ambassador retired) (Senior Fellow in Foreign Policy), **Howard** (Harriman Professor of Government and Public Policy), Manna (Coordinator, Undergraduate Studies and Associate Professor of Government and Public Policy), **Elaine S. McBeth** (Associate Director and Adjunct Professor of Economics and Public Policy), Mellor (Director, Schroeder Center for Healthcare Policy and Class of 1955 Distinguished Associate Professor of Economics), **Louis F. Rossiter** (Research Professor, Center for Public Policy Research - Schroeder Center for Healthcare Policy), **Stafford** (Coordinator, Graduate Studies and Verkuil Distinguished Associate Professor of Economics and Public Policy) and Wilkerson (Harriman Visiting Professor of Government and Public Policy).

### The Thomas Jefferson Program in Public Policy

Public Policy is an interdisciplinary major that focuses on analytical decision making to study diverse subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems. It emphasizes quantitative and economic analysis, the study of political institutions that produce policy, and the examination of specific policy areas such as environment and health. The Public Policy major draws on coursework primarily from Economics and Government, but also on courses in Psychology, Sociology, Law, Philosophy, and others. Graduates from the undergraduate Public Policy program pursue a wide array of careers in public service, policymaking and politics, finding employment in governments at all levels, consulting firms that work with governmental clients, regulated industries as well as non-profits. Public Policy graduates regularly pursue graduate studies in business administration, economics, environmental studies, health policy and administration, law, political science, psychology, public administration, public policy analysis, social work, sociology and urban affairs. In addition to preparing Public Policy majors to be participants in the policy process, an important goal is also to teach students to be well-informed, capable citizens.

In addition to the interdisciplinary major, the Thomas Jefferson Program in Public Policy offers other opportunities for students interested in public policy, such as:

### Internships

A variety of internships are available to students. Internships provide a unique experience that enable students to apply their academic studies to a professional setting. These internships are sometimes done for course credit, monetary compensation or purely for the experience. Typically, internships involve some supervision from a faculty member. Course credit is available for internships, either through Public Policy or Interdisciplinary Studies 491: Public Affairs Internship course (1 credit). See page 59 for more information on internships.

### Accelerated Bachelor of Arts/Sciences and Master of Public Policy

W&M undergraduate students are able to earn both a Bachelor's degree and a Master of Public Policy in five years. Candidates interested in this accelerated degree path must apply to and gain acceptance in their junior year. See the Graduate Program Catalog for full details.

### The Undergraduate Major in Public Policy

**Required Credit Hours:** 33 (from courses below) In addition, the implicit requirements of Economics 101 and 102 add six more credits for the major.

**Major Computing Requirement:** The Major Computing Requirement is fulfilled by completion of one course listed under "Statistics" and one course listed under "Second Methods Course" in the Common Core of the public policy concentration

**Major Writing Requirement:** The Major Writing Requirement can be fulfilled by following the standard procedure for departmental majors in either the Department of Economics or Department of Government.

**Core Requirements:** There is a set of seven core classes. The remaining 12 hours of required courses for the major must be chosen from the list of approved electives from the Departments of Economics, Government, History, Mathematics, Psychology, Religion, Sociology and the School of Business.

### General Requirements

1. A major in public policy shall consist of a minimum of 33 semester hours selected from the courses listed below.
2. There is a set of seven common core courses. This includes: Statistics (either Business 231, Economics 307, Mathematics 351 or Sociology 353), Government 350, Government 351, Economics 303, Economics 321, Ethics (Philosophy 303), and a second methods course (either Economics 308, Sociology 352, Government 301 or Government 307).
3. The remaining 12 hours of required courses for the major must be chosen from the list of electives. While the list of electives includes courses in several topic areas, there is no requirement to take particular sets of courses.

### Common Core

Students take seven common core courses as follows:

Government 350 - Introduction to Public Policy  
Government 351 - Introduction to Public Administration

Economics 303 - Intermediate Microeconomic Theory  
Economics 321 - Economics of the Public Sector (Fall)

**Ethics:**  
Philosophy 303 - Ethics

**Statistics (choose one):**  
Business 231 - Statistics  
Economics 307 - Principles and Methods of Statistics  
Mathematics 351 - Applied Statistics  
Sociology 353 - Social Statistics (Spring)

**Second Methods Course (choose one):**  
Economics 308 - Econometrics  
Government 301 - Research Methods  
Government 307 - Political Polling & Survey Analysis (Fall)  
Sociology 352 - Methods of Social Research (Fall)

### Electives

Students may choose a minimum of any four courses to fulfill the electives portion of their major. While there are several topic areas represented, students are free to choose any courses on the list to fulfill the requirements. In addition, students may petition the Undergraduate Public Policy Committee to have a course that is not listed be approved for major elective credit.

Business 440 - International Business Management  
Business 442 - Psychology of Decision Making (Cross listed with PSYC 375)  
Economics 304 - Intermediate Macroeconomic Theory  
Economics 308 - Econometrics (if not taken for core)  
Economics 311 - Money and Banking  
Economics 322 - Environmental and Natural Resource Economics  
Economics 341 - American Economic History  
Economics 355 - Seminar in Population Economics  
Economics 362 - Government Regulation of Business  
Economics 382 - Comparative Economics  
Economics 383 - Survey of Development Economics  
Economics 408 - Time Series Econometrics

Economics 412 - Stabilization Policy  
 Economics 420 - Economics of Information  
 Economics 422 - Applied Environmental Economics  
 Economics 451 - Labor Market Analysis  
 Economics 452 - Income Distribution and Human Resources  
 Economics 456 - Economics of Health Care  
 Economics 460 - Economic Analysis of the Law  
 Economics 461 - Industrial Organization: Theory, Evidence and Cases  
 Economics 475 - International Trade Theory and Policy  
 Economics 476 - International Finance and Open Economy Macroeconomics  
 Government 307 - Political Polling and Survey Analysis (if not taken for core)  
 Government 324 - U.S. Foreign Policy (will count toward major elective credit only if History 434 not selected)  
 Government 328 - International Political Economy  
 Government 353 - The Politics of States and Localities  
 Government 355 - Southern Politics  
 Government 360 - The American Welfare State  
 Government 370 - The Legislative Process  
 Government 371 - The Presidency  
 Government 372 - American Legal Process  
 Government 373 - Civil Rights and Civil Liberties  
 Government 374 - Political Behavior  
 Government 435 - Seminar: Political Economy of the Newly Industrializing Countries  
 Government 454 - Seminar: The Politics of Metropolitan Areas  
 Government 455 - Seminar: Education Policy and Politics in the U.S.  
 Government 465 - Seminar: Public Opinion and Voting Behavior  
 Government 470 - Seminar: Congress and the President  
 History 434 - U.S. Foreign Relations (major elective credit only if Government 324 not selected)  
 Mathematics 323 - Operations Research I - Deterministic Models  
 Mathematics 424 - Operations Research II - Stochastic Models  
 Psychology 320 - Community Psychology and Prevention  
 Psychology 375 - Psychology of Decision Making (Cross listed with BUAD 442)  
 Psychology 450 - Social Psychology and the Law  
 Religious Studies 322 - Medicine and Ethics  
 Sociology 302 - Criminology  
 Sociology 306 - Urban Sociology  
 Sociology 307 - Sociology of Education  
 Sociology 308 - Environmental Sociology  
 Sociology 311 - Birth, Sex, Death: Population and Society  
 Sociology 313 - Globalization and International Development  
 Sociology 352 - Methods of Social Research (if not taken for core)  
 Sociology 362 - Medical Sociology  
 Sociology 405 - Sociology of Aging  
 Sociology 426 - Sociology of Mental Illness  
 Sociology 427 - Globalization and the Environment  
 Sociology 429 - Deviance and Social Control  
 Public Policy 390 - Topics in Public Policy (as well as 300 and 400 level Topics courses in Economics, Government, History, Psychology and Sociology, provided that the course has a strong public policy focus)  
 Public Policy 490 - Independent Study (as well as independent study in Economics, Government, History, Psychology and Sociology, provided that the project has a strong public policy focus)  
 Public Policy 495, 496 - Public Policy Honors

## Description of Courses

### 150/150W. Freshman Seminar.

*Fall and Spring (3) Staff.*

A course designed to introduce freshman to topics in the study of public policy.

### \*390. Topics in Public Policy.

*Fall and Spring (3,3) Staff.*

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester. This course may be repeated for credit.

### \*391. Seminar-Short Course in Public Policy.

*Fall and Spring (1,1) Staff.*

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester. This course may be repeated for credit.

### †490. Independent Study.

*Fall and Spring (3,3) McBeth.*

Directed readings/research course conducted on individual or group basis on various topics in public policy. The course may not be taken more than twice.

### †495-496. Honors.

*Fall, Spring (3,3) McBeth.*

Students admitted to the Public Policy Honors program will be enrolled in this course during both semesters of their senior year. Students are responsible for (a) reading a selected bibliography; (b) satisfactory completion by April 15th of an original scholarly essay; and (c) satisfactory performance on a comprehensive oral examination. A student who completes the Honors essay but does not achieve Honors may be given credit for Public Policy 490. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### †498. Internship.

*Fall and Spring (3,3) McBeth.*

This course may be repeated for credit.

## Religious Studies

PROFESSORS **Morreall** (Chair), **Raphael** (Sophia and Nathan S. Gumenick Professor of Judaic Studies, on leave Fall 2010), **Holmes** (Walter G. Mason Professor of Religious Studies), and **Sonn** (William R. Kenan, Jr., Distinguished Professor Humanities). ASSOCIATE PROFESSORS **Daise** (Walter G. Mason Professor of Religious Studies), **Fitzgerald**, and **Galambush**. ASSISTANT PROFESSORS **Gupta** and **Vose**. VISITING ASSISTANT PROFESSOR **Washburn**. VISITING INSTRUCTOR **Goodson**.

### Requirements for Major

Majors in religious studies will study several major traditions and theories about the nature and function of religion. Consultation with a department advisor is expected.

#### Required Credit Hours: 30

**Core Requirements:** 391\*; 2 courses from 210, 211, 212; 1 course from 203, 204; 2 courses from 213, 214, 215; 3 additional courses in the 300 or 400 range, and 1 additional course in religious studies. (201 is not required for the major.)

**Major Computing Requirement:** Students can fulfill the Major Computing Requirement by passing any of the following courses with a C- grade or better: 302, 305, 317, 318, 322, 326, 328, 332, 334, 340, 345, 346, 358, 361, 391, 495/496.

**Major Writing Requirement:** Students can fulfill the Major Writing Requirement by passing any of the following courses with a C- grade or better: 211, 302, 304, 305, 309, 322, 326, 330, 332, 342, 391, 495/496.

\*Fulfills both writing and computing requirements for the major.

### Requirements for Minor in Religious Studies

#### Required Credit Hours: 18

**Core Requirements:** 18 credit hours and must include two courses in the 300 or 400 range. Consultation with a departmental advisor is expected.

### Requirements for Minor in Judaic Studies

Required Credit hours: 18 (of these, no more than 7 credits (including RELG 211) may be below the 300 level, and classes must be drawn from at least three departments). For a complete list of the approved courses, refer to the Interdisciplinary Studies section of the course catalog.

#### Areas of Study

**Introductory Studies in Religion:** 150 and 150W. Freshman Seminar; 201. Intro to Religion; 203. History and Religion of Ancient Israel; 204. Christian Origins; 210. Intro to the History of Christianity; 211. Intro to the History of Jewish Thought; 212. Intro to Islam; 213. Intro to Hinduism; 214. Intro to Buddhism; 215. History of Religion in East Asia; 221. Religion and Ethics.

**Biblical Studies:** 203. History and Religion of Ancient Israel; 204. Christian Origins; 205. Reading the Bible in Hebrew I; 206. Reading the Bible in Hebrew II; 302. Torah; 304. The Hebrew Prophets; 305. Biblical Wisdom: Job and Proverbs; 357. The Letters of Paul; 358. Jesus and the Gospels.

**Studies in Asian Religions:** 213. Intro to Hinduism; 214. Intro to Buddhism; 215. History of Religion in East Asia; 360. Gods and Goddesses of India; 361. Modern Hinduism; 365. Buddhism in China; 366. Buddhism in Japan; 367. Tibetan Religion; 380. Buddhist Philosophy.

**Studies in Islam:** 212. Intro to Islam; 317. Women in Islam; 318. Islam in the Modern World.

**Studies in Religious Ethics:** 221. Religion and Ethics; 321. Ecology and Ethics; 322. Medicine and Ethics; 323. Warfare and Ethics.

**Studies in Western Religious History and Thought:** 330. Significant Books in Western Religion; 332. Religion and Society in the Medieval West; 334. The Protestant and Catholic Reformation; 335. Modern Religious Thought; 338. Death; 340. Roman Catholicism Since 1800.

**Studies in American Religion:** 326. Judaism in America; 345. Religion in American Life and Thought to 1840; 346. Religion in American Life and Thought: 1840 to the Present; 347. Sects, Cults and Small Denominations in America; 348. African American Religion.

**Judaic Studies:** 211. Intro to the History of Jewish Thought; 302. Torah; 304. The Hebrew Prophets; 309. The Holocaust; 310. Topics in Judaic Studies; 315. Judaism in the Greco-Roman World; 326. Judaism in America; 327. Sexuality, Women and Family in Judaism; 328. Midrash: Jewish Interpretation of Scriptures; 329. The Rabbinic Mind.

**Special Studies:** 208. Topics in Religion; 308. Topics in Religion; 310. Topics in Judaic Studies; 481, 482. Independent Study in Religion; 495, 496. Honors.

### Description of Courses

#### 150/150W. Freshman Seminar.

*Fall and Spring (3-4) Staff.*

Seminars offered annually. Although topics vary, the sections emphasize close reading of texts, discussion and writing. 150W course fulfills the lower-division writing requirement.

#### 201. Introduction to Religion.

*(GER 4C) Fall (3) Staff. (Not offered 2010-2011)*

A cross-cultural and comparative study of religion, exploring various theories of religion, its origin, nature and interpretation, including an analysis of contrasting views of deity, cosmic and social order, the human problem, theodicy, moral norms and authority, and conceptions of liberation and salvation. Open to freshmen and sophomores only.

#### 203. History and Religion of Ancient Israel.

*(GER 4B,5) Fall and Spring (3,3) Galambush.*

A study of the history and traditions of ancient Israel, with emphasis upon the setting, transmission, context and theological self-understanding reflected in biblical texts.

#### 204. Christian Origins.

*(GER 4A,5) Fall and Spring (3,3) Daise.*

A study of the origin and development of earliest Christianity. The course focuses on the New Testament and other ancient documents with attention to the Greco-Roman historical contexts of the emerging Christian faith.

#### 205. Reading the Bible in Hebrew I.

*Fall (3) Zahavi-Ely. Prerequisite: HBRW 102.*

Review of grammar followed by readings in various genres of Biblical literature. Emphasis on syntax, vocabulary and style of the Hebrew Bible. This course introduces the student to methods of modern biblical interpretation. (Cross listed with HBRW 201)

#### 206. Reading the Bible in Hebrew II.

*(GER 5) Spring (3) Zahavi-Ely. Prerequisite: HBRW 201 or RELG 205.*

Further readings and analyses of selected biblical passages. (Cross listed with HBRW 202)

#### 208. Topics in Religious Studies.

*Fall or Spring (3,3) Staff. (Not offered 2010-2011)*

Selected topics and issues in Asian Religions, Islam, Ethics, and Western Religions History and Thought. Consult the schedule for the topic descriptions in up-coming semesters. This course may be repeated for credit if there is no duplication of topic. (Formerly RELG 307)

**210. Introduction to the History of Christianity.**

(GER 4A) Fall and Spring (3,3) Washburn.

An introduction to Western Christianity that focuses upon selected periods, critically important movements and events, theological developments and institutional changes, with attention to the relationship between Christianity and currents in the wider culture.

**211. Introduction to the History of Jewish Thought.**

(GER 4A,5) Spring (3) Raphael.

A study of the biblical origins of Judaism followed by an examination of representative literature from critical periods in the history of Jewish thought: rabbinic, medieval and modern. (Formerly RELG 303)

**212. Introduction to Islam.**

(GER 4B) Fall and Spring (3,3) Sonn.

A study of the origins, major ideas, practices, institutions and development of Islam within the context of Muslim history. Students may not take both this course and RELG 150: Islam for credit. (Formerly RELG 300)

**213. Introduction to Hinduism.**

(GER 4B) Fall and Spring (3,3) Gupta.

A study of the major developments and principles of Hinduism, beginning with the Vedic period. Topics include: the changing conceptions of sacrifice; the inquiries into the nature of the self; the nature of the ultimate; the role and development of devotion; mythology; ritual and its functions; the influence of Buddhism and Islam; and the character of Hinduism in modern India. (Formerly RELG 311)

**214. Introduction to Buddhism.**

(GER 4B) Fall (3) Vose.

A study of the history, doctrines, practices, and various manifestations of the Buddhist tradition. The course begins with the social and religious context out of which the Buddha emerged, progresses to an exploration of Buddhism's philosophical basis, and traces the spread of Buddhism from India and its later developments in Nepal and Tibet, Southeast Asia, and China and Japan. (Formerly RELG 312)

**215. History of Religion in East Asia.**

(GER 4B) Spring (3) Vose.

Introduction to the religious systems of China and Japan, including the literatures, histories, thought patterns and practices of the major schools of Confucianism, Taoism, Buddhism and Shintoism. (Formerly RELG 313)

**221. Religion and Ethics.**

(GER 7) Fall and Spring (3,3) Goodson.

An introductory study of western religious ethics. The course examines the relationships between religious belief and ethics in biblical, Jewish, Roman Catholic, Protestant and humanistic writings. The course emphasizes analytic and critical thinking skills.

**250. Readings in Religious Texts.**

Fall or Spring (1-3) Staff. Prerequisite: Completion of 202-level language. Consent of the instructor is required. (Not offered 2010-2011)

Reading and interpretive study of religious texts in their original languages. Among the languages are Arabic, Greek, Hebrew, Latin and Sanskrit.

**302. Torah.**

(GER 5) Fall (3) Galambush. (Not offered 2010-2011)

A study of the first five books of the Jewish and Christian Bibles, including questions of their composition, literary genres, historical setting, and their place in the communities that preserved them. (Formerly RELG 355)

**304. The Hebrew Prophets.**

Spring (3) Galambush. Prerequisite: RELG 203 or consent of instructor. (Alternate years) (Not offered 2010-2011)

A study of the function and message of the prophetic books of the Hebrew Bible.

**305. Biblical Wisdom: Job and Proverbs.**

Spring (3) Galambush. Prerequisite: RELG 203 or consent of instructor.

A study of the wisdom literature of Ancient Israel, with emphasis on Job and Proverbs. The literature will be examined within its historical, intellectual and cultural context. The course focuses on the distinctive religious and humanistic characteristics of Israelite wisdom.

**308. Topics in Religious Studies.**

Fall and Spring (3-4) Staff. Often a prerequisite.

Selected topics and issues in Asian Religions, Ethics, Islam, and Western Religions' History and Thought. Consult the schedule for topic descriptions in up-coming semesters. This course may be repeated for credit if there is no duplication of topic.

**Topics for Fall 2010:**

Hindu Sacred Texts. Gupta

Violence, War and Peace. Galambush

Gender and Religion. Currans

**Spring 2011:**

To be determined.

**309. The Holocaust.**

(GER 7) Spring (3) Raphael.

A study of religious and ethical aspects of the destruction of European Jews under Nazi rule. Readings include descriptions of these events and responses by Jews and Christians focusing on meaning, religious self-understanding, responsibility and divine and human justice. Open to juniors and seniors only. (Formerly RELG 351)

**310. Topics in Judaic Studies.**

Fall or Spring (3) Staff. There is often a prerequisite or consent of instructor required.

A study of selected topics in Jewish history, life and thought. Consult the bulletin for topic description in up-coming semesters.

**315. Judaism in the Greco-Roman World.**

Fall (3) Daise. (Not offered 2010-2011)

This course will examine the religion of Judaism as it existed in Palestine and the Mediterranean world during the Hellenistic and early Roman periods (ca 331 BCE ñ 73 CD). (Cross listed with CLCV 321)

**317. Women in Islam: Tradition and Change.**

(GER 4B) Spring (3) Sonn.

A study of the changing status and role of women in Muslim society. The course focuses on the relationship between religion and culture as they shape the lives and options of women in traditional society, in the modern period and in the contemporary Islamic experience. (Cross listed with WMST 317)

**318. Islam in the Modern World.**

(GER 4B) Fall (3) Sonn.

After a review of basic Islamic belief, practice, and development, this course focuses on sociopolitical circumstances underlying the dynamism and diversity of modern Islamic thought. Special emphasis will be given to political aspects of modern Islamic thought.

**320. Pagans and Christians in the Roman World.***Fall or Spring (3) Donahue.*

This course considers the encounter between Roman religious and political institutions and the rise of Christianity, from the first through the fourth centuries A.D. Primary emphasis on Roman response to Christianity, from persecution to conversion, through Roman and Christian sources. (Cross listed with CLCV 320)

**321. Ecology and Ethics.***(GER 7) Fall (3) Goodson.*

A study of the moral and religious aspects of such problems in human ecology as pollution, overpopulation and resource depletion. The course relates these issues to religious perspectives on human nature, responsibilities to the earth and to future generations.

**322. Medicine and Ethics.***(GER 7) Spring (3) Goodson.*

A study of moral and religious problems arising in such biomedical issues as abortion, human experimentation, euthanasia, genetic engineering, organ transplants and behavior control. Not open to freshmen.

**323. Warfare and Ethics.***(GER 7) Spring (3) Staff. (Not offered 2009-2010)*

A study of moral and religious issues in warfare, including classical and contemporary views. The course focuses on such topics as pacifism, just war and nuclear weapons.

**326. Judaism in America.***Fall (3) Raphael. (Alternate years) (Not offered 2010-2011)*

A study of the arrival of the Jews in America, the development of the religion in the new world, and the contemporary Jewish experience in America. (Formerly RELG 341)

**327. Sexuality, Women and Family in Judaism.***Spring (3) Raphael, Staff. (Alternate years) (Not offered 2010-2011)*

This course will examine sex and sexuality, marriage, divorce and family life in the Bible, Rabbinic literature, Kabbalah, Hasidism and American Judaism. (Formerly RELG 306)

**328. Midrash: Jewish Interpretation of Scriptures.***Spring (3) Raphael. (Not offered 2010-2011)*

An examination of various types of Jewish interpretation of biblical texts. The course will explore not only the changing modes of commentary from Talmudic to modern times, but also the changing concerns of the commentators themselves. (Formerly RELG 339)

**329. The Rabbinic Mind.***Spring (3) Daise. (Not offered 2010-2011)*

A study of how biblical religion became Judaism. An exploration of the impact of the Talmudic rabbis - the ways they changed existing communal practice, understood their own authority to initiate such change, and consequently transformed Jewish self-understanding.

**330. Significant Books in Western Religion.***Fall and Spring (3) Holmes.*

A writing-intensive study of selected significant works in western religion patterned upon the Great Books Program and its discussion method. Since its content changes annually, students may repeat this course once.

**332. Religion and Society in the Medieval West.***(GER 4A) Fall (3) Washburn. Prerequisite: RELG 210 or RELG 331 or consent of instructor.*

A study of Christianity from 600-1500 C.E., with special attention to the eastern and western European cultural and social settings of medieval Christian thought, belief, life and institutions. The course emphasizes primary sources, discussion, writing and qualifies for Med-Ren major.

**334. The Protestant and Catholic Reformations.***Spring (3) Staff. (Alternate years) (Not offered 2010-2011)*

A study of personalities, institutional changes and theological movements in European and British Christianity from the Reformation through the 18th century. Includes Lutheranism, Calvinism, Anabaptism, Protestant Radicalism, the Roman Catholic Reformation, the English Reformation and Methodism and the Evangelical Revival.

**335. Modern Jewish and Christian Thought***(GER 4A, 7) Fall (3) Morreall.*

A critical examination of important texts in modern Jewish and Christian thought concerning the nature, origin, interpretation, and justification of religion. Texts selected from the writings of Moses Mendelssohn, Abraham Geiger, Mordecai Kaplan, Rudolf Bultmann, John A. T. Robinson, Joseph Fletcher, Rosemary Radford Ruether, Gustavo Gutierrez, and John Spang.

**337. African Ritual and Religious Practice.***Spring (3) Weiss.*

This course focuses on the diverse forms of religious practice and experience in various social and cultural contexts in Africa. The symbolic, aesthetic, and political implications of ritual, as well as the transforming significance of religious practice, will be explored. (Cross-listed with ANTH 337).

**338. Death.***(GER 7) Fall (3) Staff. (Not offered 2010-2011)*

A study of biblical, Jewish, Christian, Eastern, humanistic and psychic claims about death and an afterlife, and of historical and contemporary views of the limits and responsibilities inherent in mortality.

**340. Roman Catholicism Since 1800.***(GER 4A, 7) Fall (3) Morreall. (Not offered 2010-2011)*

Themes studied include church and state relations and political liberalism, the social encyclicals, papal authority and the infallibility debate, the development of dogma, Liberal Catholicism, Neo-Thomism, Modernism, Vatican II and liberation theology.

**342. Comedy, Tragedy, and Religion.***(GER 5) Spring (3) Morreall.*

This course begins with an analysis of comedy and tragedy, and an analysis of the comic and tragic visions of life. Then it examines the world's major religions in light of their comic and tragic elements.

**345. Religion in American Life and Thought to 1840.***(GER 4A) Fall (3) Holmes. A study of the beliefs and development of religious groups in the United States, including the transplanting of English and continental religion; the rise of evangelicalism, voluntarism and disestablishment; the emergence of restorationist groups; and segments on religion in Virginia, Williamsburg and at William and Mary.***346. Religion in American Life and Thought: 1840 to the Present.***(GER 4A) Fall (3) Fitzgerald.*

A study of topics such as religion and immigration; the churches, slavery and African American religion; the Social Gospel, Darwinism and Biblical criticism; church life, worship and architecture; and religions in 20th-century America.

**347. Sects, Cults and Small Denominations in America.***Fall (3) Staff. (Not offered 2010-2011)*

An examination of the development and teachings of minority groups differing from the mainstream of American religion, such as Adventism, Mormonism, Pentecostalism, and certain traditionalist, restorationist, holiness and exotic movements.

**348. African American Religion.***Fall (3) Staff. (Not offered 2010-2011)*

A historical survey of the Afro-American religious experience that will examine African antecedents, slave religion and the development of Black churches and religious organizations from the colonial period to the present.

**349. Worship and Architecture.***Spring (3) Holmes.*

A study of architecture and worship in the Judeo-Christian tradition. Topics include architectural styles; ornamentation and interior design; forms of worship in synagogues, liturgical and non-liturgical churches, and megachurches; eucharistic theories and ritual dress. Students attend several services of worship.

**357. The Letters of Paul.***Spring (3) Daise. (Not offered 2010-2011)*

A study of the letters of Paul. The course will focus on the mission and message of Paul set in the context of Greco-Roman culture. It will also consider the influence of Paul's theology in the later centuries. (Formerly RELG 403)

**358. Jesus and the Gospels.***(GER 5) Spring (3) Daise.*

A study of Matthew, Mark, Luke, and John and the multicultural, historical, and political settings in which they were composed. The course will also address similar gospels excluded from the canon and the issues pertaining to historical Jesus.

**360. The Gods and Goddesses of India.***(GER 4B) Spring (3) Gupta. Recommended: Prior course in Asian religion or consent of instructor.*

This course explores the development, character, and function of the gods and goddesses of India by looking at a variety of mythological, historical, and ethnographical sources.

**361. Modern Hinduism.***(GER 4C) Spring (3) Gupta. Prerequisite: RELG 213 or consent of instructor. (Not offered 2010-2011)*

A study of classical Hindu traditions in interaction with westernization and modernization. The course emphasizes 19th- and 20th-century figures, including leaders of current cults. (Formerly RELG 411)

**363. Sociology of Religion.***Spring (3) Jenkins.*

This course explores systems of belief, rituals, organizations and movements. The course examines factors that influence religiosity, as well as the ways religion affects (and is affected by) other social institutions, such as the economy, politics and the educational system. (Cross-listed with SOCL 363.)

**365. Buddhism in China.***Fall (3) Staff. Prerequisite: RELG 214. (Not offered 2010-2011)*

This course is designed to be a focused examination of the history of Chinese Buddhism. Its goals also include increasing the students' understanding of Chinese culture as well as basic methodologies in the study of religion.

**366. Buddhism in Japan.***Spring (3) Staff. (Not offered 2010-2011)*

This course is designed as a focused examination of the history of Japanese Buddhism. Its goals also include increasing the students' understanding of Japanese culture and basic methodologies in the study of religion.

**367. Tibetan Religion.***(GER 4B) Fall (3) Vose. (Alternate years) (Not offered 2010-2011)*

This course examines the variety of religious orientations in Tibet and the histories and signature practices of Tibet's four Buddhist orders. It investigates the religious-political rule of the Dalai Lamas historically and in current-day China, India, and the west.

**378. Psychology of Religion.***Spring (3) Ventis. Prerequisites: PSYC 201 and 202.*

Examines the works of William James, Freud, Jung and Gordon Allport in light of current psychological theory and research, emphasizing religious development and the nature, modes and consequences of individual religious experience. (Cross-listed with PSYC 378)

**380. Buddhist Philosophy.***(GER 7) Fall (3) Vose.*

This course examines Indian and Tibetan Buddhist analyses of personal identity, the nature of the world, and how we come to have knowledge of both. It additionally explores Buddhist ethical responses to selfless persons and an empty world.

**391. Theory and Method in the Study of Religion.***Spring (3) Vose. Restriction: Majors ONLY.*

This course surveys the dominant methods of studying religion and the theories on which they are based. The perspectives may include the anthropological, feminist, historical, literary, philosophical, phenomenological, political, psychological and sociological.

**†481. Independent Study in Religion.***Fall (1-3) Morreall. Prerequisite: Consent of chairperson.*

A program of extensive reading, writing and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

**†482. Independent Study in Religion.***Spring (1-3) Morreall. Prerequisite: Consent of chairperson.*

A program of extensive reading, writing and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

**†495-496. Honors.***Fall, Spring (3,3) Morreall.*

Students admitted to senior Honors in Religion will be responsible for (a) reading and research supervised by a faculty member designated by the chair; (b) presentation of an Honors essay acceptable to the examining committee and submitted two weeks before the last day of classes of the student's graduating semester; and (c) satisfactory performance in an oral examination based on the Honors essay and related background. Consult the chair for eligibility, admission and continuance requirements. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## Sociology

ASSOCIATE PROFESSOR **Linneman** (Chair), PROFESSORS **Aday, Ousey, Slevin** (Chancellor Professor). ASSOCIATE PROFESSORS **Bickham Mendez, Jenkins (on leave 2010-2011), Joyce (on leave 2010-2011), Ozyegin, Saporito, Sohoni**. ASSISTANT PROFESSORS **Kaup, Quark**. VISITING ASSISTANT PROFESSORS **Hanley, Kracker**

### The Sociology Program

The Sociology curriculum offers structure and flexibility for students majoring or minoring in sociology and for students taking sociology courses for distribution credit. In addition to preparing students for graduate programs in sociology, we provide an excellent liberal arts background for postgraduate and professional training and for careers in public service and administration, law, business, medicine, journalism and many other professions.

### Requirements for Major

**Required Credit Hours:** 33

**Major Computing Requirement:** SOCL 353 or an approved equivalent statistics course.

**Major Writing Requirement:** Successful completion of either a Senior Capstone Seminar or Honors (495-496).

#### Core Requirements:

- 250 (Principles of Sociology) [prerequisite for SOCL 351 and SOCL 353]
- 351 (Sociological Theory);
- 352 (Methods of Social Research);
- 353 (Social Statistics);
- A Senior Capstone Seminar or 495-496 (Honors).

Students also must take at least six additional courses, five of which must be numbered 300 and above. A maximum of six credits of independent study (exclusive of SOCL495-496 (Honors)) may count towards the Sociology major. This includes the following courses: SOCL480, SOCL481, SOCL490, SOCL498, and SOCL499. If a student wishes to count additional independent study credits toward the Sociology major, he/she must obtain approval from the Chair of the Sociology Department. For students declaring Sociology as a major, the recommended sequence of courses is:

- Freshman or Sophomore year: 250 (Principles of Sociology)
- Fall of Sophomore or Junior year: 351 (Sociological Theory) and/or 352 (Methods of Social Research)
- Spring of Sophomore or Junior year: 353 (Social Statistics) While it is highly recommended that sociology majors take SOCL 353 to fulfill the department's statistics requirement, this requirement may also be met with one of the following courses: BUAD 231, ECON 307, KINE 394, MATH 106, or PSYC 301.
- Senior year (either Fall or Spring): a Senior Capstone Seminar Each academic year, the department will offer four senior capstone seminars (two in the fall semester, two in the spring semester). The topics and professors for these courses will vary year to year. The department chair will inform rising seniors, prior to their registration for their senior fall semester, of their capstone choices. Rising seniors will then express their preferences to the department chair. Prerequisites for these capstone courses are SOCL250, SOCL351, SOCL352, and SOCL353 (or an approved equivalent statistics course). Exceptions to these prerequisites may be made on a case-by-case basis by the department chair. A student completing Sociology Honors is not required to take a senior capstone seminar.

### Requirements for Minor

**Required Credit Hours:** 18

**Core Requirements:** Students must take 250 (Principles of Sociology) and at least five other courses, four of which must be at the 300 or 400 level.

### Description of Courses

#### 150. Freshman Seminar.

*Fall and Spring (3,3) Staff.*

This seminar is an introduction to the concepts and methods of sociology through the exploration of a specific topic. Details of each course offering and the topic of concentration are provided in the schedule.

#### 151W. Freshman Seminar: Gender in non-Western Cultures.

*(GER 4B) Fall or Spring (4) Ozyegin.*

This seminar examines the practices and conceptualizations of gender and their social and cultural consequences in selected non-Western societies. Normally open to first-year students only. (Cross listed with WMST 151W)

#### 203. American Society.

*(GER 3) Fall and Spring (3,3) Staff.*

This course explores a variety of issues about American Society and its changing nature. Attention is given to selected demographic, historical, cultural, organizational and institutional features of American society and their consequences for lifestyles, social trends and public policy.

#### 204. Social Problems.

*(GER 3) Fall and Spring (3,3) Staff.*

This course explores problems in society and their social construction. Explores how sociologists approach issues such as inequality by race, class and gender. Other topics covered may include violence, environmental degradation and social deviance.

#### 250. Principles of Sociology.

*(GER 3) Fall and Spring (3,3) Staff.*

This course is an introduction to sociology. It examines historical traditions, classical writers and their theories and basic sociological concepts. Sociological research is used to illustrate how sociologists help us understand the relationships between the social world and the individual.

#### 301. Society and the Individual.

*(GER 3) Fall or Spring (3) Staff.*

This course examines major features of modern societies and typical individual adaptations to them. It explores issues such as the potential for individual autonomy and freedom generated by modern societies as well as the constraints placed on individuals by societies.

#### 302. Criminology.

*Fall or Spring (3) Aday, Ousey. Required previous course: any 200-level sociology course.*

This course examines justice and civility in law and law enforcement. Two interrelated parts are explored: (1) the creation and administration of criminal law; and (2) the development of patterns of behavior that violate criminal laws.

#### 304. Gender in Society.

*Fall or Spring (3) Bickham Mendez, Slevin.*

This course explores different theoretical approaches to gender and its intersections with other sources of inequality such as race, class and age. Possible topics include: gender and sexuality, masculinities, gender and the body, and inequalities in the workplace and home.

**306. Urban Sociology.**

*Fall or Spring (3) Hanley, Saporito.*

This course examines the emergence of cities, particularly urbanization in the U.S. Explores urban structure from ecological and social perspectives, selected problems associated with urban growth including housing, segregation, education, crime and politics.

**307. Sociology of Education.**

*Fall or Spring (3) Saporito*

This course examines education as an institution that perpetuates inequality but also serves as a pathway for social mobility. It explores current educational issues such as equality of educational opportunity by race, class and gender, school segregation, and school accountability.

**308. Environmental Sociology.**

*Fall or Spring (3) Kaup.*

This course examines why some environmental risks gain attention while others are ignored, how communities and individuals respond to environmental hazards, how environmental concern is measured, characteristics of the environmental movement and whether our society can become sustainable.

**309. Media and Society.**

*Fall or Spring (3) Linneman, Joyce.*

This course examines the media as an institution that influences and is influenced by other institutions. Possible topics include: media industries as complex organizations, media influence on politics, audience reception of media content, and the implications of new media technologies.

**310. Wealth, Power, and Inequality.**

*Fall or Spring (3) Hanley, Ozyegin.*

This course explores inequality and how it is created and maintained. It takes a comparative, in-depth look at class and stratification in society, examining inequality in income, wealth, prestige, and power, and the cultural and economic systems that maintain it.

**311. Birth, Sex, Death: Population and Society.**

*Fall or Spring (3) Sohoni.*

This course examines debates about the effects of population growth on the environment, food supplies, distribution of resources, and standards of living. It explores the causes and consequences of population growth, composition, and distribution in economically developed and underdeveloped areas.

**312. Comparative Sociology.**

*(4B) Fall and Spring (3,3) Ozyegin.*

This course explores non-Western societies, including critical examination of the ways in which non-Western cultures have been interpreted in the West. Topics include gender, class, and race-based stratification; family systems; industrialization; urbanization; international migration; globalization; national cultures as "imagined communities." (Cross listed with WMST 312)

**313. Globalization and International Development.**

*(GER 4B) Fall (3) Bickham Mendez, Quark.*

This course examines the impact of globalization on the social, cultural and economic development of "non-Western" societies. Case studies will emphasize interconnections between global processes and local people. Possible topics: global economy, transnational migration, human rights, gender, and racial/ethnic diasporas.

**332. Families and Kinship.**

*Fall or Spring (3) Jenkins.*

This course grapples with the complex issues of contemporary family life by analyzing historical and current variations in family forms and practices. We pay particular attention to how family experiences are shaped by gender, race, ethnicity, sexuality, and socio-economic status.

**337. Immigration, Assimilation and Ethnicity.**

*Fall or Spring (3) Bickham Mendez, Sohoni.*

This course explores three questions: the forces that influence people to leave their own countries for the U.S.; how immigrants and their children adapt to their new surroundings; the role of historical and contemporary immigration on race/ethnic relations.

**351. Sociological Theory.**

*Fall (3) Staff. Prerequisite: SOCL 250.*

This course explores classical and modern sociological theories and theorists. Examined also is the development of the discipline of sociology during the 19th and 20th centuries.

**352. Methods of Social Research.**

*Fall (3) Staff. Recommended Previous Course: SOCL 250.*

This course introduces students to the methods used by social scientists. Specifically, students learn skills necessary to evaluate the strengths/weaknesses of quantitative and qualitative approaches, interpret the main arguments of different methods, and assess whether research findings support stated conclusions.

**353. Social Statistics.**

*(GER 1) Spring (3) Staff. Prerequisite: SOCL 250 or by consent of instructor. Recommended Previous Course: SOCL 352.*

This course concentrates on inference and the use of multivariate techniques for uncovering explanatory relationships among variables. Students learn how to interpret statistical results, as well as convey results verbally and through tables and graphs. Laboratory activities use statistical software.

**360. Sociology of Sport.**

*Spring (3) Staff.*

This course examines the structure, processes and problems of sport as an institutionalized social system. Topics include: youth sport programs, intercollegiate athletics, sport and deviant behavior. Examines the relationships between sport, race, gender, education, politics, religion, and the economy.

**361. Social Movements and Social Change.**

*Fall or Spring (3) Bickham Mendez, Linneman.*

This course examines different approaches to social change, social movements and collective action. Case studies will be used to explore such topics as: movement formation, strategies and effectiveness, collective identities, counter-cultures, the media and social control.

**362. Medical Sociology.**

*Fall or Spring (3) Joyce.*

This course explores the sociology of health and illness, focusing in particular on how power and inequality shape the practice of medicine and the availability of health care in the United States. Special topics include cancer, genetics, and integrative medicine.

**363. Sociology of Religion.**

*Fall or Spring (3) Jenkins, Linneman.*

This course explores systems of belief, rituals, organizations and movements. The course examines factors that influence religiosity, as well as the ways religion affects (and is affected by) other social institutions, such as the economy, politics and the educational system.

**364. Sociology of Work.**

*Fall or Spring (3) Slevin.*

This course examines the role of work in contemporary society. Social, institutional and cultural influences are explored. Topics examined include: global work issues, paid and unpaid work, gendered segregation of work, discrimination in the workplace, and workplace cultures.

**365. Economy and Society.***Fall or Spring (3) Hanley.*

This course examines economic action through a sociological lens. It includes examinations of early and recent features of capitalist development, the relationship of states and economic actors and institutions, labor and labor movements, and globalization. An introduction to the growing field of economic sociology, students will explore the embeddedness of markets, the importance of networks, and how race, class, and gender impact economic action.

**366. Asian American Studies.***Fall or Spring (3) Sohoni. (Course may not be offered regularly.)*

This course examines the history of Asian immigration to the U.S., the development of Asian-American communities, and the social incorporation of these groups within American society. Emphasis is on the prominent theories, major issues, and current controversies in Asian-American Studies.

**404. Modern Organizations.***Fall or Spring (3) Aday. (Course may not be offered regularly.)*

This seminar examines large bureaucratic organizations and inter-organizational systems that profoundly shape the character of our society and our lives. Theories are used to improve our ability to analyze, work within and respond to organizations.

**405. Sociology of Aging.***Fall or Spring (3) Slevin.*

This seminar explores the social, cultural and social-psychological aspects of human aging. Examines the social construction of old age; race/ethnicity, class, gender, sexual orientation and aging; age and social inequalities; care work, family and aging.

**408. Migration in a Global Context.***Fall or Spring (3) Sohoni, Bickham Mendez.*

This seminar examines shifting patterns, experiences, and theoretical perspectives of migration in a context of globalization. Emphasis is on the causes and consequences of migration. Topics may include: race, gender, family, work, immigrants' rights, changing notions of citizenship and democracy.

**425. Blacks in American Society.***Fall or Spring (3) Staff.*

This seminar examines changing economic, political, educational and residential conditions of Blacks in the United States in terms of their historic and contemporary consequences. Explores the diverse experiences of Africans of African descent and intra-group tensions (class and gender related). (Cross listed with AFST 406 and AMST 470)

**426. Sociology of Mental Illness.***Fall or Spring (3) Staff. (Course may not be offered regularly)*

This seminar explores sociological aspects of mental illness and mental health. It examines the social and cultural sources of mental disorders, definitions, types, distribution within society, and sociological factors in the treatment of mental illness.

**427. Energy, Environment, and Development***Fall or Spring (3) Kaup.*

This seminar examines the role of extractive and agricultural industries in processes of globalization and socioeconomic change. Topics include: the commodification of nature; resource scarcity, and global expansionism; unequal ecological exchange; resource wars; and the end of nature.

**428. Technology, Science and Power.***Fall or Spring (3) Joyce.*

This seminar provides an in-depth exploration of the literature in the sociology of science and technology. Particular attention is given to how race, gender, class, sexuality, and globalization shape the use of technology and the production of scientific knowledge.

**429. Deviance and Social Control.***Fall (3) Aday, Ousey. Prerequisite: any 200-level sociology course*

This seminar examines behavior that violates social norms, yet is not necessarily illegal. The course focuses on social control and the emergence of deviant lifestyles.

**430. Comparative Studies in Gender and Work.***(GER 4B) Fall or Spring (3) Bickham Mendez, Ozyegin. Recommended for juniors and seniors.*

This seminar is a multidisciplinary examination of work and gender in the global economy. Topics include: constructing gender at work; occupational segregation by gender, race, and ethnicity; national and transnational labor migration; immigrants' work in the U.S. and movements toward gender equality. (Cross listed with WMST 430)

**431. Comparative Race Relations.***Fall or Spring (3) Sohoni.*

This seminar examines the role of race/ethnicity as factors of social differentiation in various societies using a comparative approach. Topics include: effects of de-colonialism, consequences of nationalization projects, distribution of societal resources and the assimilation/pluralism paradigms.

**432. Sociology of Sexualities.***Fall or Spring (3) Linneman.*

This seminar examines how sociologists study sexuality. Topics include: sociological approaches to studying sexuality, the growing prominence of sexual minorities, sexuality throughout life, sexual subcultures, the politics of sexuality, and how sexual norms differ among various social groups.

**433. Crime and Justice in America.***Fall or Spring (1-3) Aday, Ousey. Prerequisite: any 200 level sociology course or consent of instructor.*

This interdisciplinary seminar examines the history, culture, social structure, and social processes of justice in the United States. Drawing from literature, history, ethnography, policy analysis, and criminology, the course examines meanings and experiences of crime and justice as American phenomena.

**440. Special Topics in Sociology.***Fall or Spring (1-3) Staff.*

Selected topics in sociology. The topics to be considered will be announced prior to the beginning of the semester. Instructors may require prior approval for registration. This course may be repeated for credit.

**†480-481. Readings in Sociology.***Fall or Spring (1-3) Staff. Prerequisite: consent of instructor.*

Independent readings directed toward conceptual topics and substantive areas in sociology. Students will read materials in their own area of interest in consultation with an appropriate faculty member. Readings will not duplicate areas covered in courses offered in the curriculum.

**†490. Independent Research.***Fall and Spring (1-4) Staff. Prerequisite: SOCL 352.*

This course is designed to permit the sociology concentrator to engage in independent research after completing Sociology 352 (Social Research). Working closely with a department faculty member as an advisor, each student will prepare a substantial research paper.

**†495-496. Honors.***Fall, Spring (3,3) Staff. Prerequisite: consent of instructor. (Students may opt to begin honors in Spring of junior year.)*

Sociology Honors candidates enroll for both semesters of their senior year. Requirements: oral defense of an honors proposal at the end of the first semester; preparation and presentation of a completed Honors project, satisfactory performance in a comprehensive oral examination focusing on the Honors thesis.

**†498-499. Internship.**

*Fall and Spring (3,3) Staff. Prerequisite: consent of instructor.*

This course is designed to allow students to gain knowledge through experience in sociologically relevant settings. Students will be supervised by department faculty members. The internship includes readings in related areas of theory and research as assigned by supervising faculty.

## Theatre, Speech, and Dance

PROFESSOR **Gavaler** (Chair). PROFESSORS **Palmer**. ASSOCIATE PROFESSORS: **Holliday**, **Owens**, **Tanglao-Aguas** (on leave Fall 2010), **Wade**, **Wesp**, **Wiley**, and **Wolf**. ASSISTANT PROFESSORS: **Allar**, **Glenn**, and **A. Green**. INSTRUCTORS: **Bauer**, **Dixon**, **Doersch**, **Dudley**, **Eckles**, **Green**, **Johnson**, **King**, **Morris**, **Ruffin**, and **Westberg**.

### Theatre

When students decide to become theatre majors, they accept the requirements demanded by their art-self-discipline, curiosity, cooperation and a desire for excellence—along with the responsibilities of pursuing a liberal arts education. Indeed, classes and co-curricular work in the theatre provide a firm basis for a liberal arts education, assuming that students seek to balance commitments in our program with other necessary aspects of their educational growth.

Further, we expect the theatre major to become acquainted with all facets of theatrical practice and to become proficient in many. The many productions and programs of the William and Mary Theatre have been carefully designed to give students several opportunities to develop their art and craft. In addition to four major productions each year, the department sponsors full-length productions by advanced directing students, Premiere Theatre (plays written, directed and acted by students) and Director's Workshop (one-act plays directed by students in directing classes).

The Department trains the student to continue working in the theatre, to teach, to pursue graduate studies or to apply lessons learned to other occupations. The broad scope of theatre at William and Mary provides an excellent base for any pursuit which demands the fusion of hard work, practical expertise and creative intelligence.

General Education Requirements 4, 5, 6, and 7 may be met through Theatre Program offerings. GER 4C can be satisfied by taking Theatre 332. GER 5 can be satisfied by taking Theatre 150/150W, 308, 328/328W, or 329/329W. GER 6 can be satisfied by taking Theatre 152W, 200, 201, 203, 206, 211, 213, 220, 260, , 317, or 333. GER 7 can be satisfied through Theatre 331/331W.

### Requirements for Major in Theatre

**Required Credit Hours:** 36

**Major Computing Requirement:** Theatre 306, 309, 310, 312, 314, or 320

**Major Writing Requirement:** To pass the Major Writing Requirement in Theatre, majors must earn a "paper grade" of "C-" or better in two courses from among Theatre 328, 329, 331, 332, 410, 461 and 481. The "paper grade," a part of the final course grade, will be the average of all short and long papers "weighted" according to the course syllabus. Instructors in these courses will provide a series of opportunities for students to demonstrate their ability to write essays containing sustained and well-developed thought in clear and effective prose. Instructors will comment upon and direct more than one paper in a course or more than one draft of a long paper, thus giving students the chance to benefit from the instructor's critical assessment.

**Core Requirements:** Students considering a theatre major are advised to take either Theatre 200 or 152 in their freshman year. Students taking 200 may not take 152 for credit and vice versa.

A student majoring in theatre must take:

- 200 and 200L: Introduction to Theatre  
or  
152–Freshman Seminar: Introduction to Theatre
- 201–Beginning Acting  
205–Stagecraft  
300–Fundamentals of Design for the Theatrical Arts  
  
328 and 329–Survey of Theatre History  
380–Practicum in Theatre, two units  
407–Direction

- One of the following:  
317–Playwriting  
331–Feminist Theory and Contemporary Theatre  
332–Sex, Race, Plays and Films  
410–Theatre and Society in 20th-Century America  
461–Topics in Theatre History, Theory and Criticism  
481–Dramatic and Theatrical Theory
- One of the following:  
309–Costume Design  
310–Scene Design  
312–Sound Design  
314–Stage Lighting Design
- One of the following:  
One Dance Technique course (any level, including Danc 111, 211, 212, 261, 262, 264, 311, 312, 411, 412)  
DANC 303 - Alexander Technique  
DANC/THEA 333 - Classical Asian Performance Styles

Students with previous Dance experience should take the Dance Placement Evaluation in the fall to gain permission for intermediate level Modern, Ballet or Jazz courses.

### Requirements for Minor in Theatre

**Required Credit Hours:** 22

#### Core Requirements:

- 200 and 200L-Introduction to Theatre Arts  
or  
152-Freshman Seminar: Introduction to Theatre
- 201-Beginning Acting  
300-Fundamentals of Design for the Theatrical Arts  
328 and 329-Survey of Theatre History  
380-Practicum in Theatre, one unit  
Electives as required

### Dance

The Dance Program emphasizes the creative process within a liberal arts setting by providing an environment to stimulate inventive thinking through the language of dance. Many students study dance for the first time at William and Mary, while others build on previous training. Students pursue studies in dance to develop artistic ability, performance skills, leadership ability and critical thinking skills. These skills are essential in many professions and provide a foundation for graduate work or careers in dance.

General Education Requirements 5 and 6 may be met through Dance Program offerings. GER 5 can be satisfied by taking Dance 220 or 230. GER 6 can be satisfied by taking Dance 111, 211, 212, 261, 262, or 264. A Placement Evaluation to determine technique level is offered during orientation week in the fall. Students will be assigned to the technique level for which they are qualified on the basis of previous background and demonstrated technical ability. Those students who place at the 300-level or above will receive exemption for GER 6 (No credit).

### Requirements for Minor in Dance

**Required Credit Hours:** 22

#### Core Requirements:

- Dance 220 – History of Modern Dance
- Dance 305 – Dance Composition I
- Dance 306 – Dance Composition II
- Dance 401 and 401L – Group Choreography
- Dance 406 – Independent Project in Dance
- Dance 311, 312, 411 and/or 412 - a minimum of 4 credits in Modern III and/or Modern IV
- Electives as required

A maximum of 16 credit hours in dance technique and Performance Ensemble (Dance 111, 115, 211, 212, 261, 262, 264, 311, 312, 321, 322, 411, 412) may be used toward graduation requirements for those minor-ing in dance. Non-minors may apply 14 credits of dance technique and Performance Ensemble toward graduation requirements. Please note: This limit does not include other Dance Program courses such as dance history, freshman seminars, composition, practicum, independent projects or Alexander Technique.

## Description of Courses

## THEATRE

**150/150W. Freshman Seminar: Plays in Context.**

(GER 5) Fall or Spring (3-4) Staff.

An intensive exploration of a specific topic in theatre history and/or dramatic literature. No prior experience in theatre necessary. Four credits when satisfying freshman writing requirement. Does not satisfy major requirements. Normally available only to freshmen.

**152W. Freshman Seminar: Introduction to Theatre.**

(GER 6) Fall or Spring (4) Palmer, Staff.

A study of theatrical performance for students with special performing interest and aptitude. An examination of the historical, literary, cultural and theatrical backgrounds for selected plays leads to projects which explore acting, directing and design choices. Four class hours. Students taking Theatre 200 may not take 152 for credit and vice versa.

**200. Introduction to Theatre.**

(GER 6) Fall and Spring (2,2) Staff. Corequisite: THEA200L. Restricted to Freshmen and Sophomores.

Students learn the foundational principles of theatrical performance and production which will support their work in subsequent theatre courses. By analyzing scripts, conducting research, viewing live productions, participating in production crews, and undertaking creative projects, students will explore dramatic literature, directing, design, and technical production. Three class hours plus a minimum of 50 hours working on productions under THEA 200L. Students taking 200 may not take 152 for credit and vice versa.

**200L. Theatre Production Lab.**

Fall and Spring (1-2,1) Supervised by production staff. Corequisite: THEA 200.

Practical immersion in the collaborative process of theatre production through work on preparation crews, running crews, costume crews, and/or box office. Students complete a minimum of 50 hours as a member of one or more crews for the mainstage theatre and dance productions. Lab hours are primarily in the evening and on weekends and are concentrated during the load in period, technical rehearsals, and performances of each show.

**201. Beginning Acting.**

(GER 6) Fall and Spring (3,3) Bauer, Dixon, Johnson, Westberg, Wiley.

An introduction to the art and craft of acting. Development of awareness of vocal, physical and improvisational skills; a basic approach to scene and character study through exercises and creative play for individuals and small groups. Open to freshmen.

**203. Scene Painting.**

(GER 6) Fall (3) Allar.

Study of scene-painting techniques and an introduction to basic equipment, supplies, color-mixing, color theory and methods of application. Students prepare exercises and function as scene painters for William and Mary Theatre productions. Workshop four hours.

**205. Stagecraft.**

Fall and Spring (3,3) Dudley. Prerequisite: THEA 200 or THEA 152 or consent of instructor.

Study and practice in technical problems, working drawings, construction, rigging, and handling of scenery, properties and backstage organization. Students act as scenic technicians for William and Mary Theatre productions. Lecture and workshop six hours.

**\*206. Makeup.**

(GER 6) Spring (2) Wesp.

Basic principles of makeup for theatre, television and other performance arts; a varied series of projects to develop individual skills and an awareness of how the actor enhances his "living mask" to create imaginative characterizations. Production involvement required.

**\*211. Introduction to Stage Combat (Unarmed).**

(GER 6) Fall or Spring (3) Doersch.

Actors are frequently called on to create the illusion of violence. This course examines the fundamental techniques of Unarmed Stage Combat in which the actor learns to fall, roll, punch, slap, kick and other basic techniques. Students also learn good stage partnering skills.

**213. Introduction to Stage Lighting.**

(GER 6) Fall and Spring (3,3) () Holliday.

Methods and materials of stage lighting, with emphasis on the study of the functions and qualities of light, instruments, control equipment, and procedure. Students act as technicians for William and Mary Theatre productions.

**220. Millinery.**

(GER 6) Spring (2) Wesp.

An introduction to the principles, materials, and techniques basic to the creation of hats and headwear appropriate for stage and street wear. Students will examine research and design, construction, and decoration through a series of projects. Lecture and studio 2 hours.

**260. Introduction to Musical Theatre.**

(GER 6) Spring (2) Green.

This is an introductory course in musical theatre history and performance for students entertaining their first experience with acting and singing, or, for those who wish to expand on their previous high school training. The course deals with the exploration and study of musical theatre performers, literature and history through video and recordings, and preparation of musical theatre repertoire for the audition process. Some previous singing or acting experience is suggested.

**300. Fundamentals of Design for the Theatrical Arts.**

Fall and Spring (3,3) Allar Prerequisite: THEA 200 or THEA 152. Corequisite: THEA 300L.

An introduction to the elements and principles of design and to the methods and materials of visual expression in the theatre.

**\*302. Intermediate Acting.**

Fall and Spring (3,3) Wiley, Owens. Prerequisites: THEA 201 and THEA 200 or THEA 152.

Concentration on the development of performance skills and the use of the dramatic imagination through character studies and preparation of scenes for classroom presentation. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department. An audition may be required for enrollment. Contact department office.

**306. Advanced Stagecraft.**

Spring (3) Dudley. Prerequisite: THEA 205.

Study and practice of advanced technical practices through lecture, discussion, research and individual projects. Emphasis is placed on construction, analysis, computer assisted drafting, graphics, material selection, scene shop topography and maintenance, and technical direction.

**307. Costume Patterning and Construction.**

Fall (3) Wesp.

An introduction to the principles and skills basic to patterning and construction of costume garments and accessories for both period and modern production. Students prepare exercises and function as technicians for the William and Mary Theatre productions. Two class hours, five laboratory hours.

**308. History of Fashion and Clothing.**

(GER 5) Fall (3) Wesp.

History of period costume and clothing from Egyptian to 20th century fashion; lecture, research and field trips.

**309. Costume Design for the Theatre.**

Spring (3) Wesp. Prerequisites: THEA 300 or consent of instructor.

Principles of designing costumes for theatre are presented through lecture, demonstration and discussion. A series of design projects develops skills in research, sketching and rendering.

**310. Scene Design.**

Spring (3) Allar. Prerequisites: THEA 300 or consent of instructor.

Planning the visual appearance of the stage; a series of exercises in the analysis of plays, historical research, artistic conceptualization, and graphic presentation. Emphasis is placed on drafting and the preparation of drawings and water-color renderings. Six studio hours.

**312. Sound Design for the Theatre.**

Fall (3) Dudley. Prerequisite: THEA 300.

An introduction to the tools, techniques, and processes of sound and music for the theatre with a series of exercises and discussions on the structure of audio systems, digital audio editing and playback, play analysis, and the creative enhancement of the dramatic environment.

**314. Stage Lighting Design.**

Fall (3) Holliday Prerequisites: THEA 300 and THEA 213.

Theory and technique of stage lighting design, with emphasis on artistic choices made through script analysis and understanding of the qualities and functions of lighting. Includes lighting projects reflecting a number of production styles. Students serve as technicians for William and Mary Theatre productions.

**\*317. Playwriting.**

(GER 6) Fall or Spring (3) Ruffin, Wolf.

Students write three one-act plays. Worthy scripts may receive Premiere Theatre production. Students are urged, but not required to have had modern drama courses such as THEA 329 or ENGL 458 or 459; creative writing courses such as ENGL 306; and curricular and/or co-curricular experience in play production.

**\*319. Stage and Production Management.**

Spring (3) Holliday.

Discussions, demonstrations, and projects introduce the organizational, technical, and interpersonal skills needed by a theatrical stage manager.

**320. Theatre Administration.**

Spring (3) Palmer. Prerequisite: THEA 152 or THEA 200 or consent of instructor.

The principles of management applied to the fields of theatre operations, production, box office procedures and house management.

**328/328W. Survey of Theatre History, 500 B.C. to 1750.**

(GER 5) Fall and Spring (3,3) Staff. Prerequisites: THEA 200, or THEA 152 strongly recommended.

An examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, Neoclassical, Restoration, and early 18th-century periods, and including selected non-western theatrical developments such as Noh Theatre and Kathakali.

**329/329W. Survey of Theatre History, 1750 to the Present.**

(GER 5) Fall and Spring (3,3) Wolf, Staff. Prerequisites: THEA 200, or THEA 152 strongly recommended.

An examination of representative plays and staging practices, focusing on the late 18th century, the Romantic, Modern, and Postmodern periods, and including selected non-western theatrical developments such as Peking Opera, Malaysian, and African forms.

**331/331W. Feminist Theory and Contemporary Theatre.**

(GER 7) Fall (3) Wolf.

Readings in contemporary feminist theory (psychoanalytic, materialist, Brechtian, and others) as these pertain to the body onstage, character construction, playwriting, and audience reception. Course also investigates feminist performance art, scripts, and revisionings of the dramatic canon. (Cross listed with WMST 331)

**332. Sex, Race, Plays & Films: Dramatizing Diversity.**

(GER 4C) Spring (3) Tanglao-Aguas, Staff.

The course investigates the socio-cultural, historical, and ideological milieu of plays and films dramatizing cultural pluralism alongside an examination of selected theories on diversity. This dual approach prepares students to critically analyze and assess the position and value of cultural pluralism in constructing national identity and society. (Cross-listed with AFST 332.)

**333. Introduction to Classical Asian Performance Styles.**

(GER 6) Fall (3) Tanglao-Aguas Not offered 2010

Study of classical Asian performance through lectures, demonstrations, readings, and film viewings of selected Asian performance traditions. Students will be given opportunities to create their own performance pieces in consultation with the Instructor. (Cross listed with DANC 333)

**335. Voice Training and the Actor.**

Fall (2) Wiley.

Students will explore techniques to develop the speaking voice for stage performance, including exercises for release of tension, physical alignment, organic breathing, resonance, and timbre. Students will also study speech sounds through the use of phonetics with the goal of developing clear diction and standardized pronunciations.

**340. Asian Pacific American History in Theatre & Film.**

Fall or Spring (3) Tanglao-Aguas.

This course studies the history of Asians in America in order to recreate or ameliorate it into a work of theatre and/or film. The course thus considers the act of creating original works of theatre and film as historical documents, the creation of which evolves from an artistic process steeped in historiography. Through reading plays and viewing films dramatizing Asian narratives, students evaluate personal manifestations of this history.

**350. Introduction to Physical Theatre.**

Spring (3) Gavaler, Wiley. Prerequisite: THEA 201 AND one of the following: one dance technique course, placement into the 200 level of dance, DANC 303, THEA 211, or THEA/DANC 333.

Provides students with an opportunity to develop sensitivity, intelligence, and strength through practice in Contact Improvisation and exposure to other physical theatre techniques. Students will learn to use compositional tools, develop physically-inspired characters, and interact with environmental elements through performer-created projects. (Cross listed with DANC 350)

**360. Musical Theatre Performance.**

Fall (2) Green. Prerequisites: Instructor Permission.

Course work concentrates on performance aspects of standard and more obscure musical theatre repertoire, culminating in a public performance such as the annual William and Mary Theatre Homecoming Gala and/or a musical review or musical entertainment at the end of the semester. This allows students to approach their work with the objective of going outside of the comfort of the classroom and into the public eye, with continued emphasis on acting/singing assimilation. A solid background in singing and acting is encouraged. May be repeated for credit, as repertoire is different each semester.

**\*380. Practicum in Theatre.**

*Fall and Spring (1,1) Cavalier. Prerequisites: THEA 206 for makeup assignments, THEA 300 for assistant design assignments, THEA 201 for acting assignments, THEA 203 for scene painting assignments, THEA 205 for technical production assignments, THEA 307 for costume patterning and construction, THEA 213 for lighting, THEA 320 for theatre administration, and THEA 328 or THEA 329 for dramaturgy assignments.*

Substantive participation in a major production sponsored by the department and supervised by faculty. The objective is to apply theoretical knowledge to practical in-depth experience. The course may be repeated twice for credit, but work must be in different production areas each time. Permission of the supervising faculty member is required.

**\*381. Intermediate Practicum in Theatre.**

*Fall or Spring (1-2,1-2) Cavalier. Prerequisites: THEA 380 in the same production area. More intensive work in an area of production where a THEA 380 course has been completed. The course may be repeated twice for credit, but work must be in different production areas each time. Permission of the supervising faculty member is required.*

**\*401. Advanced Acting.**

*Spring (3) Owens, Wiley. Prerequisite: THEA 302.*

Through research and the preparation of scenes, students will develop techniques for acting in period and nonrealistic plays. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department. An audition might be required for enrollment. Details available in the departmental office.

**\*407. Direction.**

*Fall and Spring (3,3) Owens, Palmer. Prerequisites: At least one class from: THEA 201, 317, 328, 329 and 481, and consent of instructor.*

Study and practice in the principles of play analysis, play selection, casting, rehearsal techniques and performance. Special emphasis is placed upon the direction of a one-act play for a studio theatre production.

**410/410W. Theatre and Society in 20th-Century America.**

*Fall or Spring (3) Staff. Prerequisites: THEA 200 or THEA 152 or consent of instructor.*

A lecture-discussion course on the significant theatrical formations of the century, including African-American, feminist and commercial musical comedy theatres, with an emphasis on the changing relations among performances and social-political contexts.

**\*411. Independent Studies in Theatre.**

*Fall and Spring (1-3,1-3) Cavalier.*

Independent study on a special problem for the advanced student, arranged on an individual basis with credit according to work done. Course may be repeated for credit.

**\*417. Advanced Playwriting.**

*Fall or Spring (3) Wolf. Prerequisite: THEA 317, consent of instructor.*

Advanced study of form and content in drama, accomplished by readings of dramatic theories and plays as well as by writing original playscripts.

**\*460. Topics in Theatre Production and Performance.**

*Fall or Spring (1-3) Staff.*

Readings, writings, discussions, and practice in an area of theatrical production or performance. Area of study will vary each time the course is offered. Course may be repeated for credit.

**461/461W Topics in Theatre History, Theory and Criticism.**

*Fall or Spring (3,3), Staff. Prerequisites: THEA 328 and THEA 329 or consent of instructor.*

Readings, writings and discussion on a focused period of theatre history or on an aspect of Dramatic Theory and Criticism. Area of study will vary each time the course is offered. Course may be repeated for credit.

**\*479. Performance Seminar.**

*Fall and Spring (1-3) Green. Prerequisites: THEA 200 or THEA 152 and THEA 201 and THEA 302, or THEA 200 or THEA 152 and THEA 201 and THEA 407, or consent of instructor.*

A more advanced course for the student who is primarily interested in musical theatre performance. Fall semester classes concentrate on a performance for the William and Mary Theatre Homecoming Gala, and a public workshop production of a chamber-sized contemporary musical theatre piece with full orchestra each Spring semester. Students have the opportunity to build fully developed characters through a full length performance piece and continue assimilating song as the extension of dialogue. May be repeated for credit, as repertoire is different each semester.

**\*480. Advanced Practicum in Theatre.**

*Fall and Spring (2,2) Cavalier.*

Students will undertake a major responsibility such as designing scenery, lighting, or costumes, stage managing, serving as assistant director, or acting in a substantive role in a production sponsored by the department and supervised by the faculty. See the department office for details. Course may be repeated for credit.

**481. Dramatic and Theatrical Theory.**

*Fall or Spring (3) Staff. Prerequisites: Two courses from THEA 201, THEA 317, THEA 328, and THEA 329, or consent of instructor.*

A survey of the major theories of theatre and drama from Aristotle to the present, with an emphasis on the relationship between theory and theatrical performance.

**†495-496. Honors in Theatre.**

*Fall or Spring (3,3) Cavalier.*

Eligible theatre majors a) submit an application for admission to the program in their junior year, b) write an Honors thesis by April 15 of their senior year detailing their scholarly investigation of a selected subject or presenting their ideas on a creative project and c) take a comprehensive oral examination. Consult the chair for eligibility, admission and continuance requirements.

**†498. Theatre Internship.**

*Fall or Spring (3,3) Cavalier.*

Qualified students with appropriate course work, usually after their junior year, may receive credit for a structured learning experience in a professional-quality theatre which provides an opportunity to apply and to expand knowledge under expert supervision. This practicum must be approved in advance by the theatre faculty; monitored and evaluated by a faculty member. Guidelines available in the department office. Course may be repeated for credit.

**DANCE****111. Modern I.**

*(GER 6) Fall and Spring (2,2) Glenn, Morris, Wade.*

Designed for the student with little or no dance background. Introduces dance as an art form and as a means of expression through both the study of movement fundamentals and creative work. Course may be repeated with instructor permission.

**115. Studies in Style.**

*Fall or Spring (1-2) Staff.*

Designed to provide an opportunity to study the technical skills and artistic elements of a particular style of dance. Offerings will vary and may include tap, ethnic forms, or historical dance. Course is repeatable provided different styles are studied.

**150/150W. Freshman Seminar.**

*Fall or Spring (3-4)*

A course designed to introduce freshmen to topics in the study of dance. Four credits when satisfying the freshman writing requirement.

**\*211, 212. Modern II.**

(GER 6) *Fall and Spring (2,2) Glenn, Morris, Wade.*

Designed to strengthen technical skill at an intermediate level. Explores dance as an art form and as a means of expression through both the development of movement skills and creative work.

**220. History of Modern Dance.**

(GER 5) *Spring (3) Glenn.*

An introduction through films and lectures to the field of modern dance, which is rooted in American culture, with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century. (Cross-listed with AMST 240)

**230. History of American Vernacular Dance.**

(GER 5) *Fall (3) Glenn.*

An introduction, through films and lectures, to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom, and jazz by examining the movement styles found in concert jazz, musical theatre, and popular social dances. (Cross listed with AMST 241 and AFST 306)

**\*261, 262. Intermediate Ballet.**

(GER 6) *Fall and Spring (2, 2) Glenn, Morris, Wade.*

Designed to strengthen technical skill at an intermediate level. Explores ballet as an art form and as a means of expression through both the development of a movement style and creative work.

**\*264. Intermediate Jazz.**

(GER 6) *Spring (2) Wade.*

Explores jazz dance as an art form and as a means of expression through technical and creative work (choreography, improvisation). The study of various jazz and musical theatre dance styles will reflect the history of jazz and popular music.

**\*301. Practicum in Dance.**

*Fall and Spring (1-3) Gavalier, Glenn, Wade.*

Designed to provide an opportunity for students to fulfill needs in dance-related areas of movement experience such as improvisation, partnering, effort/shape, performance skills, teaching skills, body therapies, interdisciplinary creative work, intensive work with technique, and community outreach activities. Course may be repeated for a maximum of 6 credits.

**\*303. Alexander Technique.**

*Fall (1) Gavalier.*

Designed to provide students with an opportunity to refine and heighten kinesthetic sensitivity. The process of exploring the inherent design of the human body, and cooperating consciously with that design, leads to greater ease, flexibility, power, and expressiveness in all activities. As space permits, this course may be repeated once for credit.

**\*305. Dance Composition I.**

*Fall (3) Gavalier.*

This course introduces elements, methods and structures of dance composition in application to the solo figure. Students will have the opportunity to experiment with movement invention; to cultivate variety, contrast, and originality in their choreographic process; and to expand their personal aesthetic range.

**\*306. Dance Composition II.**

*Spring (3) Gavalier . Prerequisite: Danc 305*

This course builds on the compositional elements presented in Danc 305 and offers students the opportunity to develop increasing sophistication and self-direction in their approach to choreography. The inspiration for the studies will be compositional experiments in 20<sup>th</sup> and 21<sup>st</sup> century fine and performing arts.

**\*311, 312. Modern III.**

*Fall and Spring (1-2,1-2) Glenn, Morris, Wade.*

Designed to challenge the student by introducing complex movement sequences drawn from well-known technical vocabularies. Each course may be repeated twice for credit.

**\*321, 322. Performance Ensemble.**

*Fall and Spring (1-2,1-2) , Wade, Glenn, Gavalier. Prerequisite: Successful audition.*

Designed to provide an opportunity for the advanced dancer to participate in creative work and performance. Each course may be repeated three times for credit.

**\*330. Internship in Dance.**

*Fall and Spring (1-3) Gavalier, Glenn, Wade.*

Qualified students may receive credit for a structured learning experience in a professional quality dance company or dance festival (e.g., American Dance Festival, Duke University) which provides an opportunity to apply and expand knowledge under expert supervision. Must be approved in advance as well as monitored and evaluated by the faculty. Course may be repeated for a maximum of 6 credits.

**333. Introduction to Classical Asian Performance Styles.**

(GER 6) *Fall (3) Tanglao-Aguas*

Study of classical Asian performance through lectures, demonstrations, readings, and film viewings of selected Asian performance traditions. Students will be given opportunities to create their own performance pieces in consultation with the Instructor. (Cross listed with THEA 333)

**350. Introduction to Physical Theatre.**

*Spring (3) Gavalier, Wiley. Prerequisite: THEA 201 AND one of the following: DANC technique course or placement into the 200 level of dance, DANC 303, THEA 211, or THEA/DANC 333.*

Provides students with an opportunity to develop sensitivity, intelligence, and strength through practice in Contact Improvisation and exposure to other physical theatre techniques. Students will learn to use compositional tools, develop physically-inspired characters, and interact with environmental elements through performer-created projects. (Cross listed with THEA 350)

**\*401. Group Choreography.**

*Fall (3) Wade. Prerequisite: DANC 305-306. Corequisite: DANC 401L*

Students explore principles of choreographic invention for small groups and large ensembles. Problems and possibilities for movement invention involving more than one dancer are investigated as an outgrowth of Dance 305-306 which concentrates on composition for the solo figure.

**\*401L. Group Choreography Lab.**

*Fall (1) Wade.*

Students will apply principles of choreographic invention, rehearsal and performance techniques learned in Dance 401. Emphasis is on the choreography, teaching, rehearsal and studio performance of two original works – one for a small group and one for a large ensemble.

**\*406. Independent Projects in Dance.**

*Fall and Spring (1-3) Gavalier, Glenn, Wade.*

Directed study of the advanced student arranged on an individual basis with credit according to the range of the proposed project. A semester of work could include either a choreographic work or a research project.

**\*411, 412. Modern IV.**

*Fall and Spring (1-2,1-2) Glenn, Morris, Wade.*

Designed for the proficient dancer to provide a sound physical and intellectual understanding of modern dance technique. Concentrates on elements drawn from specific movement theories. Each course may be repeated three times for credit.

**460. Topics in Dance.**

*Fall and Spring (1-3) Staff.*

Exploration of a topic in dance through readings, writing, discussions, and practice (when applicable). If there is no duplication of topic, course may be repeated for credit.

**SPEECH****102. Fundamentals of Oral Communication.**

*Fall and Spring (2,2) King. Exclusively for freshmen and sophomores.*

An examination of oral communication within a variety of contexts, including interpersonal, small group, public and intercultural communication. The course will focus on techniques to achieve competency and on the development of other communication skills such as listening, participating in discussions and critical thinking.

**150W. Freshman Seminar.**

*(GER 6) Spring (4) King.*

A course designed to introduce freshmen to topics in Speech. Four credits when satisfying the freshman writing requirement

**201. Public Speaking.**

*(GER 6) Fall and Spring (3,3) Bauer, Eckles, King.*

Understanding and application of the principles of public speaking. Analysis of speeches based on organization, content, and delivery.

**205. Oral Interpretation of Literature.**

*(GER 6) Fall (3) Bauer.*

Students will engage in a highly experiential study of literature through the intensive development of analytical ability and vocal and physical performance skills. Students will study, explore, and perform from the major literary genres of prose, poetry, and drama.

**309. Argumentation and Debate.**

*(GER 6) Fall (3) Eckles.*

Training in the techniques and practices of argumentative speaking, study and analysis of debate propositions, preparation of the brief, research and selection of evidence, and practice in rebuttal and refutation. Lectures and class debating.

**310. Principles of Group Discussion.**

*Spring (3) King.*

Study of logical and psychological foundations of discussion as a method of dealing with public questions, considering problems of adjustment, communication and collaborative action in small groups. Emphasis on principles, types and methods of discussion. Lectures and practice participation.

**311. Fundamentals of Communication Theory.**

*Spring (3) Eckles.*

An examination of various theories of communication and application of those theories to specific social events. Attention will be given to the function of communication models, the dimension of inter-personal and intra-personal communication, nonverbal elements of communication, and analysis of attitude, change and theory.

**312. Persuasive Speaking.**

*Spring (3) Staff.*

Study of the principles of persuasive speaking, motivation of the audience; the development and organization of the persuasive message; the place of persuasive speeches in persuasive campaigns. Students will give several persuasive speeches.

**410. Special Topics in History and Criticism of American Public Address.**

*Spring (3) Staff. Prerequisite: SPCH 201 or consent of the instructor.*

Survey of significant speakers, speeches, or speech movements. Critical analysis of important rhetorical phenomena in their historical, political, social, and philosophical contexts

**411. Independent Studies.**

*Fall or Spring (1-3) Staff.*

Independent study on a special problem for the advanced student, arranged on an individual basis with credit according to work done. Course may be repeated for credit.

## Women's Studies

ASSOCIATE PROFESSORS **C. Burns** (Director), **N. Gray, G. Ozyegin.** - **J. Putzi.** VISITING ASSISTANT PROFESSOR **E. Currans.** OFFICE MANAGER: **D. Nguyen**

Women's Studies is an interdisciplinary academic program designed to acquaint students with current scholarship and theory on women, gender, and feminism. Each semester a wide variety of courses in humanities and social science departments as well as in Women's Studies offers students the opportunity for cultural and cross-cultural studies of the effects of representations and assumptions about gender, race, class, ethnicity, and sexuality on our lives. Courses generally of interest to Women's Studies students and eligible for major credit are listed below; in addition, a separate flyer listing each semester's eligible courses is available through the Women's Studies office (757) 221-2457 and on the Women's Studies web page ([www.wm.edu/womensstudies](http://www.wm.edu/womensstudies)). Students may declare an interdisciplinary major or a minor in Women's Studies.

The Women's Studies major prepares students who wish to gain a strong interdisciplinary perspective in advance of employment and/or graduate or professional study leading to careers in a wide variety of fields including law, education, politics, business, social action, the arts, medicine and so on. Graduates of Women's Studies programs nationwide report reasons for choosing this field of study that range from lifelong interest in feminism, to discovering new intellectual challenges, to providing themselves with the confidence and freedom to "do whatever you choose to do."

The following guidelines have been reviewed and approved by the Women's Studies Curriculum Committee, the Women's Studies Executive Committee and the Committee for Honors and Interdisciplinary Studies.

### Requirements for Major

**Required Credit Hours:** 32 (see below)

Major Computing Requirement: WMST 375 (Feminist Research Methods), or any of the Computer Science courses designed for this requirement, or by petitioning Women's Studies to substitute a course offered to meet the requirement by another department. Computing proficiency credits are not counted in the major's 32 hours or QPA, unless you are using WMST 375 to fulfill the requirement.

**Major Writing Requirement:** WMST 405

#### Core Requirements:

Because the program's curriculum offers a wide variety of choices, each major or minor is asked to work closely with a Women's Studies advisor to select related courses in a content area reflecting a specific interest in Women's Studies. For example, students might seek out courses in anthropology, Africana Studies, English, history, literary and cultural studies, psychology, sociology and so on, that help them consider issues relating to their interests in women's roles in a variety of cultures and in women's history, health, creativity, etc. In other words, majors are asked to select courses according to an organized plan that allows them to build expertise in a subject from a variety of disciplinary perspectives.

An interdisciplinary major in Women's Studies requires a minimum of 32 credit hours. No more than 10 credits of introductory courses, excluding WMST 205, and 6 credits of independent study may count toward the major. All students must complete at least 32 credit hours distributed across four groups of courses, all meeting approved Women's Studies criteria, as follows:

- a) Three 'core' courses. Take 10 credits including both:
  - WMST 205, Introduction to Women's Studies (4 credits)
  - WMST 405, Feminist Theory (3 credits)
 And at least 3 credits among the following approved by the student's Women's Studies advisor:
  - Independent Study (WMST 480, 1-3 credits)**
  - Interdisciplinary Honors (WMST 495, 496, 3 credits each)**
  - Internship (WMST 498, 1-4 credits)**
  - Feminist Research Methods (WMST 375, 3 credits)**
  - Senior Seminar (WMST 490 or other)**

- b) At least 9 credits in approved courses selected from humanities disciplines (list available from major advisor and on the WMST webpage: [www.wm.edu/womensstudies](http://www.wm.edu/womensstudies))
- c) At least 9 credits in approved courses selected from social science disciplines (list available from major advisor and on the WMST webpage: [www.wm.edu/womensstudies](http://www.wm.edu/womensstudies))
  - Note: WMST 390A courses fulfill the program humanities requirement; WMST 390B courses fulfill the program social science requirement ("Topics in WMST"); WMST 490 (Senior Seminar) courses may count either as humanities or as social science, determination of which should be made in consultation with the student's advisor.
- d) Approved electives, selected from any department or interdisciplinary program.

Major declaration forms are available in the Women's Studies office and on the Women's Studies webpage: [www.wm.edu/womensstudies](http://www.wm.edu/womensstudies) and, upon completion, are filed with the Office of the Registrar and with the student's advisor.

### Requirements for Minor

**Required Credit Hours:** 19

**Core requirements:** All students must complete WMST 205, at least 6 credits in approved courses selected from humanities disciplines (list available from major advisor and on the WMST webpage: [www.wm.edu/womensstudies](http://www.wm.edu/womensstudies)), at least 6 credits in approved courses selected from social science disciplines (list available from major advisor and on the WMST webpage: [/www.wm.edu/womensstudies](http://www.wm.edu/womensstudies)), and approved electives. Minor declaration forms are available in the Women's Studies office and, upon completion, are filed with the Registrar's Office and with the students advisor.

### Description of Courses

#### 150W. Freshman Seminar.

*Fall and Spring (4,4) Staff.*

Writing intensive. Topics vary. Check with Women's Studies or the registration bulletin for topic descriptions. Normally open to first-year students only.

#### 151W. Freshman Seminar: Gender in Non-Western Cultures.

*(GER 4B) Fall, Spring (4) Ozyegin, Staff.*

An examination of practices and conceptualizations of gender and their social and cultural consequences in selected non-Western societies. Normally open to first-year students only. (Cross listed with SOCL 151W)

#### 205. Introduction to Women's Studies.

*(GER 4C) Spring (4) Burns, Currans, Ozyegin, Putzi, Raitt, Staff.*

An interdisciplinary exploration of sex and gender differences; race and class-based differences and divisions among women; feminist epistemologies and practices. Topics include feminist histories, gender development, body images/representations, "women's work," activism/subversions. Seminar format and weekly forum.

#### 221, 222. U.S. Women's History, 1600 to the Present.

*(GER 4A) Fall, Spring (3,3) Meyer, Wulf.*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes throughout this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1870. Fulfills the Social Science requirement for the Women's Studies major/minor. (Cross listed with HIST 221, 222)

#### 290. Topics in Women's Studies.

*Fall, Spring (1-4). Staff.*

A study of a topic in some aspect of feminist scholarship. May be repeated for credit if topic varies.

**304. Gender in Society.**

*Fall or Spring (3,3) Bickham Mendez, Slevin.*

This course explores different theoretical approaches to gender and its intersections with other sources of inequality such as race, class and age. Possible topics include: gender and sexuality, masculinities, gender and the body, and inequalities in the workplace and home. Fulfills the Social Science requirement for the Women's Studies major/minor. (Cross listed with SOCL 304)

**306. Women, Gender and Culture.**

*Spring (3) Kerns. Prerequisite: ANTH 202.*

An examination of ethnographic research on women and the cultural construction of gender. Emphasis is given to non-Western cultures, with some attention to the contemporary United States. Fulfills the Social Science requirement for the Women's Studies major/minor. (Cross listed with ANTH 306)

**312. Comparative Sociology.**

*(GER 4B) Fall and Spring (3,3) Ozyegin.*

This course explores non-Western societies, including a critical examination of the way in which non-Western cultures have been interpreted in the West. Topics include gender, class, and race-based stratification; family systems; industrialization; urbanization; international migration; globalization; national cultures as "imagined communities." Fulfills the Social Science requirement for the Women's Studies major/minor. (Cross listed with SOCL 312)

**314. Women and Love in Chinese Culture Literature. (In Translation)**

*(GER 4B, 5) Spring (3) Tang.*

This course examines the practice of love or gender relationships in pre-modern China with an emphasis on the presentation of women in literary texts. Readings vary in genres and are analyzed within their own cultural, historical and philosophical context. Taught in English. (Cross listed with CHIN 316)

**315. Women in Antiquity.**

*(GER 4A) Fall or Spring (3) Spaeth.*

A study, through analysis of dramatic, historical and artistic sources, of the role of women in Greece and Rome. The role of women in the home, in politics and in religion will be discussed, as will the sexual mores involving both heterosexual women and lesbians. Fulfills the Humanities requirement for the Women's Studies major/minor. (Cross listed with CLCV 315)

**316. 20th Century Italian Women Writers.**

*(GER 5) Fall or Spring (3) Angelone.*

Twentieth-century Italian women writers will be selected and read. The course will focus attention in particular on feminist issues. (Cross listed with ITAL 316.)

**317. Women in Islam.**

*(GER 4B) Fall or Spring (3) Sonn.*

A study of changing status and role of women in Muslim society. The course focuses on the relationship between religion and culture as they shape the lives and options of women in traditional society, in the modern period and in the contemporary Islamic experience. Fulfills the Humanities requirement for the Women's Studies major/minor. (Cross listed with RELG 317)

**331. Feminist Theory and Contemporary Theatre.**

*(GER 7) Fall or Spring (3) Wolf.*

Readings in contemporary feminist theory (psychoanalytic, materialist, Brechtian, and others) as these pertain to the body onstage, character construction, playwriting, and audience reception. Course also investigates feminist performance art, scripts, and revisionings of the dramatic canon. Fulfills the Humanities requirement for the Women's Studies major/minor. (Cross listed with THEA 331)

**355. Sport and Gender.**

*Fall and Spring (3,3) Hall.*

A study of women's involvement in sport, the meaning of this participation and the social ramifications of women's inclusion in and exclusion from sport. Fulfills the Social Science requirement for the Women's Studies major/minor. (Cross listed with KINE 355)

**375. Feminist Research Methods.**

*Spring (4) Putzi, Staff.*

An interdisciplinary course designed to acquaint students with the prevalent conceptual models and research methods used in feminist scholarship. Students will develop research projects based on the methodologies studied, and will present their findings at the end of the course. Fulfills either the Social Science or the Humanities requirement for the Women's Studies major/minor, and the major computing proficiency requirement for the Women's Studies major.

**380. Rhymes with Witch: Sexual Politics in Contemporary Culture.**

*Spring (3) Gray.*

This course investigates contemporary sexual politics including: representations of "Woman" and what women have been doing about them; postmodern "gender bending" in theory and practice; relationships among identity constructs such as gender, race, and sexuality; what happens when women aren't "nice." Fulfills either the Social Science or the Humanities requirement for the Women's Studies major/minor.

**390. Topics in Women's Studies.**

*Fall, Spring (1-4) Staff.*

An in-depth study of a topic in some aspect of feminist scholarship. Check with Women's Studies for topic descriptions.

**390A. Topics in Women's Studies, Humanities.**

*Fall, Spring (1-4) Staff.*

An in-depth study of a topic in some aspect of feminist scholarship. Check with Women's Studies or the registration bulletin for topic descriptions. May be repeated for credit. Fulfills the Humanities requirement for the Women's Studies major/minor.

**390B. Topics in Women's Studies, Social Sciences.**

*Fall, Spring (1-4) Staff.*

An in-depth study of a topic in some aspect of feminist scholarship. Check with Women's Studies or the registration bulletin for topic descriptions. May be repeated for credit. Fulfills the Social Science requirement for the Women's Studies major/minor.

**405. Feminist Theory.**

*(GER 7) Fall (3) Gray.*

An in-depth examination of contemporary feminist theories in relation to various disciplines of the humanities and social sciences as they interface with complexities of difference raised by issues of gender, race, class, and sexuality. Fulfills either the Humanities or the Social Science requirement for the Women's Studies minor.

**414. Major African American Women Writers.**

*Spring (3) McLendon, Braxton, Pinson.*

This course studies the fiction and non-fiction of major African American women writers such as Toni Morrison, Alice Walker, and Gloria Naylor. Some attention to black feminist/womanist and vernacular theoretical issues through selected critical readings. Fulfills the Humanities requirement for the Women's Studies major/minor. (Cross listed with ENGL 414A)

**416. Literature and the Formation of Sexual Identity.**

*Spring (3) Heacox.*

A study of the homosexual tradition and the formation of sexual identity in 19th and 20th century British and American literature. Authors include: Oscar Wilde, E.M. Forster, Willa Cather, Thomas Mann, Christopher Isherwood, Sigmund Freud and Michel Foucault. Fulfills the Humanities requirement for the Women's Studies major/minor. (Cross listed with ENGL 416A)

**420. Women and Popular Culture.***Fall (4) Putzi.*

A multidisciplinary examination of historical and contemporary representations of women in—and their engagement with—American popular culture, paying particular attention to the intersections between gender, race, class, and/or sexuality. Primary texts include popular fiction, television shows, and music. We will attempt to understand the complex cultural processes at work in the popular construction(s) of gender using theoretical frameworks informed by the politics of feminism. The purpose of this course, then, is not to glorify or denigrate popular culture or its treatment of women; rather, it is to acquire analytical tools that will allow us to read, critique, and consume popular culture in a constructive, thoughtful fashion. Fulfills either the Humanities or the Social Science requirement for the Women's Studies major/minor.

**430. Comparative Studies in Gender and Work.***(GER 4B) Fall or Spring (3) Ozyegin, Bickham Mendez. Recommended for juniors and seniors.*

A multidisciplinary examination of work and gender in the global economy. Topics include: constructing gender at work; occupational segregation by gender, race, and ethnicity; national and transnational labor migration; immigrants' work in the United States; and movements towards gender equality. Fulfills the Social Science requirement for the Women's Studies major/minor. (Cross listed with SOCL 430)

**480. Independent Study.***Fall and Spring (1-3, 1-3) Staff.*

For majors who have completed most of their requirements and who have secured approval of the instructor(s) concerned. May be repeated for a total of 6 credits.

**490. Senior Seminar.***Fall or Spring (3-4)*

In-depth study of a specialized topic relevant to Women's Studies. Work in this course will reflect senior-level research. Check with Women's Studies or the registration bulletin for topic descriptions. May be repeated for credit.

**492. Women and the Law.***Fall or Spring (3,3) Grover.*

This course will focus on the status and treatment of women in and under the law. It will be organized around the themes of women and work, women and the family, and women and health. Foundations for discussion will include readings of cases, legislation, historical and social science materials and jurisprudential work. Fulfills the Social Science requirement for the Women's Studies major/minor. (Students must return to campus in time to attend when Law School classes start, usually one full week before undergraduate classes.) (Cross listed with PUBP 600 02 and LAW 492 01)

**†495-496. Honors.***Fall, Spring (3,3) Staff.*

Students admitted to Honors study in Women's Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission by April 15 of an Honors essay; (c) satisfactory performance in an oral examination on the subject of the Honors essay. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**498. Internship.***Fall and Spring (1-4)*

Graded pass/fail. May be repeated for a total of 6 credits.

**Additional Courses Eligible for Major or Minor**

Following is a sample listing of courses that have been counted toward the major or minor. Not all of these courses are offered every semester, and additional courses may qualify for Women's Studies credit. Check the Women's Studies flyer or web page or consult a program advisor for a list of each semesters approved courses. (Note: Courses in which topics vary should be selected according to the relevance of the topics offered that semester; sample titles are given. Students may request permission from Women's Studies to count a particular course not listed in the flyer if the course's relevance to the student's program of study can be demonstrated.)

- Freshman Seminars: in topics related to Women's Studies (most disciplines; check schedule)
- American Studies 470: Topics (e.g., Multiculturalism in America; Masculinity in America)
- Anthropology 370: Evolutionary Perspectives on Gender
- Africana Studies 205: Introduction to Africana Studies
- Chinese 312: Special Issues in Chinese Poetic Tradition (e.g., Women in Classical Poetry)
- English 465: Special Topics in English (e.g., Love and the Novel: Lesbian Fictions)
- English 475: Senior Seminar in English (e.g., Woolf; The Brontës; 20th Century American Women Writers)
- French 355: 20th-Century French Women in Literature and Cinema
- German 405: 20th-Century German Women Writers
- Government 360: The American Welfare State
- Government 390, 391: Topics (e.g., Varieties of Feminist Ideology)
- Government 406: Studies in Political Philosophy
- Government 472: The Courts, Constitutional Politics and Social Change
- Hispanic Studies 484: Gender Issues in Hispanic Culture
- History 211, 212: Topics (e.g., Southern Women)
- History 490, 491: Topics (e.g., Black Women in the Americas; Gender and the Civil War)
- International Studies 390: Topics
- Kinesiology 460: Topics in Kinesiology (e.g., Sport, Body and Culture)
- Literary and Cultural Studies 201, 301, 351, 401; topics vary
- Music 365: Topics in Music (e.g., Music and Gender)
- Psychology 373: Human Sexuality
- Religion 208: Topics in Religion (e.g., Women in the Christian Tradition)
- Religion 306: Sexuality, Women and Family in Judaism
- Religion 308: Topics in Religion (e.g., History of Adam and Eve; Women and Their Bible; Theologies of Liberation)
- Russian 308: Topics (e.g., Women in Russian Literature)
- Russian 309: Topics (e.g., Women in Russian Film)
- Sociology 332: Marriage and the Family.
- Sociology 313: Globalization and International Development
- Sociology 364: Sociology of Work
- Sociology 432: Sociology of Sexualities.
- Sociology 440: Special Topics (e.g., Race, Gender and Health; Gender and Sexuality in Cross Cultural Perspective)
- Theatre 461: Topics (e.g., African American Theatre History; New American Plays by Women)

## Mason School of Business Administration

PROFESSORS **Pulley** (Dean and T. C. and Elizabeth Clarke Professor), **Boschen** (Brinkley-Mason Professor), **Bradley** (Cabell Faculty Fellow), **Bryce** (Life of Virginia Professor), **Busbee** (clinical), **Felton** (clinical), **Ganeshan**, **Haltiner** (Chancellor Professor), **Jelinek** (Richard C. Kraemer Professor), **Locke** (W. Brooks George Professor), **Mallue**, **Rahtz** (J.S. Mack Professor), **Ring** (Executive MBA Alumni Chair in Distinguished EMBA Teaching), **Robeson** (Hays T. Watkins Professor), **Sims** (Floyd Dewey Gottwald Professor), **J. Smith** (John S. Quinn Professor), **Solomon**, **Stewart** (David R. Peebles Professor), **Strong** (CSX Professor), **Waxman**. ASSOCIATE PROFESSORS **Aggarwal** (Assistant Dean), **Agnew** (Cabell Faculty Fellow), **Allred**, **Ash** (clinical), **Boone**, **Flood** (Frank L. Batten Associate Professor), **Geary** (Assistant Dean), **Gibson**, **Guerrero**, **Hess**, **Hewitt** (clinical), **Jones**, **Kohli**, **McCoy**, **Merrick** (Richard S. Reynolds Associate Professor), **Mooradian**, **Murray** (Assistant Dean and clinical), **Olver** (Assistant Dean), **Slade** (Director of Leadership Advantage and clinical), **K. Smith** (KPMG Faculty Fellow), **Swan**, **Szykman**, **White** (Assistant Dean), **Wilson**. ASSISTANT PROFESSORS **Abraham**, **Araujo** (visiting), **Atanasov**, **Carboni**, **C. Cici**, **G. Cici**, **Guthrie-Sokolowsy**, **Irving**, **Lindsey**, **Luchs**, **Montgomery**, **Pouloutides**, **Prakash**, **Woods**. LECTURERS **Ramamurthy**, **Stowers**,

### Mission Statement

The mission of the Mason School of Business of the College of William and Mary is to serve the Commonwealth, the nation, and the global community both by offering high-quality educational programs at the undergraduate, graduate, and professional levels and by creating and communicating new knowledge. We fulfill this mission through:

Building a faculty whose research, teaching, and service influence students, business leaders, policy makers, and other scholars;

Engaging students in innovative educational experiences to nurture creativity, to mentor high ideals, and to accelerate ambitions of leadership that they will imagine the business opportunities of the day and seize them.

The College of William and Mary initiated studies in business administration in 1919. The School of Business was formed in 1968 to administer both the undergraduate and graduate degree programs in business administration. The Mason School of Business was named in November 2005 in honor of alumnus Raymond A. Mason.

The undergraduate degree program normally leads to a Bachelor of Business Administration (BBA). Students who double major in a Business and an Arts and Sciences discipline may choose either as their primary major. Students will receive the degree that corresponds to their primary major (BBA for Business, BA or BS for Arts and Sciences).

Graduate programs lead to a Master of Business Administration (MBA) or Master of Accounting (MAcc). For detailed information about these programs, contact the MBA Program Admission Office or the MAcc Program Admission Office. Information is provided online at <http://mason.wm.edu>. All programs are accredited by the Association to Advance Collegiate Schools of Business International (AACSB International).

### Undergraduate Business Program

The Undergraduate Business Program is designed to provide many opportunities for an individualized approach to business education. Each student is challenged to design an Individual Program of Study (IPS) that uniquely addresses their particular goals and interests including post-graduate plans.

Business majors are offered in four areas: Accounting; Finance; Marketing; Process Management and Consulting. To promote breadth of study students may complement their major field of study by electing to pursue a concentration in a second

business area. Concentrations are offered in the following six areas: Accounting; Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

The first semester in the Undergraduate Business Program students complete the Integrated Foundation Semester known informally as “the Block.” Students work in the same teams across classes, and take a cluster of courses including: finance, information technology, marketing, computer applications, and business perspectives. Teams gain experience in making presentations in several courses in the Block. Ethical issues are addressed in various contexts. In addition, for a week positioned near the end of the semester student teams participate in a simulation that includes a competition and a final presentation to business executives and faculty. The Integrated Foundation Semester challenges students to manage time and to integrate the knowledge they have acquired. By the end of the semester all students have gained exposure to the majors (Accounting; Finance; Marketing; Process Management and Consulting) offered within the Undergraduate Business Program.

Many students in the Undergraduate Business Program combine their studies in business with a major or a minor in a department outside of the Mason School of Business. We also strongly encourage students to include an internship experience in their Individual Program of Study.

The Mason School of Business believes that every student should have an international experience. We have designed our curricula so that all majors are able to earn their degree with an “International Emphasis.” Our curricula permit flexibility allowing students to study abroad in the spring of their junior year; however, this goal may conflict with other goals such as a completing a double major or an internship. Consequently, the Undergraduate Program offers an early admission option to students who are considering study abroad in the second semester of their sophomore year. Students interested in studying abroad should contact the Undergraduate Business Program and the Global Education Office in the Reves Center for International Studies for more information.

Students are encouraged to begin planning their Individual Program of Study in the Business School as soon as they determine that they have an interest in business.

### Admission to the Majors Program

The Mason School of Business offers majors in the following four areas: Accounting; Finance; Marketing; Process Management and Consulting. All students who wish to major in Business (whether as a primary or secondary major) must apply for admission to the Mason School of Business.

Admission is competitive and the entering class is selected except as specified below on the basis of the overall William and Mary GPA at the time of application. Applicants must have a minimum attained GPA of 2.0. The competitive admissions process is driven by the number of positions available in the entering class for the Undergraduate Program at the Mason School of Business and the number of qualified applicants. Thus, the GPA cut-off for admitted students is not a fixed number. Meeting the minimum qualifications for admission does not guarantee admission to the Majors Program.

Transfer students who have completed 12 or more semester hours at William and Mary (excluding hours earned as a co-enrolled student) prior to the time of application will be evaluated based on their attained William and Mary GPA.

Transfer students who apply to the Undergraduate Business Program at the time of transfer or within one semester of the time of transfer will not have completed 12 or more semester hours at William and Mary (excluding hours earned as a co-enrolled student). The Mason School of Business process for selecting students for the available positions in the majors program may include consultations with the William and Mary Office of Undergraduate Admission. When the Mason School of Business consults with the William and Mary Office of Undergraduate Admission, all the information considered relevant by the Office of Admission can be taken into consideration in determining the admission decision made by the Mason School of Business.

To be considered for admission, all prospective business majors must meet the following qualifications prior to the semester of entry into the Business School, junior standing (54 academic credit hours) and the completion of the following prerequisite courses: Principles of Microeconomics, Principles of Macroeconomics, Introductory Calculus, Introductory Statistics (must include regression analysis), and Principles of Accounting. Students enrolled at the College of William and Mary should consult the Undergraduate Business Program website ([www.mason.wm.edu/undergraduate](http://www.mason.wm.edu/undergraduate)) to determine which William and Mary courses will satisfy these requirements.

The Undergraduate Business curricula are designed so that most students will begin the core program in the fall semester of their junior year. Thus, students normally apply for admission to the Mason School of Business during the spring semester of their sophomore year for admission in the following fall semester. To accommodate special circumstances such as study abroad, transferring students, and students who have met all the entrance requirements, the Mason School of Business also accepts applications in the fall semester for admission in the following spring semester.

The deadlines for enrolled William and Mary students to apply to the Majors Program are February 1 for fall admission and October 1 for spring admission. Applications from enrolled William and Mary students received after the application deadline will be considered only if the admissions limit has not been attained. Late applicants and transfer students should contact the Undergraduate Business Program in the Mason School of Business for additional information. Appeals from students who are denied admission should be directed to the Committee on Admissions, Academic Status and Degrees of the Mason School of Business.

Students admitted to the Mason School of Business Majors and Minors Programs have priority when enrolling in oversubscribed courses. Students who are not admitted to the Majors Program are not eligible to declare a major in the Mason School of Business regardless of whether they satisfy the course requirements stated in this catalog.

### **Committee on Admissions, Academic Status and Degrees**

Upon admission to the Mason School of Business, all candidates for the BBA degree come under the jurisdiction of the School's administration including its Committee on Admissions, Academic Status and Degrees in all matters appropriately pertaining thereto.

### **Early Admission for Study Abroad**

Students typically apply to the Majors Program in the second semester of the sophomore year or the semester when total credits earned by the end of the semester is at least 54 hours. The second semester of the sophomore year may also be an ideal semester for study abroad. While it is possible both to apply to the Majors Program and to study abroad at the same time, many students would rather not do this. To remove this impediment to study abroad, the Majors Program has instituted an early admission procedure for students who fulfill the following requirements.

You must have completed a minimum of 42 semester hours by the end of the semester in which you apply for early admission. You must have a minimum cumulative GPA of 3.0 at the time of application. You must be enrolled as a full-time student in an international program through the Global Education Office in the Reeves Center for International Studies for the semester following early admission. All requirements for admission as stated in the catalog must be completed by the time that you enter the Majors Program. Your early admission will be cancelled if for any reason you choose not to complete the international program.

Students applying for study abroad early admission follow the same application procedures and deadlines as for regular admission to the program.

### **Admission to the Minors Program**

The Minors Program provides William and Mary students who are not in the Majors Program with an opportunity to gain in-depth exposure to a business discipline. The Mason School of Business offers minors in the following five areas: Accounting; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting. See the catalog section on Requirements for the Minors Program for specific details related to course requirements. Students are accepted into a particular Minors Program (e.g. Finance, Marketing) and cannot change the area of emphasis without approval from the Undergraduate Program. If applicable, students in the Minors Program may count up to six hours toward both their major and their Business minor.

Applicants to the Minors Program must have a minimum overall GPA of 2.75 at the time of application, have attained junior standing and have satisfied all course prerequisites for the minor prior to the semester of entry in the Business School. Admission is based on: GPA, the ability to complete all the requirements for the minor within an acceptable program of study, the number of applicants and the number of positions available, and the completion of prerequisite courses for certain minors as noted below. Minor disciplines with course prerequisites are as follows: Finance - Principles of Accounting and Introductory Statistics; Marketing - Principles of Microeconomics and Principles of Macroeconomics; Process Management and Consulting - Introductory Statistics.

The Mason School of Business accepts applications to the Minors Program in the fall and spring semesters. The deadlines for applying to the Minors Program are February 1 for fall admission and October 1 for spring admission. Prospective applicants should consult the Office of Undergraduate Studies in the Mason School of Business for additional information. Appeals from students who are denied admission should be directed to the Committee on Admissions, Academic Status and Degrees of the School of Business.

Students admitted to the Majors Program and the Minors Program have priority when enrolling for oversubscribed courses. Students who are not admitted to the Minors Program are not eligible to declare a minor in the Mason School of Business regardless of whether they satisfy the course requirements stated in this catalog.

### **Concentrations for Business Majors**

The Mason School of Business is committed to an education that is integrated and multidisciplinary. These are important strengths that distinguish our programs. All majors complete an integrated core program that emphasizes exposure to the underlying business disciplines. In addition, many students will find it desirable to pursue a multidisciplinary curriculum that will include advanced study in a business discipline other than their major field. The concentration option is designed for students who wish to complete six credit hours of advanced coursework in a business discipline other than their major field. The concentrations available for each major and the requirements for a concentration are listed in the sections describing the requirements for majors.

### **International Emphasis for Business Majors**

The Undergraduate Business Program seeks to recognize the achievement of students in the Majors Program who have incorporated in their Individual Program of Study significant international experience. Students fulfilling the requirements set forth below will be described as completing an Individual Program of Study with an International Emphasis. This designation provides recognition for students who seek an international perspective.

The requirements for an International Emphasis include: (1) a course in international business; (2) an elective with an international emphasis that is related to your major or concentration, with a provision for exceptions as noted below; (3) a language and/or culture requirement; and (4) a study abroad experience. These requirements are discussed in detail below:

1. You must complete BUAD 440 International Business Management, or the equivalent.

2. If you are majoring or concentrating in a discipline that offers an international course, you must successfully complete one course that has an international emphasis. In the event that for a particular Individual Program of Study no course with an international emphasis is offered, a student who has a minor may satisfy this requirement by successfully completing an international course in the discipline of the minor. For all other cases, you must seek approval for a course with an international emphasis that is appropriate for your Individual Program of Study.
3. You must successfully complete an approved elective that focuses on foreign language or culture. A course offered by the Department of Modern Languages at the College that focuses on commercial applications of a foreign language satisfies this requirement. This requirement is also satisfied by completing six semester hours of credit of language study beyond the 202 level. Other courses must be submitted for approval to the Undergraduate Business Program. No course will be approved unless the focus on language or the focus on culture is fundamental to the design of the course.
4. You must successfully complete a minimum of twelve semester hours of credit in a study abroad program(s). Only credits earned in a study abroad program(s) that are transferred back to William and Mary and appear on the official College transcript can be applied to satisfy this requirement. The credits can be earned over one semester or over time in separate study abroad experiences.

### Student Honors

Beta Gamma Sigma is the national honorary society which recognizes excellence in academic achievement in schools of business administration. Beta Gamma Sigma was founded in 1907 to encourage and reward scholarship and accomplishment in the field of business studies, to promote advancement of education in the science of business, and to foster principles of honesty and integrity in business practice.

### Academic Standing

Students are required to maintain a 2.0 overall grade point average and a 2.0 grade point average in business courses. A student who fails to maintain these standards will be on academic probation within the Mason School of Business. Students on academic probation must attain a 2.0 overall grade point average and a 2.0 business grade point average by the end of the next regular semester. If at the end of the probationary period the student has not met the minimum grade point requirements, the student will be subject to dismissal from the Mason School of Business. In the case of special circumstances, a student can appeal a dismissal to the Committee on Admissions, Academic Status and Degrees of the Mason School of Business.

Unless specified as pass/fail in the course description, business courses cannot be taken on a pass/fail basis.

### Second Major

BBA degree candidates may declare two majors but only one major may be in the business disciplines. A maximum of six credits may be counted towards both majors.

### Residency Requirement

Students admitted to the Undergraduate Business Program must complete four semesters as full-time admitted business students. A student may petition the Committee on Admissions, Academic Status and Degrees of the Mason School of Business to waive this residency requirement.

### Major Computing Requirement

All students are required to complete Business 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presen-

tation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### Degree Requirements for the Majors Program

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

Subject	Credits	
Business 203	Principles of Accounting	3
Business 300	Business Perspectives and Applications	1
Business 311	Principles of Marketing	3
Business 317	Organizational Behavior and Management	2
Business 323	Financial Management	3
Business 330	Computer Skills for Business	1
Business 343	Legal Environment of Business	2
Business 361	Introduction to Operations Technology	3
Business 362	Introduction to Information Technology	3

Students must also take one of the following strategy courses\*:

Business 431	Strategic Consulting and Analysis	3
Business 432	Strategic Management	2
Business 433	Strategies of Entrepreneurship	3
TOTAL		23-24

\*Students may not apply both Business 431 and Business 432 towards the 120 hour degree requirement. Students may not apply both Business 432 and Business 433 towards the 120 hour degree requirement. Students may, however, apply both Business 431 and Business 433 towards the 120 hour degree requirement. Students completing an Entrepreneurship concentration are required to take Business 433.

### Major Requirements

All students applying for admission to the Majors Program are required to declare one of the following four majors: Accounting; Finance; Marketing; Process Management and Consulting.

### ACCOUNTING MAJOR

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

#### Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

Business 301	Financial Reporting and Analysis
Business 302	Advanced Financial Reporting and Analysis
Business 303	Strategic Cost Management
Business 404	Auditing and Internal Controls
Business 405	Federal Taxation

Electives (not required) can be chosen from the following:

- Business 401 Advanced Accounting
- Business 406 Advanced Federal Taxation
- Business 408 Tax Compliance, Tax Research and Tax Planning

**Accounting Major (graduate study in accounting anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- Business 301 Financial Reporting and Analysis
- Business 302 Advanced Financial Reporting and Analysis
- Business 303 Strategic Cost Management
- Business 404 Auditing and Internal Controls
- Business 405 Federal Taxation

**Accounting Major (graduate study in accounting anticipated) with a Concentration in Entrepreneurship**

Students wishing to major in Accounting with a concentration in Entrepreneurship must satisfy the requirements for the Accounting major, complete Business 433 as the core strategy requirement, and complete an additional six credit hours as specified below.

Business 443 Entrepreneurial Ventures (3 credits)

Three additional credits to be chosen from the following:

- Business 419 Valuation (3 credits)
- Business 450 Global Marketing (3 credits)
- Business 474 Negotiation (1.5 credits)  
*And an additional 1.5 credits to be chosen from the following:*
- Business 459 Lean Processes (1.5 credits)
- Business 461 Six Sigma (1.5 credits)
- Business 465 Managing Supply Chains in a Digital Economy (1.5 credits)
- Business 476 Electronic Commerce (1.5 credits)
- Business 481 Service Quality and Marketing (1.5 credits)
- Business 482 Project Management (1.5 credits)

**Accounting Major (graduate study in accounting anticipated) with a Concentration in Finance**

Students wishing to major in Accounting with a concentration in Finance must satisfy the requirements for the Accounting major and complete an additional six credit hours in advanced-level Finance to be chosen from the following. These six credit hours must include Business 324, or Business 325, or both:

- Business 324 Money and Debt Markets
- Business 325 Equity Markets and Portfolio Management
- Business 328 Management Control Systems
- Business 417 International Finance
- Business 419 Valuation
- Business 423 Corporate Financial Strategy
- Business 434 Management of Financial Institutions

**Accounting Major (graduate study in accounting anticipated) with a Concentration in Management and Organizational Leadership**

Students wishing to major in Accounting with a concentration in Management and Organizational Leadership must satisfy the requirements for the Accounting major and complete an additional six credit hours to be chosen from the following courses:

- Business 435 Teams: Design, Selection, and Development
- Business 437 Change Management and Organizational Transformation
- Business 438 Leadership
- Business 442 Psychology of Decision Theory

**Accounting Major (graduate study in accounting anticipated) with a Concentration in Marketing**

Students wishing to major in Accounting with a concentration in Marketing must satisfy the requirements for the Accounting major and complete an additional six credit hours in advanced-level Marketing to be chosen from the following:

- Business 442 Psychology of Decision Theory
- Business 446 Consumer Behavior
- Business 448 Marketing Strategy
- Business 450 Global Marketing
- Business 452 Marketing Research
- Business 454 Retailing/E-tailing
- Business 456 Advertising and Marketing Communications

**Accounting Major (graduate study in accounting anticipated) with a Concentration in Process Management and Consulting**

Students wishing to major in Accounting with a concentration in Process Management and Consulting must satisfy the requirements for the Accounting major and complete an additional six credit hours in Process Management and Consulting to be chosen from the following. These six credit hours must include Business 431 or Business 468. However, students may not apply both Business 431 and Business 468 towards the 120 hour degree requirement.:

- Business 431 Strategic Management and Consulting
- Business 437 Change Management and Organizational Transformation
- Business 459 Lean Processes
- Business 461 Six Sigma
- Business 465 Managing Supply Chains in a Digital Economy
- Business 466 Developing Business Intelligence
- Business 467 Advanced Data Management and Modeling
- Business 468 Analytical Tools for Consulting
- Business 469 Visual Basic for Business
- Business 474 Negotiation
- Business 476 Electronic Commerce
- Business 480 Sustainability/Green Supply Chain
- Business 481 Service Quality and Marketing
- Business 482 Project Management

**FINANCE MAJOR**

The major in Finance requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- Business 324 Money and Debt Markets
- Business 325 Equity Markets and Portfolio Management
- Business 423 Corporate Financial Strategy

In addition three credits must be chosen from the following:

- Business 328 Management Control Systems
- Business 417 International Finance
- Business 419 Valuation
- Business 434 Management of Financial Institutions

**Finance Major with a Concentration in Accounting**

Students wishing to major in Finance with a concentration in Accounting must satisfy the requirements for the Finance major and complete an additional six credit hours in advanced-level Accounting to be chosen from the following. These credits must include Business 301.

- Business 301 Financial Reporting and Analysis
- Business 302 Advanced Financial Reporting and Analysis
- Business 303 Strategic Cost Management
- Business 401 Advanced Accounting
- Business 404 Auditing and Internal Controls
- Business 405 Federal Taxation

**Finance Major with a Concentration in Entrepreneurship**

Students wishing to major in Finance with a concentration in Entrepreneurship must satisfy the requirements for the Finance major, complete Business 433 as the core strategy requirement, and complete an additional six credit hours as specified below.

- Business 443 Entrepreneurial Ventures (3 credits)

Three additional credits to be chosen from the following:

- Business 419 Valuation (3 credits)\*\**
- Business 450 Global Marketing (3 credits)
- Business 474 Negotiation (1.5 credits)  
*And an additional 1.5 credits to be chosen from the following:*
- Business 459 Lean Processes (1.5 credits)
- Business 461 Six Sigma (1.5 credits)
- Business 465 Managing Supply Chains in a Digital Economy (1.5 credits)
- Business 476 Electronic Commerce (1.5 credits)
- Business 481 Service Quality and Marketing (1.5 credits)
- Business 482 Project Management (1.5 credits)

\*\*Students may not count Business 419 towards both the Finance major and the Entrepreneurship concentration.

**Finance Major with a Concentration in Management and Organizational Leadership**

Students wishing to major in Finance with a concentration in Management and Organizational Leadership must satisfy the requirements for the Finance major and complete an additional six credit hours to be chosen from the following courses:

- Business 435 Teams: Design, Selection, and Development
- Business 437 Change Management and Organizational Transformation
- Business 438 Leadership
- Business 442 Psychology of Decision Theory

**Finance Major with a Concentration in Marketing**

Students wishing to major in Finance with a concentration in Marketing must satisfy the requirements for the Finance major and complete an additional six credit hours in advanced-level Marketing to be chosen from the following:

- Business 442 Psychology of Decision Theory
- Business 446 Consumer Behavior
- Business 448 Marketing Strategy
- Business 450 Global Marketing
- Business 452 Marketing Research
- Business 454 Retailing/E-tailing
- Business 456 Advertising and Marketing Communications

**Finance Major with a Concentration in Process Management and Consulting**

Students wishing to major in Finance with a concentration in Process Management and Consulting must satisfy the requirements for the Finance major and complete an additional six credit hours in Process Management and Consulting to be chosen from the following. These six credit hours must include Business 431 or Business 468. However, students may not apply both Business 431 and Business 468 towards the 120 hour degree requirement.

- Business 431 Strategic Management and Consulting
- Business 437 Change Management and Organizational Transformation
- Business 459 Lean Processes
- Business 461 Six Sigma
- Business 465 Managing Supply Chains in a Digital Economy
- Business 466 Developing Business Intelligence
- Business 467 Advanced Data Management and Modeling
- Business 468 Analytical Tools for Consulting
- Business 469 Visual Basic for Business
- Business 474 Negotiation
- Business 476 Electronic Commerce
- Business 480 Sustainability/Green Supply Chain
- Business 481 Service Quality and Marketing
- Business 482 Project Management

**MARKETING MAJOR**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- Business 446 Consumer Behavior
- Business 448 Marketing Strategy
- Business 452 Marketing Research

In addition three credits must be chosen from the following:

- Business 442 Psychology of Decision Theory
- Business 450 Global Marketing
- Business 454 Retailing/E-tailing
- Business 456 Advertising and Marketing Communications

**Marketing Major with a Concentration in Accounting**

Students wishing to major in Marketing with a concentration in Accounting must satisfy the requirements for the Marketing major and complete an additional six credit hours in advanced-level Accounting to be chosen from the following. These credits must include Business 301.

- Business 301 Financial Reporting and Analysis
- Business 302 Advanced Financial Reporting and Analysis
- Business 303 Strategic Cost Management
- Business 401 Advanced Accounting
- Business 404 Auditing and Internal Controls
- Business 405 Federal Taxation

**Marketing Major with a Concentration in Entrepreneurship**

Students wishing to major in Marketing with a concentration in Entrepreneurship must satisfy the requirements for the Marketing major, complete Business 433 as the core strategy requirement, and complete an additional six credit hours as specified below.

- Business 443 Entrepreneurial Ventures (3 credits)

Three additional credits must be chosen from the following:

- Business 419 Valuation (3 credits)
- Business 450 Global Marketing\*\* (3 credits)
- Business 474 Negotiation (1.5 credits)  
*And an additional 1.5 credits to be chosen from the following:*
- Business 459 Lean Processes (1.5 credits)
- Business 461 Six Sigma (1.5 credits)
- Business 465 Managing Supply Chains in a Digital Economy (1.5 credits)
- Business 476 Electronic Commerce (1.5 credits)
- Business 481 Service Quality and Marketing (1.5 credits)
- Business 482 Project Management (1.5 credits)

\*\*Students may not count Business 450 towards both the Marketing major and the Entrepreneurship concentration.

**Marketing Major with a Concentration in Finance**

Students wishing to major in Marketing with a concentration in Finance must satisfy the requirements for the Marketing major and take an additional six credit hours in advanced-level Finance to be chosen from the following. These six credit hours must include Business 324, or Business 325, or both:

- Business 324 Money and Debt Markets
- Business 325 Equity Markets and Portfolio Management
- Business 328 Management Control Systems
- Business 417 International Finance
- Business 419 Valuation
- Business 423 Corporate Financial Strategy
- Business 434 Management of Financial Institutions

**Marketing Major with a Concentration in Management and Organizational Leadership**

Students wishing to major in Marketing with a concentration in Management and Organizational Leadership must satisfy the requirements for the Marketing major and complete an additional six credit hours to be chosen from the following courses:

- Business 435 Teams: Design, Selection, and Development
- Business 437 Change Management and Organizational Transformation
- Business 438 Leadership
- Business 442 Psychology of Decision Theory\*\*\*\*

\*\*\*\*Students may not count Business 442 towards both the Marketing major and Management and Organizational Leadership concentration.

**Marketing Major with a Concentration in Process Management and Consulting**

Students wishing to major in Marketing with a concentration in Process Management and Consulting must satisfy the requirements for the Marketing major and take an additional six credit hours in Process Management and Consulting to be chosen from the following. These six credit hours must include Business 431 or Business 468. However, students may not apply both Business 431 and Business 468 towards the 120 hour degree requirement.

- Business 431 Strategic Management and Consulting
- Business 437 Change Management and Organizational Transformation
- Business 459 Lean Processes
- Business 461 Six Sigma
- Business 465 Managing Supply Chains in a Digital Economy
- Business 466 Developing Business Intelligence
- Business 467 Advanced Data Management and Modeling
- Business 468 Analytical Tools for Consulting
- Business 469 Visual Basic for Business
- Business 474 Negotiation
- Business 476 Electronic Commerce
- Business 480 Sustainability/Green Supply Chain
- Business 481 Service Quality and Marketing
- Business 482 Project Management

**PROCESS MANAGEMENT AND CONSULTING MAJOR**

The major in Process Management and Consulting requires 12 credit hours in addition to the Core Program. The following six credit hours must be part of the 12 credit hour requirement:

- Business 437 Change Management and Organizational Transformation
- Business 466 Developing Business Intelligence

Students must take one of the following courses as part of the 12 credit hour requirement. However, students may not apply both Business 431 and Business 468 towards the 120 hour degree requirement.

- Business 431 Strategic Analysis and Consulting
- Business 468 Analytical Tools for Consulting

In addition two 1.5 credit courses must be chosen from the following:

- Business 459 Lean Processes
- Business 461 Six Sigma
- Business 465 Managing Supply Chains in a Digital Economy
- Business 467 Advanced Data Management and Modeling
- Business 469 Visual Basic for Business
- Business 474 Negotiation
- Business 476 Electronic Commerce
- Business 480 Sustainability/Green Supply Chain
- Business 481 Service Quality and Marketing
- Business 482 Project Management

**Process Management and Consulting Major with a Concentration in Accounting:**

Students wishing to major in Process Management and Consulting with a concentration in Accounting must satisfy the requirements for the Process Management and Consulting major and complete an additional six credit hours in advanced-level Accounting to be chosen from the following. These six credits must include Business 301.

- Business 301 Financial Reporting and Analysis
- Business 302 Advanced Financial Reporting and Analysis
- Business 303 Strategic Cost Management
- Business 401 Advanced Accounting
- Business 404 Auditing and Internal Controls
- Business 405 Federal Taxation

**Process Management and Consulting Major with a Concentration in Entrepreneurship \*\***

Students wishing to major in Process Management and Consulting with a concentration in Entrepreneurship must satisfy the requirements for the Process Management and Consulting major, complete Business 433 as the core strategy requirement, and complete an additional six credit hours as specified below.

- Business 443 Entrepreneurial Ventures (3 credits)

Three additional credits must be chosen from one of the following three options:

- Business 419 Valuation (3 credits)*
- Business 450 Global Marketing (3 credits)
- Business 474 Negotiation (1.5 credits)
- And an additional 1.5 credits to be chosen from the following:*
- Business 459 Lean Processes (1.5 credits)
- Business 461 Six Sigma (1.5 credits)
- Business 465 Managing Supply Chains in a Digital Economy (1.5 credits)
- Business 476 Electronic Commerce (1.5 credits)
- Business 481 Service Quality and Marketing (1.5 credits)
- Business 482 Project Management (1.5 credits)

\*\* Students may not count Business 474, Business 459, Business 461, Business 465, Business 476, Business 481, or Business 482 towards both the Process Management and Consulting major and the Entrepreneurship concentration.

**Process Management and Consulting Major with a Concentration in Finance**

Students wishing to major in Process Management and Consulting with a concentration in Finance must satisfy the requirements for the Process Management and Consulting major and complete an additional six credit hours in advanced-level Finance to be chosen from the following. These six credit hours must include Business 324, or Business 325, or both:

- Business 324 Money and Debt Markets
- Business 325 Equity Markets and Portfolio Management
- Business 328 Management Control Systems
- Business 417 International Finance
- Business 419 Valuation
- Business 423 Corporate Financial Strategy
- Business 434 Management of Financial Institutions

**Process Management and Consulting Major with a Concentration in Management and Organizational Leadership**

Students wishing to major in Process Management and Consulting with a concentration in Management and Organizational Leadership must satisfy the requirements for the Process Management and Consulting major and complete an additional six credit hours to be chosen from the following courses:

- Business 435 Teams: Design, Selection, and Development
- Business 437 Change Management and Organizational Transformation\*\*
- Business 438 Leadership
- Business 442 Psychology of Decision Theory

\*\*Students may not count Business 437 towards both the Process Management and Consulting major and Management and Organizational Leadership concentration.

**Process Management and Consulting Major with a Concentration in Marketing**

Students wishing to major in Process Management and Consulting with a concentration in Marketing must satisfy the requirements for the Process Management and Consulting major and complete an additional six credit hours in advanced-level Marketing to be chosen from the following:

- Business 442 Psychology of Decision Theory
- Business 446 Consumer Behavior
- Business 448 Marketing Strategy
- Business 450 Global Marketing
- Business 452 Marketing Research
- Business 454 Retailing/E-tailing
- Business 456 Advertising and Marketing Communications

**Requirements for the Minors Program**

The Mason School of Business offers minors in the following five areas: Accounting; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting. The Minors Program provides students who are not in the Majors Program with an opportunity to gain an in-depth exposure to a business discipline. Business majors are not eligible to declare a minor in the Mason School of Business. Students may count up to two courses toward both their major and a minor.

**ACCOUNTING MINOR**

A minor in Accounting requires 18 credit hours. The following two courses must be part of the 18 credit hour requirement:

- Business 203 Principles of Accounting 3 credits
- Business 301 Financial Reporting and Analysis 3 credits

Students must complete two of the following courses as part of the 18 credit hour requirement:

- Business 302 Advanced Financial Reporting and Analysis 3 credits
- Business 303 Strategic Cost Management 3 credits
- Business 404 Auditing and Internal Controls 3 credits
- Business 405 Federal Taxation 3 credits

In addition, six elective credits chosen from business courses numbered 300 and above.

**FINANCE MINOR**

A minor in Finance requires 18 credit hours. Students must complete the following courses:

- Business 203 Principles of Accounting 3 credits
- Business 323 Financial Management 3 credits
- Business 324 Money and Debt Markets 3 credits
- Business 325 Equity Markets and Portfolio Management 3 credits
- Business 423 Corporate Financial Strategy 3 credits

In addition, three elective credits to be chosen from the following:

- Business 328 Management Control Systems 3 credits
- Business 417 International Finance 3 credits
- Business 419 Valuation
- Business 434 Management of Financial Institutions 3 credits

**MANAGEMENT AND ORGANIZATIONAL LEADERSHIP MINOR**

A minor in Management and Organizational Leadership requires 18 credit hours. The following course must be part of the 18 credit hour requirement:

- Business 317 Organizational Behavior and Management 2 credits

Students must complete three of the following courses as part of the 18 credit hour requirement:

- Business 435 Teams: Design, Selection, and Development 3 credits
- Business 436 Business and Society 3 credits
- Business 437 Change Management and Organizational Transformation 3 credits
- Business 438 Leadership 3 credits
- Business 442 Psychology of Decision Theory 3 credits

In addition, seven elective credits chosen from: BUAD 150 (Freshman Seminar), BUAD 203 (Principles of Accounting), and business courses numbered 300 and above.

**MARKETING MINOR**

A minor in Marketing requires 18 credit hours. Students must complete the following courses:

- Business 203 Principles of Accounting 3 credits
- Business 311 Principles of Marketing 3 credits
- Business 446 Consumer Behavior 3 credits
- Business 448 Marketing Strategy 3 credits
- Business 452 Marketing Research 3 credits

In addition, three elective credits to be chosen from the following:

- Business 442 Psychology of Decision Making 3 credits
- Business 450 Global Marketing 3 credits
- Business 454 Retailing/E-tailing 3 credits
- Business 456 Advertising and Marketing Communications 3 credits

**PROCESS MANAGEMENT AND CONSULTING MINOR**

A minor in Process Management and Consulting requires 18.5 credit hours. Students must complete the following courses:

- Business 317 Organizational Behavior and Management 2 credits
- Business 361 Introduction to Operations Technology 3 credits
- Business 362 Introduction to Information Technology 3 credits
- Business 437 Change Mgmt. and Org. Transformation 3 credits
- Business 466 Developing Business Intelligence 3 credits

Students also must complete one of the following courses. However, students may not apply both Business 431 and Business 468 towards the 120 hour degree requirement.

- Business 431 Strategic Analysis and Consulting 3 credits
- Business 468 Analytical Tools for Consulting 3 credits

In addition, 1.5 elective credits to be chosen from the following:

- Business 459 Lean Processes 1.5 credits
- Business 461 Six Sigma 1.5 credits
- Business 465 Managing Supply Chains in a Digital Economy 1.5 credits
- Business 467 Advanced Data Management and Modeling 1.5 credits
- Business 469 Visual Basic for Business .5 credits
- Business 474 Negotiation 1.5 credits
- Business 476 Electronic Commerce 1.5 credits
- Business 480 Sustainability/Green Supply Chain 1.5 credits
- Business 481 Service Quality and Marketing 1.5 credits
- Business 482 Project Management 1.5 credits

**Elective Courses for Non-Business Students**

Students who are not pursuing a formal program in the Mason School of Business may enroll on a space available basis in business classes for which they have satisfied the course prerequisites.

**Description of Courses****150W. Freshman Seminar: Topics in Business.**

*Fall or Spring (4,4) Staff. (Not offered 2010-2011)*

A writing intensive and discussion intensive seminar designed for first-year students that explore a specific topic within the business disciplines. A grade of C- or better satisfies the College Writing Proficiency Requirement. Topical contents of seminars vary.

**203. Principles of Accounting.**

*Fall and Spring (3,3) Irving, Ramamurthy, K. Smith, White. Required for admission to Business Majors Program.*

A study of the use and preparation of financial information and the accounting system as an interpretative tool to communicate information about a variety of economic events to both internal and external users. Topics covered include the preparation and interpretation of financial statements for external users as well as managerial uses of accounting data, cost analysis, budgeting and performance evaluation.

**231. Statistics.**

*Fall and Spring (3,3) Flood.*

Basic concepts of statistical analysis within a business environment. Attention is given to solution methods via use of the computer.

**300. Business Perspectives and Applications.**

*Fall and Spring (1,1) Adkins. Prerequisite: Admission to Business Majors Program.*

This course complements the core courses in the BBA Program by integrating business disciplines, ethical considerations, and business communications. The course includes business simulations, team interaction, and presentation skills. The course is graded pass/fail and is completed the first semester as a Business Major.

**301. Financial Reporting and Analysis.**

*Fall and Spring (3,3) Prakash, White. Prerequisite: BUAD 203 or the equivalent.*

This course focuses on the financial reporting environment: evaluating the quality of the reported information, analyzing reporting choices, and assessing the role of financial information in resource allocation decisions. Topics traditionally included in intermediate accounting are covered by analyzing key business transactions on the financial statements and measures of performance evaluations such as profitability, competitiveness, and leverage. This course is designed to be taken as either a one-semester course or as part of a two-semester sequence with BUAD 302.

**302. Advanced Financial Reporting and Analysis.**

*Fall or Spring (3, 3) Irving. Prerequisite: BUAD 301 or consent of the instructor.*

This course focuses on an advanced study of topics in financial reporting that are traditionally considered in intermediate accounting. Reporting issues related to topics such as pensions, stock options, and deferred taxes are considered with reference to original source materials and accounting research.

**303. Strategic Cost Management.**

*Fall or Spring (3,3) Geary. Prerequisite: BUAD 203 or the equivalent.*

Applications of cost analysis to inventory valuation and income determination and planning and control of routine operations and non-routine decisions. This course emphasizes the relevance of cost concepts to modern decision tools. Substantial use of problems and cases.

**311. Principles of Marketing.**

*Fall and Spring (3,3) Luchs, Montgomery, Williams. Prerequisites: ECON 101 or ECON 151, and ECON 102 or ECON 152, or consent of the instructor.*

A study of the role of marketing in business and the economy. Emphasis is on the examination of functions, institutions and policies.

**317. Organizational Behavior and Management.**

*Fall and Spring (2,2) Carboni, Solomon.*

This course develops the ability to recognize and manage human and behavioral factors in work settings. Topics include: individual differences, group dynamics, motivation, and an introduction to organizational structure and leadership.

**323. Financial Management.**

*Fall and Spring (3,3) C. Cici, Guthrie-Sokolowsky. Prerequisites: BUAD 203 and BUAD 231 or equivalents.*

An examination of the finance function in the firm. Topics include the theory and practice of valuation, current and long term financing, working capital management, capital budgeting and multinational finance.

**324. Money and Debt Markets.**

*Fall and Spring (3,3) Agnew, C. Cici. Prerequisite: BUAD 323.*

An examination of the operation and importance of global money and debt markets including market characteristics, regulation, international differences, international interest and exchange rate behavior, bond analysis and valuation, and risk management with interest rate and currency options and futures.

**325. Equity Markets and Portfolio Management.**

*Fall and Spring (3,3) Haltiner. Prerequisite: BUAD 323.*

An examination of the operation and importance of global equity markets including market characteristics, regulation, international differences, investor behavior, portfolio theory and capital asset pricing, asset allocation, security analysis, mutual funds, performance measurement, and equity options and futures.

**328. Management Control Systems.**

*Fall or Spring (3,3) Staff. Prerequisite: BUAD 203 or the equivalent. (Not offered 2010-2011)*

An examination of the interrelationships between financial information flows and behavior in organizations. Cases and readings introduce management control processes in responsibility centers. Topics include goal formulation; performance measurement, reporting and evaluation; systems of reward and punishment.

**330. Computer Skills for Business.**

*Fall and Spring (1,1) Staff. Corequisite: BUAD 311 and BUAD 362.*

This course is designed to complement functional courses in the Business Core Program by providing instruction in the use of application software. Typically the course will cover presentation software, spreadsheets, and database application. This course is graded pass/fail.

**342. Commercial Law and Business Organizations.**

*Fall or Spring (3,3) Waxman.*

A study of the law of business organizations, their activities and management. Substantive areas of law covered include: partnerships, corporations; securities, mergers and acquisitions; commercial paper and secured transactions; real and personal property; bailments, antitrust law and creditors' rights.

**343. Legal Environment of Business.**

*Fall and Spring (2,2) Mallue, Waxman.*

An introduction to the law and the legal process. Substantive areas of law covered include: contracts, sales of goods and product liability; business torts and environmental law; bankruptcy and international law.

**361. Introduction to Operations Technology.**

*Fall and Spring (3,3) Araujo, Guerrero. Prerequisites: a computer skills course or the equivalent and BUAD 231 or equivalent.*

An introduction to the production and operations aspects of manufacturing and service organizations. Emphasis is on planning, control and quantitative analysis. Topics include product/process/facilities design, capacity planning, quality and materials management, scheduling and inventory management.

**362. Introduction to Information Technology.**

*Fall and Spring (3,3) Abraham, Kohli, McCoy. Prerequisites: a computer skills course or the equivalent and BUAD 231 or equivalent.*

An introduction to current and expected future trends in information technology and their impact on organizations. Topics include the strategic value of information; hardware and software issues; networks and telecommunications; planning, justification, development and management of information resources. Quantitative analysis is applied to evaluate and justify information resources.

**401. Advanced Accounting.**

*Fall or Spring (3,3) Staff. Prerequisite: BUAD 301 or consent of the instructor.*

A study of consolidated statements, partnership accounting for special arrangements, fiduciary accounting and fund accounting.

**404. Auditing and Internal Controls.**

*Fall or Spring (3,3) Jones. Prerequisite: BUAD 301 or consent of the instructor.*

Application of technology, modeling, statistics and other auditing procedures within the framework of generally accepted auditing standards. Reporting, ethics, international practices and case applications are emphasized.

**405. Federal Taxation.**

*Fall (3) J. Smith. Prerequisite: BUAD 203 or the equivalent.*

An analysis of the federal income tax laws. Development of conceptual awareness of federal income tax structure and tax planning, and gaining ability to determine solutions to problems confronting the individual taxpayer.

**406. Advanced Federal Taxation.**

*Fall or Spring (3,3) J. Smith. Prerequisite: BUAD 405.*

An analysis of the federal income tax laws for partnerships, corporations and tax-exempt entities. Introduction to estate and gift taxation and to tax research. Tax planning is emphasized.

**408. Tax Compliance, Tax Research, and Tax Planning.**

*Fall (3) J. Smith. Prerequisites: Senior Accounting major or minor; BUAD 405 or to be enrolled concurrently.*

This course provides for the development of the ability of the students to perform sophisticated tax research and analysis as the foundation for tax compliance and for minimizing the tax liability through tax planning for the following tax entities: individual, sole proprietorship, general partnership, limited partnership, LLC, S corporation, C corporation, and exempt entities.

**417. International Finance.**

*Fall or Spring (3,3) Boschen. Prerequisites: ECON 101, ECON 102, or the equivalents.*

A study of the foreign exchange markets, the relation between Interest rates and exchange rates, and the current international monetary system. Specific course topics include borrowing and lending opportunities in international financial markets, international trade finance, the management of risks associated with exchange rate fluctuations, the analysis of currency crises, and the assessment of sovereign risk.

**419. Valuation.**

*Fall or Spring (3, 3) G. Cici. Prerequisite: BUAD 323.*

A study of enterprise valuation both from an academic and industry perspective. Topics include an analysis and application of multiple valuation approaches and an exploration of differences in valuation approaches for public, private, and distressed firms. The goal is to develop insight into how financial managers can create value for their shareholders, understand other value drivers, and learn how to incorporate them in the enterprise valuation process.

**423. Corporate Financial Strategy.**

*Fall or Spring (3,3) Bryce. Prerequisite: BUAD 323.*

Advanced topics in the theory and practice of financial decision-making. Cases and readings are used to examine the tools and techniques of financial strategy formulation and implementation under various environmental settings.

**431. Strategic Analysis and Consulting.**

*Fall or Spring (3,3) McCoy. Prerequisite: Junior standing. Students may not be concurrently enrolled in BUAD 431 and BUAD 300.*

The course will focus on the process of analysis and consulting. Students will engage with a variety of tools for data collection, information gathering, interviewing, and the evaluation of hard and soft data sources. Students will develop an appreciation for the multiple moving parts in a consulting assignment through a case competition and an engagement for a specific organization. This course fulfills the core strategy requirement. Students may not receive credit for both BUAD 431 and BUAD 432, but they may receive credit for both BUAD 431 and BUAD 433.

**432. Strategic Management.**

*Fall (2) Jelinek, Robeson. Prerequisites: BUAD 311, BUAD 317, BUAD 323, BUAD 361. Senior standing in the Mason School of Business.*

The establishment of company-wide objectives and the subordinate plans and controls to accomplish them. This course integrates and builds upon the business administration body of knowledge to develop decision-making ability at the policy-making level of administration. This course fulfills the core strategy requirement. Students may not receive credit for both BUAD 432 and BUAD 431. Students may not receive credit for both BUAD 432 and BUAD 433.

**433. Strategies of Entrepreneurship.**

*Fall or Spring (3,3) Jelinek. Prerequisites: BUAD 311, BUAD 317, BUAD 323, BUAD 362, and Senior standing in the Mason School of Business; or consent of the instructor.*

Strategies of Entrepreneurship emphasizes entrepreneurial strategy issues of concern to entrepreneurs, business owners, and innovators responsible for new or smaller enterprises, family businesses, technology based start-ups or franchises, or those seeking to strategically transform existing businesses. Students will focus on entrepreneurial opportunities, creativity, sources for start-up ideas, and the special challenges of starting a new venture, or changing an existing one. This course fulfills the core strategy requirement. Students may not receive credit for both BUAD 432 and BUAD 433, but they may receive credit for both BUAD 433 and BUAD 431.

**434. Management of Financial Institutions.**

*Fall or Spring (3,3) Staff. Prerequisite: BUAD 323. (Not offered 2010-2011)*

A study of the management of financial institutions, with particular emphasis on depository institutions. The basic themes of the course are as-set/liability management, including spread management; capital adequacy; and liquidity requirements.

**435. Teams: Design, Selection, and Development.**

*Fall or Spring (3,3) Wilson. Prerequisite: BUAD 317 or equivalent.*

This course is designed to develop the knowledge and skills to enable students to improve the performance of most teams. Working in teams has become the norm in most organizations, yet most people have many misconceptions about what makes groups effective. Groups can be exhilarating or maddening. This

course will cover work in a variety of teams including: project teams, self-directed teams, research teams, consulting teams, and multinational teams. Topics include: team design, principles of selection, team performance management and rewards, managing transnational teams, and team facilitation.

#### 436. Business and Society.

*Fall or Spring (3,3) Sims. Prerequisite: Junior standing.*

This course explores the complex relationship between business and the wider social context in which it operates and the challenges leaders face in balancing their economic, ethical, legal, and citizenship responsibilities to their various stakeholders. In this era of 'globalization' corporations may be as large as nations in terms of economic and social impact. Topics Include: corporate social responsibility, and citizenship, ecological and natural resource concerns, business-government relations, technological change, public relations, and corporate governance.

#### 437. Change Management and Organizational Transformation.

*Fall or Spring (3,3) Sims. Prerequisite or Corequisite: BUAD 317 or consent of the instructor.*

The course will focus on effective process design, change management, and transforming the organization through changes in process, people, and technology. Topics will include stakeholder analysis, goal/strategy alignment, generating buy-in, effectively informing processes, performance measurement and incentives.

#### 438. Leadership.

*Fall or Spring (3,3) Carboni. Prerequisites: BUAD 317. Senior standing.*

This field-based course is designed to develop the ability to work with and through others in order to make effective contributions as a member of an organization. The course emphasizes developing a leadership orientation, understanding critical leadership issues and developing appropriate leadership skills.

#### 440. International Business Management.

*Fall or Spring (3,3) Allred. Prerequisites: BUAD 203, 311, and 362; or consent of instructor.*

A study of the fundamental principles and basic concepts applicable to managing in the international business environment. This course covers the nature of international markets, global trade, investment and financial exchange, and the operations of international business functions, with a strong emphasis on the strategy and structure of international business.

#### 442. The Psychology of Decision Making.

*(GER 3) Fall or Spring (3,3) Langholtz. Prerequisites: BUAD 231 or the equivalent and senior standing.*

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment. Applications to business decisions and policy making will be considered. (Cross listed with PSYC 375)

#### 443. Entrepreneurial Ventures.

*Fall or Spring (3,3) Ash. Prerequisites: BUAD 311, BUAD 323, BUAD 362; or consent of the instructor.*

Entrepreneurial Ventures focuses on the issues, decisions, and problems faced by entrepreneurial owners and innovators who wish to create and manage new or smaller enterprises, family businesses, technology based enterprises or franchises. Students will develop the knowledge and skill sets relevant for the creation, operation and ultimate success of the venture based on enterprise.

#### 446. Consumer Behavior.

*Fall or Spring (3,3) Montgomery. Prerequisite: BUAD 311.*

The consumer-firm relationship is analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from the fields of cultural anthropology, sociology and psychology are applied to problems encountered in marketing to various consumer groups.

#### 448. Marketing Strategy.

*Fall or Spring (3,3) Swan. Prerequisite: BUAD 311 or consent of the instructor.*

Managerial techniques in planning and executing marketing programs. Emphasis on decision making related to marketing segmentation, product innovation and positioning, pricing and promotion. Extensive use of cases, readings and a management simulation.

#### 450. Global Marketing.

*Fall or Spring (3,3) Swan. Prerequisite: BUAD 311.*

This course includes theories of and justifications for free trade, a study of environments across international markets (including the economic environments, the cultural environments, the political/regulatory environments, and the physical/geographic environments) and the practice of marketing including global marketing management for large, small and medium sized firms. Topics include globalization, global strategies, international service marketing and marketing in the developing world.

#### 452. Marketing Research.

*Fall or Spring (3,3) Luchs. Prerequisites: BUAD 311 and an introductory course in statistics; or consent of instructor.*

Introduction to fundamentals of marketing research. Use of research information in marketing decision making. Topics include research design, interrogative techniques, data collection methods, scaling, sampling and alternative methods of data analysis. Students design and execute their own research projects.

#### 454. Retailing/E-tailing.

*Fall or Spring (3,3) Staff. Prerequisites: BUAD 311, BUAD 203 or the equivalent. (Not offered 2010-2011)*

The course employs a managerial approach to identify, analyze, plan and control traditional Retail and E-tail businesses. While institutional elements are covered, the focus is on developing and executing an effective business strategy. Concepts will be explored which are applicable to both traditional retail environments and to web-based, E-tail business models.

#### 456. Advertising and Marketing Communications.

*Fall or Spring (3,3) Rahtz. Prerequisite: BUAD 311.*

A study of the relationship of demand stimulation to business management. Development of an advertising campaign will emphasize the presentation of products to consumers through relevant media. Target market identification, situation analysis, promotional strategy and tactics, and evaluation within budgetary constraints will be stressed.

#### 459. Lean Processes.

*Fall or Spring (1.5,1.5) Bradley. Prerequisite or Corequisite: BUAD 361 or consent of the instructor.*

This course focuses on developing lean processes within a variety of operating environments. Tools and strategies leading to improved process management are included.

#### 461. Six Sigma.

*Fall or Spring (1.5,1.5) Boone. Prerequisite or Corequisite: BUAD 361 and BUAD 362; or consent of the instructor.*

This course focuses on Six Sigma approaches to process quality and includes emphasis on tools and procedures for implementing Six Sigma strategies within organizations.

#### 465. Managing Supply Chains in a Digital Economy.

*Fall or Spring (1.5,1.5) Ganeshan. Prerequisite: BUAD 361. (Not offered 2010-2011)*

Over the last five years, technology, specifically the WEB, has revolutionized the way firms do business with each other. The usual stumbling blocks of poor information availability: incompatible organizational structures and information systems, and the high cost of collaboration are being "blown to bits" by tailored supply chain initiatives and web-centric software. This course will explore these initiatives and tools that firms are using to manage supply chains and B2B integration.

**466. Developing Business Intelligence.**

*Fall or Spring (3,3) Abraham. Prerequisite or Corequisite: BUAD 361 and BUAD 362; or consent of the instructor.*

The course focuses on the collection, representation and analysis of evidence in support of decision making and process improvement. The course will examine hard and soft measures, criteria for evaluation, and performance measurement.

**467. Advanced Data Management and Modeling.**

*Fall or Spring (1.5,1.5) Stewart.*

This course includes spreadsheet modeling, building simulations and additional data manipulation.

**468. Analytical Tools for Consulting.**

*Fall or Spring (3,3) Staff. Prerequisite or Corequisite: BUAD 362 or consent of the instructor. (Not offered 2010-2011)*

The course focuses on the use of information technology tools in supporting the analysis and consulting process. Students will create and analyze models of complex business processes to enable better decision-making. Model-building tools will include computer simulations, data mining, and decision analysis.

**469. Visual Basic for Business.**

*Fall or Spring (1.5,1.5) Araujo. Prerequisite: BUAD 361 and BUAD 362. Prerequisite or Corequisite: BUAD 466.*

An introductory course in practical computer programming using Visual Basic.Net, the leading tool for designing user interfaces and web services. Topics include basic principles of programming and of the Visual Basic.Net language, including the architecture of Windows applications, control structures, arrays, functions, object-oriented programming, Visual Basic.Net class libraries, and event-driven programming. Students will also learn how to make user interfaces friendly and efficient and utilize VB with other software such as Excel. Intended for students with little or no programming experience.

**474. Negotiation.**

*Fall or Spring (1.5,1.5) Stewart.*

This course introduces students to the art and science of negotiation through the study of well-documented historical negotiations, personal experience with live negotiation exercises, and the study of game theory. Students will focus on understanding the games that underlie most negotiations and developing the analytical tools and techniques required in negotiation. Intended for business majors who have completed the first semester of the junior-year core program.

**476. Electronic Commerce.**

*Fall or Spring (1.5,1.5) Araujo. Prerequisite: BUAD 362.*

Electronic commerce describes the use of digital connectivity to pursue business objectives, including information technologies such as electronic data interchange, electronic funds transfer, Internet, intranets, extranets, mobile and wireless. To remain competitive in the 21st century, firms and the people whom manage them must more fully utilize the opportunities presented by electronic commerce by refining the definitions of markets, relationships with partners and competitors, and the development and delivery of goods and services.

**480. Sustainability/Green Supply Chain.**

*Fall or Spring (1.5,1.5) Staff. Prerequisite or Corequisite: BUAD 361 or consent of the instructor. (Not offered 2010-2011)*

This course focuses on the development of sustainable supply chains. Students will explore leading-edge initiatives by forward-thinking companies to (re)design and market products, source, manufacture, and eventually distribute them in an environmentally-, ecologically-, and socially- responsible way.

**481. Service Quality and Marketing.**

*Fall or Spring (1.5,1.5) Staff. Prerequisite or Corequisite: BUAD 361 or consent of the instructor. (Not offered 2010-2011)*

This course focuses on performance measurements, quality dimensions, and key processes in the service environment.

**482. Project Management.**

*Fall or Spring (1.5,1.5) Staff.*

This course will focus on the concepts and tools related to the management of projects within organizations. Students will examine all phases of project management including selection, planning, scheduling, control, and termination. Topics include writing project plans, developing work breakdown structures, project scheduling, resource management, earned value analysis, and project risk management.

**490. Independent Study.**

*Fall and Spring (1-3,1-3) Staff. Prerequisite: Obtain permission form from the Undergraduate Business Program in the Mason School of Business.*

A course designed to accommodate independent study. This course may be repeated for credit.

**492. Special Topics.**

*Fall and Spring (0-3,0-3) Staff. Prerequisite: Consent of the instructor.*

A course designed for special topics and for special opportunities to utilize the expertise of a faculty member. This course may be repeated for credit.

## School of Education

PROFESSORS **McLaughlin** (Dean and Chancellor Professor), **Beers, Blouet** (Fred Huby Professor of Geography and International Education), **Bracken, Cross, DiPaola, deFur, Foster, Harris** (Robert D. & Patricia Lee Pavey Chair in Educational Technology), **Korinek** (University Professor for Teaching Excellence), **Lavach, Mason, McEachron, Stronge** (Heritage Professor), **S. Ward, T. Ward** (Associate Dean), and **Williams**. ASSOCIATE PROFESSORS **Bass, Finnegan, Gareis (Associate Dean), Gressard, Hofer, Johnson** (University Professor for Teaching Excellence), **Matkins, McAdams, Moore, Theadore, Tieso, Tschannen-Moran**. ASSISTANT PROFESSORS **Barber, Fritschmann, Kim, Shillingford, Stoddard, Trice-Black and Whalon**.

### Mission of the School of Education

The mission of the School of Education at the College of William and Mary is the pursuit of excellence in the education of diverse learners across the life-span. The School of Education fulfills this mission through its three-fold commitment to teaching, research and service:

- As the recognized organizational unit within the College with responsibility for initial and advanced preparation of professional educators, the School of Education prepares teachers, specialists and administrators to be leaders in their respective roles committed to culturally responsive, reflective practice and to working in partnership with others to improve educational programs.
- The School of Education engages in scholarship and research addressing critical problems in education to generate and disseminate ideas that inform and advance educational discourse, policy and practice to benefit all learners.
- Through a variety of outreach activities, the School of Education provides model programs in direct service to children, adolescents and their families, as well as technical assistance and professional development opportunities for educators in preK-12, higher education and agency settings.

Within the framework of general College regulations, faculty in the School of Education formulate and implement policies and procedures related to initial licensure programs, including instructional goals, requirements, admissions criteria and curricula for these programs. The Associate Dean of Teacher Education and Professional Services of the School of Education is the Certification Officer for The College of William and Mary recognized by the Virginia Department of Education.

A Teacher Education Advisory Council (TEAC) advises the Dean and Faculty of the School of Education on the effective preparation of elementary, secondary and preK-12 teachers in direct support of the mission of K-12 schools. Members of the committee include administrators and instructional staff from the School of Education and departments in the Faculty of Arts and Sciences, and representatives from area public schools. Its charge includes ensuring ongoing collaboration in future implementation, evaluation and refinement of teacher education programs; formally and informally advocating teaching as a profession and the College's teacher preparation programs; and consideration of specific needs in teacher education related to children in special populations, including minority groups and children with special needs and exceptionalities.

Programs in the School of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and through consultation with advisors in the School of Education, students can plan programs of study leading to professional licensure by the Virginia Department of Education. By means of the Interstate Certification Compact, graduates who qualify for licensure in Virginia may qualify for certification in many other states.

### Conceptual Framework

The conceptual framework of the School of Education at the College of William and Mary incorporates a shared view of how to best prepare our graduates to deliver services to children, schools, families, and communities in a manner that will promote educationally and psychologically healthy environments in a pluralistic society. This framework embodies the essential elements for our programs, courses, teaching, student and faculty scholarship, and student performance. As an integrative whole, the framework is comprised of the four main strands of the Content Expert, the Reflective Practitioner, the Educational Leader, and the Effective Collaborator, which we believe constitute a highly qualified professional who will positively and productively contribute to the lives of students, clients, the community, and the profession.

### Content Expert

The basis of the first strand is our belief that professionals must have specific knowledge to be able to learn in context and problem solve throughout a career. We understand that a deep and confident understanding of disciplinary subject matter is vital. We also understand that subject matter knowledge must be accompanied by pedagogical content knowledge so that individuals will have an understanding of how to interpret, communicate, and construct such knowledge so as to promote learning (Shulman, 1987; and Cohen, McLaughlin, and Talbert, 1993). The value of this long-standing commitment to intellectualism by our faculty is confirmed by recent research conducted by Monk (1994), Fetler (1999), Goldhaber and Brewer (1999), and Wenglinzky (2000) that validated the need for intellectual rigor in subject matter. Thus, the role of the program is to provide opportunities and a context for students to build and evaluate knowledge. A primary way to accomplish this goal is to help students study selected content appropriate to disciplinary foci, reflect on their actions, consider multiple perspectives, and generate various possible responses based on best practice. The organization and transfer of skills and knowledge across these experiences results in deeper meaning for the learner.

### Reflective Practitioner

The second strand emanates from our belief in the position of Schon (1987) that the ideal preparation is one that produces a professional who is able to reflect-in-action. According to research-based principles of reflective practice, learning does not occur through direct transmission of knowledge from instructor to student. Instead, the learners are provided with opportunities to articulate their own ideas, experiment with the ideas, and make connections between their studies and the world in which they live. To this end, a style of reflective practice is cultivated that embraces the role of data, active inquiry, careful analysis, and a thoughtful process for decision making. Although students in our programs may develop specializations, the broader focus is on the development of analytical and creative practices that allow them to approach new issues and problems in a proactive way. We believe that such multivariate patterns of thinking within role-specific contexts are necessary for dealing with the current and future level of complexity that working as a leader among professionals requires. We believe that teaching is a cognitive process involving decision making (Sergiovanni & Starratt, 1993). We hold that our responsibility is, in large part, to educate our students to reason soundly and to perform skillfully.

### Educational Leader

The third strand highlights the notion that we expect our graduates to be prepared and willing to assume leadership roles that allow them to effectively impact educational and societal change. Today, educators not only are providing school-based leadership, but increasingly they are working as mentors to new teachers, undertaking professional development activities, and carrying out educational research (Dimock and McGree, 1995; Livingston, 1992). We believe that preparing students to be leaders must be proactive rather than reactive, helping students focus on how to improve educational contexts through the application of sound theory and ethical principles. Special attention is given to develop

ing specific competencies required in each area of certification along with developing the affective side of students in respect to their personal sense of competence and confidence in leadership roles and their resilience in coping with change. We hope to prepare our students to understand human problems from a developmental and systemic perspective that allows them to formulate and implement individual and systemic plans of action for prevention, remediation, and growth. We are sensitive to the myriad of educational contexts that students will encounter in their educational careers. Thus preparation promotes the qualities of flexibility, interpersonal skills, and ethical behaviors that reach across such contexts and are essential to educational leadership.

### **Effective Collaborator**

Finally, we promote and develop the use of collaborative styles in recognition of the need to work effectively and cooperatively in the professional community, no matter how broadly or narrowly defined. We agree with Bredson (1995) that the behaviors and skills related to collaborative work should be integral parts of the curriculum and not considered an add-on element. Evidence indicates that professionals grow through an interactive process of learning from each other (Ponticell, Olsen, & Charlier; 1995), and collaboration has been strongly supported by research in family-professional relations (Corrigan & Bishop, 1997). We believe that training in collaboration is an obligation of programs that are preparing individuals who will assume roles of teaching, service, and leadership.

### **A Dynamic and Core Framework**

We believe that the conceptual framework of the School of Education must be adaptable to the experience and background of the candidates within programs, the relative importance of the four strands within program areas, and to the external forces of our society. The dynamic nature of the framework is most clearly demonstrated by the relative emphasis placed on the four strands by each area. While all of our graduates embody the core qualities of the Content Expert, Reflective Practitioner, Educational Leader, and Effective Collaborator, we recognize and account for the valid and important degrees of emphasis, distinction, and definition that these core concepts take not only in a program area, but also with regard to the unique strengths and weaknesses of each student and over the duration of the professional life of a graduate and beyond.

Ultimately, the conceptual framework reflects the core elements of a graduate of the School of Education and, as such, it provides a structure for our programs and a process for generating and responding to new knowledge. The framework guides the experiences we require of students in their programs. The framework also provides the basis for the expectations and the evaluation of candidates and their programs. Through the process of candidate and program evaluation, we expect that our programs will produce highly qualified professionals and continuously evolve in response to our students' experiences within the program and our graduates' contributions to the profession as practitioners.

## **Second Major in Elementary Education (PK-6)**

The program in Elementary Education leading to endorsement to teach pre-school through grade 6 requires a dual major. Students are required to select a departmental or interdisciplinary major in the Arts and Sciences as a primary major. They are also required to declare a second major of 35 semester hours in Elementary Education. Students majoring in Elementary Education may apply no more than 35 credits toward the 120 academic credits required for graduation.

### **Program Objectives for Students**

Students who complete the Elementary Education program are expected to develop and demonstrate a variety of knowledge, skills and attitudes considered by the faculty to be essential characteristics of an effective liberally educated elementary school teacher.

For instance, students are expected to develop and demonstrate knowledge of the disciplines and subject matter related to elementary school curriculum; the developmental characteristics of children; cultural and individual differences among children; principles of learning; principles of curriculum and instructional theory; principles of measurement and evaluation; principles of classroom management and discipline; the use of media and computers in education; the role of the school in society; federal, state and local policies and procedures; and support services, professional organizations and resources relevant to elementary education. With respect to skills, students are expected to develop and demonstrate their ability to communicate effectively; to assess the characteristics and learning of students; to develop and implement an instructional plan appropriate for elementary school children; to organize and manage a classroom; and to interact effectively with students, parents and other professionals. Lastly, as they progress through the program, students are expected to develop and demonstrate respect for individual differences; respect for principles of fairness and justice; commitment to teaching and professional growth as evidenced by responsibility and enthusiasm; a positive self-concept; willingness and ability to collaborate professionally; and willingness and ability to consider alternatives judiciously.

### **Admissions Criteria and Procedures**

Admission to baccalaureate study at The College of William and Mary does not automatically include admission to the Elementary Education program in the School of Education. Rather, students apply for admission to the Elementary Education program during the second semester of their sophomore year by completing an application form that can be obtained on the web at <http://education.wm.edu/documents/admissions/Undergradapp.pdf>. Students are encouraged to check the School of Education's web site or with the Office of Academic Programs to determine the application deadline date. Transfer students and rising juniors may apply at the beginning of their junior year. The deadlines are typically in April for the Fall semester and in September for the Spring. Admission to the program requires an overall grade point average of at least 2.0 in course work completed to date. After the application forms are submitted, the Office of Academic Programs verifies the applicants' prior course work and grade point average. The applicants' admission folders are then reviewed. Questions pertaining to the admissions process should be directed to The Office of Academic Programs in the School of Education or by calling 221-2317.

### **Student Advisement**

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with faculty in the School about potential careers in teaching. Upon admission to the Elementary Education program, individual students are assigned academic advisors who are faculty members in the program. Before registering for education courses, students should meet with their advisors in the Elementary Education program to discuss academic, personal and professional goals; to review both the academic regulations of the College and the specific course requirements for teacher licensure; and to plan a program of studies in Elementary Education. Advisors work with the students throughout their junior and senior years.

### **Study Abroad**

Study abroad opportunities are available for elementary education students in Bath, England, through the Advanced Studies in England (ASE) Program. Normally, students may earn six hours of education elective credit for the ASE experience beyond the 35 elementary credits by individually petitioning the Committee on Degrees for transfer credit for EDUC 400. The total hours for a degree will still be 120. For program information, please contact Global Education in the Reves Center. Specific information pertaining to transfer credit should be directed to the Associate Dean for Academic Programs. Other opportunities are available and questions may be directed to Dr. Brian Blouet in the School of Education at 221-2350.

### Program Requirements in the Elementary Education Program (preK-6)

Program requirements in the undergraduate program in Elementary Education include (1) general studies courses, (2) an Arts and Sciences major, and (3) professional studies in Elementary Education that constitute a second major. Courses in Elementary Education are listed on a Program of Study used for advisement purposes. The comprehensive listings that follow include all course work necessary to satisfy general studies and professional studies requirements for the Elementary Education (preK-6) Teaching Specialty. Courses in the Arts and Sciences major should be selected to meet simultaneously the state's general studies requirements for licensure and the College's General Education Requirements and major requirements for the degree. Specific requirements related to teacher licensure are listed below.

Students seeking licensure in Virginia are required to achieve passing scores on professional teacher's assessments prescribed by the Board of Education. Four tests are required for licensure: Praxis I, Praxis II, the Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA). Complete information about assessments can be found on the Department of Education web site at [http://www.doe.virginia.gov/teaching/licensure/prof\\_teacher\\_assessmentt.pdf](http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessmentt.pdf).

- Praxis I is an academic skills assessment of mathematics, reading and writing. There are three alternate means by which a teacher candidate may meet the Praxis I requirement in lieu of taking the full battery of Praxis I subtests (i.e., reading, writing, and math).
- 1) **SAT Qualifying Score Option:** A composite score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics tests *or* a score of 1000 on the SAT, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis I.
  - 2) **ACT Qualifying Score Option:** A composite score of 24 on the ACT may be substituted for Praxis I if taken after April 1, 1995, with the ACT mathematics score no less than 22 and the ACT English plus Reading scores no less than 46, *or* a composite score of 21 may be substituted, if taken prior to April 1, 1995, with the ACT mathematics score no less than 21 and the ACT English plus Reading scores no less than 37.
  - 3) **VCLA Qualifying Score combined with a Qualifying Score on the Mathematics Subtest of Praxis I or SAT or ACT:** A composite score of 470 on the VCLA with subtest scores of at least 235 on writing and 235 on reading may be combined with a qualifying score on the mathematics portion of the Praxis I mathematics subtest (minimum 178) *or* the SAT mathematics subtest (530 after April 1, 1995, or 510 prior to that date) *or* the ACT mathematics subtest (22 after April 1, 1995, or 21 prior to that date).

The Praxis I must be passed or substitution made prior to the semester before student teaching.

- Praxis II is a general content knowledge exam for elementary teachers. Praxis II must be passed before program completion. Students are responsible for providing copies of Praxis II results to the Office of Teacher Education and Professional Services prior to program completion.
- The Virginia Reading Assessment (VRA) is a test of student's knowledge of reading instruction. This test is required for individuals seeking licensure in elementary education. Current information is available on the web at [www.va.nesinc.com](http://www.va.nesinc.com). Students are responsible for providing copies of VRA results to the Office of Teacher Education and Professional Services prior to applying for licensure.
- The Virginia Communication and Literacy Assessment (VCLA) is a test of communication, reading, and writing skills, which must be passed to be eligible for a Virginia teaching license. Current information is available on the web at [www.va.nesinc.com](http://www.va.nesinc.com). Students are responsible for

providing copies of VRA results to the Office of Teacher Education and Professional Services prior to applying for licensure.

- Information about test registration is available in the Office of Teacher Education and Professional Services or on the web at <http://education.wm.edu/academics/oteps/index.php>
- Students must be able to show verification of a current tubercular examination prior to beginning their first semester. In addition, some school divisions may require a police background check prior to engaging in clinical experiences in the schools.
- Students seeking licensure in Virginia must complete training in Child Abuse Recognition and Reporting. For students who take and pass EDUC 310, this requirement is met. If a student is exempted from EDUC 310 for any reason, then he or she must contact the Office of Teacher Education and Professional Services in order to complete a training module in these competencies.

Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the Handbook for Practica and Student Teaching Experiences, which is available in the Office of Teacher Education and Professional Services or on the web site, [http://education.wm.edu/academics/oteps/documents//HDBK\\_PracticaStudTeach.pdf](http://education.wm.edu/academics/oteps/documents//HDBK_PracticaStudTeach.pdf)

### General Education Course Requirements

Elementary Education students must include course work specified below, as part of, or in addition to, the College's General Education Requirements for the baccalaureate degree. Transfer credit may be used to satisfy these requirements.

Students must take at least one three-credit course in each of the following:

1. Study of the English language (ENGL 220/ANTH 204, listed under GER 3, is recommended)
2. Literature (LCST 201, listed under GER 5, is recommended; or any 200-level or above English literature course is acceptable)
3. American History or American Government
4. Geography (either Geology 110 or Government 381 is recommended; any course identified under Geography in the undergraduate catalog is acceptable)

### Sequence of Course Requirements in Professional Studies in Elementary Education

This three semester sequence begins in the spring semester of a student's junior year.

<b>I. Spring of Junior Year</b>		<b>(13 credit hours)</b>
*EDUC 301	Educational Psychology	3
*EDUC 310	Social & Philosophical Foundations of American Education	2
EDUC 330	Designs for Technology-Enhanced Learning – Elementary	2
EDUC 406	Elementary Science Curriculum & Instruction	2
EDUC 407	Elementary Mathematics Curriculum & Instruction	2
EDUC 476	Elementary Science Curriculum & Instruction – Practicum	1
EDUC 477	Elementary Mathematics Curriculum & Instruction Practicum	1
<b>II. Fall of Senior Year</b>		<b>(9 credit hours)</b>
EDUC 405	Elementary Social Studies Curriculum and Instruction	2
EDUC 410	Elementary Reading & Language Arts Curriculum & Instruction	5
EDUC 412	Reading & Language Arts Curriculum & Instruction Practicum	1

EDUC 475	Elementary Social Studies Curriculum & Instruction Practicum	1
<b>III. Spring of Senior Year</b>		<b>(13</b>
<b>credit hours)</b>		<b>]</b>
EDUC 302	Characteristics of Exceptional Student Populations (Elementary Education)	1
EDUC 303	Introduction to Classroom Organization, Management and Discipline	1
EDUC 340	Assessment of Learning	1
EDUC 345	Differentiating and Managing in Diverse Classrooms Practicum: Elementary	1
EDUC 411	Classroom Adaptations for Exceptional Student Populations (Elem Educ) I	1
EDUC 414	Student Teaching Seminar (Elementary Education)	1
EDUC 415	Student Teaching in Elementary Education	7
<b>Total Credits:</b>		<b>35</b>

\* These courses can be taken in the Fall semester if students apply to begin in Fall.

### Major Writing Requirement

In order to satisfy the Elementary Education Major Writing Requirement, students must earn overall averages of C- or better in the following courses: Education 301, 310, and 410.

### Professional Semester

To be permitted to undertake the Professional Semester in the Elementary Education program, students must successfully complete Education 301, 310, 330, 405, 406, 407, 410, 412, 475, 476, and 477 which includes successful completion of the school-based practica. The professional or culminating semester of course work in the Elementary Education program combines 13 credits into one term of the spring semester of the senior year. The courses taken during this Professional Semester include Education 302, 303, 340, 345, 411, 414, and 415. The last of these courses is student teaching (EDUC 415).

### Exit Criteria and Procedures

To complete the program in Elementary Education, students must successfully complete all of the designated licensure assessments, general studies, Arts and Sciences major, and Elementary Education major courses described above, including student teaching. The students' university supervisor and cooperating teacher are each required to verify and evaluate the students' performance during a full-time student teaching experience of at least 300 contact hours with pupils in a state-accredited elementary or middle school.

After verification by the Associate Dean for Teacher Education and Professional Services that the students have successfully completed all course and program requirements, the Office of Teacher Education and Professional Services helps the students to obtain the appropriate teaching license in Virginia or other state of their choice..

## Preparation Programs in Secondary Education (6-12)

Students who plan to teach at the secondary school level declare a major in the subject area or areas that they expect to teach, and they additionally complete 30 semester credits of professional education courses required for one of the following endorsement areas of Secondary Education: English, Foreign Language (French, German, Spanish, Latin), Mathematics, Science (Biology, Chemistry, Earth Science, Physics), and History and Social Sciences. Students who complete a licensure program in Secondary Education may apply no more than 30 semester hours in education toward the 120 academic credits required for graduation.

### Program Objectives for Students

Students who complete the Secondary Education program are expected to develop and demonstrate a variety of knowledge, skills and dispositions considered by the faculty to be essential characteristics of an effective liberally educated secondary school teacher. For instance, students are expected to develop and demonstrate knowledge of the disciplines and subject matter related to secondary school curriculum; the developmental characteristics of adolescents; cultural and individual differences among adolescents; principles of learning; principles of curriculum and instructional theory; principles of measurement and evaluation; principles of classroom management and discipline; the use of media and computers in education; the role of the school in society; federal, state and local policies and procedures; and support services, professional organizations and resources relevant to secondary education. With respect to skills, students are expected to develop and demonstrate their ability to communicate effectively; to assess the characteristics and learning of students; to develop and implement an instructional plan appropriate for secondary school students; to organize and manage a classroom; and to interact effectively with students, parents and other professionals. Lastly, as they progress through the program, students are expected to develop and demonstrate respect for individual differences; respect for principles of fairness and justice; commitment to teaching and professional growth as evidenced by responsibility and enthusiasm; willingness and ability to collaborate professionally; and willingness and ability to consider alternatives judiciously.

### Admissions Criteria and Procedures

Students who wish to teach at the secondary school level must apply for admission to one of the licensure programs in Secondary Education. This may be done during the second semester of their sophomore year as they declare a major in the Arts and Sciences or during the fall semester of the junior year. Students are encouraged to check the School of Education's web site or with the Office of Academic Programs to determine the application deadline. Application forms can be obtained on the web at <http://education.wm.edu/documents/admissions/Undergradapp.pdf>. Admission to a licensure program in Secondary Education requires an overall grade point average of at least 2.0 in course work completed to date. After the application form is submitted, prior course work and grade point average are verified and the student is notified of the admission decision. Questions pertaining to the admissions process should be directed to the Office of Academic Programs in the School of Education or by calling 221-2317.

### Student Advisement

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with faculty in the School about potential careers in teaching. Upon admission to the Secondary Education program, individual students are assigned academic advisors who are faculty members in the program and who have special expertise in the students' academic majors. Before registering, students should meet with their advisors to discuss academic, personal and professional goals, to review both the academic regulations of the College and the specific course requirements for teacher licensure, and to plan their programs of studies leading to endorsement in one or more subject areas of secondary education. The advisor works with the students throughout their junior and senior years and may serve as the students' university supervisor during the culminating student teaching experience.

### Study Abroad

Study abroad opportunities are available for secondary education students in Bath, England, through the Advanced Studies in England (ASE) Program. Normally, students may earn six hours of education elective credit for the ASE experience beyond the 30 secondary credits by individually petitioning the Committee on Degrees for transfer credit for EDUC 400. The total hours for

a degree will still be 120. For program information, please contact Global Education in the Reves Center. Specific information pertaining to transfer credit should be directed to the Associate Dean for Academic Programs. Other opportunities are available and questions may be directed to Dr. Brian Blouet in the School of Education at 221-2350.

### Program Requirements in Licensure Programs in Secondary Education (6-12)

Program requirements in the licensure programs in Secondary Education include courses in general studies, professional studies and one or more subject area teaching specialties. The comprehensive listings that follow include all course work necessary to satisfy general studies and professional studies requirements for the Secondary Education (6-12) program.

Students seeking licensure in secondary education in Virginia are required to achieve passing scores on professional teacher assessments prescribed by the Board of Education. Three tests are required for licensure - Praxis I, Praxis II, and the Virginia Communication and Literacy Assessment (VCLA). Complete information about assessments can be found on the Department of Education web site at [http://www.doe.virginia.gov/teaching/licensure/prof\\_teacher\\_assessment.pdf](http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf)

- Praxis I is an academic skills assessment of mathematics, reading and writing. There are three alternate means by which a teacher candidate may meet the Praxis I requirement in lieu of taking the full battery of Praxis I subtests (i.e., reading, writing, and math).
- 4) **SAT Qualifying Score Option:** A composite score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics tests *or* a score of 1000 on the SAT, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis I.
- 5) **ACT Qualifying Score Option:** A composite score of 24 on the ACT may be substituted for Praxis I if taken after April 1, 1995, with the ACT mathematics score no less than 22 and the ACT English plus Reading scores no less than 46, *or* a composite score of 21 may be substituted, if taken prior to April 1, 1995, with the ACT mathematics score no less than 21 and the ACT English plus Reading scores no less than 37.
- 6) **VCLA Qualifying Score combined with a Qualifying Score on the Mathematics Subtest of Praxis I or SAT or ACT:** A composite score of 470 on the VCLA with subtest scores of at least 235 on writing and 235 on reading may be combined with a qualifying score on the mathematics portion of the Praxis I mathematics subtest (minimum 178) *or* the SAT mathematics subtest (530 after April 1, 1995, or 510 prior to that date) *or* the ACT mathematics subtest (22 after April 1, 1995, or 21 prior to that date).

The Praxis I must be passed or substitution made prior to the semester before student teaching.

- Praxis II is a general content knowledge exam for elementary teachers. Praxis II must be passed before program completion. Students are responsible for providing copies of Praxis II results to the Office of Teacher Education and Professional Services prior to program completion.
- The Virginia Reading Assessment (VRA) is a test of student's knowledge of reading instruction. This test is required for individuals seeking licensure in elementary education. Current Information is available on the web at [www.va.nesinc.com](http://www.va.nesinc.com). Students are responsible for providing copies of VRA results to the Office of Teacher Education and Professional Services prior to applying for licensure.
- The Virginia Communication and Literacy Assessment (VCLA) is a test of communication, reading, and writing skills, which must be passed to be eligible for a Virginia teaching license. Current information is available on the web at [www.va.nesinc.com](http://www.va.nesinc.com). Students are responsible for

providing copies of VRA results to the Office of Teacher Education and Professional Services prior to applying for licensure.

- Information about test registration is available in the Office of Teacher Education and Professional Services or on the web at <http://education.wm.edu/academics/oteps/index.php>
- Students must be able to show verification of a current tubercular examination prior to beginning their first semester. In addition, some school divisions may require a police background check prior to engaging in clinical experiences in the schools.
- Students seeking licensure in Virginia must complete training in Child Abuse Recognition and Reporting. For students who take and pass EDUC 310, this requirement is met. If a student is exempted from EDUC 310 for any reason, then he or she must contact the Office of Teacher Education and Professional Services in order to complete a training module in these competencies.

Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the Handbook for Practica and Student Teaching Experiences, which is available in the Office of Teacher Education and Professional Services or on the web at, [http://education.wm.edu/academics/oteps/documents/HDBK\\_PracticaStudTeach.pdf](http://education.wm.edu/academics/oteps/documents/HDBK_PracticaStudTeach.pdf).

### Sequence of Course Requirements in Professional Studies in Secondary Education

#### Spring of Junior Year (8 credit hours)

*EDUC 301	Educational Psychology	3
*EDUC 310	Social & Philosophical Foundations of American Education	2
EDUC 460	Content Reading & Writing	2
EDUC 461	Content Reading & Writing Practicum	1

#### Fall of Senior Year (10 credit hours)

EDUC 305	Designs for Technology-Enhanced Learning (Secondary)	2
EDUC 309	Classroom Adaptations for Exceptional Student (Secondary)	1
EDUC 311	Classroom Organization, Management And Discipline (Secondary)	1
EDUC 312	Characteristics of Exceptional Student Populations (Secondary)	1
EDUC 315	Differentiating and Managing Diverse Classrooms Practicum (Secondary)	1

#### Choose one of the following:

EDUC 440	Curriculum & Instruction Methods: Social Studies	3
EDUC 441	Curriculum & Instruction Methods: English	
EDUC 442	Curriculum & Instruction Methods: Foreign Language	
EDUC 443	Curriculum & Instruction Methods: Mathematics	
EDUC 444	Curriculum & Instruction Methods: Science	

#### Choose one of the following:

EDUC 420	Secondary English Curriculum & Instruction Practicum	1
EDUC 429	Secondary Mathematics Curriculum & Instruction Practicum	
EDUC 434	Secondary Foreign Language Curriculum & Instruction Practicum	
EDUC 436	Secondary Science Curriculum & Instruction Practicum	
EDUC 437	Secondary Social Studies Curriculum & Instruction Practicum	

**Spring of Senior Year (12 credit hours)**

EDUC 340	Assessment of Learning	1
<i>Choose one of the following:</i>		2
EDUC 438	Instructional Planning in Secondary English	
EDUC 439	Instructional Planning in Secondary Mathematics	
EDUC 445	Instructional Planning in Secondary Foreign Language	
EDUC 446	Instructional Planning in Secondary Science	
EDUC 447	Instructional Planning in Secondary Social Studies	
<i>Choose one of the following:</i>		1
EDUC 483P	Instructional Planning in Secondary English – Practicum	
EDUC 439P	Instructional Planning in Secondary Mathematics – Practicum	
EDUC 445P	Instructional Planning in Secondary Modern Foreign Languages – Practicum	
EDUC 446P	Instructional Planning in Secondary Science – Practicum	
EDUC 447P	Instructional Planning in Secondary Social Studies – Practicum	
<i>Choose one of the following:</i>		1
EDUC 449	Secondary Curriculum & Instruction Seminar: English	
EDUC 450	Secondary Curriculum & Instruction Seminar: Mathematics	
EDUC 451	Secondary Curriculum & Instruction Seminar: Foreign Language	
EDUC 452	Secondary Curriculum & Instruction Seminar: Science	
EDUC 454	Secondary Curriculum & Instruction Seminar: Social Studies	
<i>Choose one of the following:</i>		7
EDUC 494	Internship in Supervised Teaching: Social Studies	
EDUC 495	Internship in Supervised Teaching: English	
EDUC 496	Internship in Supervised Teaching: Foreign Language	
EDUC 497	Internship in Supervised Teaching: Mathematics	
EDUC 498	Internship in Supervised Teaching: Science	
Total Credits		30

\* These courses can be taken in the Fall semester if students apply to begin in Fall.

## Subject Area Requirements for Specific Secondary School Teaching Endorsements

### Subject Area Requirements for Specific Secondary School Teaching Endorsements

For students pursuing licensure in Secondary Education, the following courses or their approved equivalents, must be part of their program of studies in the major.

**ENGLISH–DR. JOHN NOELL MOORE** (Telephone: 221-2333, [jnmoor@wm.edu](mailto:jnmoor@wm.edu)).

To be eligible for a state license to teach English, students must successfully complete the Course Requirements in Professional Studies listed above, pass Praxis I and Praxis II, the VCLA, and complete the specific subject area requirements listed below.

William and Mary English majors should select the Literature Option within the English major in order to meet the course

requirements for teaching English. In addition to the major in English Language and Literature, (a minimum of 36 semester hours) 27 of these hours must be above the 300 level and distributed as follows:

- 6 hours in British literature: English 203 and 204 required. It is recommended that students also include English 352 in the major.
- 6 hours in American literature representing a broad spectrum of American literary history, chosen from English 361, 362, 363, and 364.
- 3 hours in Shakespeare, chosen from English 421 and 422.
- 3 hours in the study of a genre, chosen from English 311, 325, 333, 343, 344, 355, 356, 357, 358, 359, 430, and 455.
- 3 hours in an upper level creative writing or advanced writing course, chosen from 367, 368, and 369.
- 6 hours in linguistics: English 220 and 303 required.
- 3 hours in world literature (defined as not Anglo-American), chosen from English 310, 344, and 417A or from CLCV 205 or 410. This requirement may also be fulfilled by presenting documented evidence (course names and numbers, authors and texts) of world literatures studied in multiple courses.
- 3 hours in Literature for Adolescents (English 465/CRIN S77).
- 3 hours in a course that heavily emphasizes the work of women writers, chosen from English 414A or an appropriate 455, 465, or 475; or documented evidence (course names and numbers, authors and texts) of women writers studied in multiple courses.

**FOREIGN LANGUAGE (preK-12)–MARK HOFER** (Telephone: 221-1713, [mjhofe@wm.edu](mailto:mjhofe@wm.edu)).

Students who major in French, German, Hispanic Studies, or Latin may become certified to teach in preK-12 schools by fulfilling the professional studies listed above, passing Praxis I and II, the VCLA, and completing the teaching specialty requirements listed below. Students are encouraged to qualify for endorsements in two languages by majoring in one and taking at least an additional 24 hours in a second.

As stated in the description of this catalog for each foreign language major, students may be required to take prerequisite courses. Although these courses may not be specified as major requirements, they may satisfy endorsement regulations for the State of Virginia. Prospective teachers are encouraged to take “intensive” courses in the Department of Modern Languages and Literatures and/or serve as an apprentice teacher in the intensive language program.

The program shall include courses in advanced grammar and composition, conversation, culture and civilization, linguistics and literature.

#### French

- A major in French with a minimum of 30 semester hours above the intermediate-202 level.
- As a part of or in addition to the major requirements, the program shall include courses in advanced grammar and composition, conversation, culture and civilization, linguistics and literature.

#### German

- A major in German with a minimum of 30 semester hours above the intermediate-202 level.
- As a part of or in addition to the major requirements, the program shall include courses in advanced grammar and composition, conversation, culture and civilization, linguistics and literature.

#### Hispanic Spanish

- A major in Hispanic Studies with a minimum of 30 semester hours above the intermediate-202 level.
- As a part of or in addition to the major requirements the program shall include courses in advanced grammar and composition, conversation, culture and civilization, linguistics and literature.

**Latin**

1. A major in Latin with at least 30 semester hours that may include up to 6 hours in classical civilization.
2. At least one course in linguistics.

**MATHEMATICS—DR. MARGIE MASON** ( Telephone: 221-2327; [mmmaso@wm.edu](mailto:mmmaso@wm.edu)).

Students at the College of William and Mary may satisfy State of Virginia licensure regulations to teach mathematics in the secondary school by fulfilling the professional studies listed above, passing Praxis I, Praxis II, the VCLA, and completing the teaching specialty requirements listed below.

**Mathematics**

Those students preparing to teach mathematics must fulfill the major requirements in the mathematics department. Within the 38 semester hours required for the major, students should include the following mathematics courses:

- Calculus I (111) or Calculus I for Life Sciences (131)
- Calculus II (112) or Calculus II for Life Sciences (132)
- Linear Algebra (211)
- Intro to Multivariable Calculus (212) or  
Multivariable Calculus for Science & Math (213)
- Foundations of Mathematics (214)
- Ordinary Differential Equations (302)
- Abstract Algebra (307)
- Operations Research - Deterministic Models (323)
- Applied Statistics (351)
- Introduction to Number Theory (412)
- Topics in Geometry (416)
- Seminar (490)
- Introduction to Computer Science (CSCI 141)

**SCIENCE—DR. JUANITA JO MATKINS** (Telephone: 221-2332; [jjmath@wm.edu](mailto:jjmath@wm.edu)).

Students at The College of William and Mary may satisfy State of Virginia licensure regulations to teach (1) Biology, (2) Chemistry, (3) Earth Science (Geology), or (4) Physics, in the secondary school by fulfilling the professional studies listed above, passing Praxis I, Praxis II, the VCLA, and completing the teaching specialty requirements listed below.

**Biology**

1. A major in Biology (a minimum of 37 hours as defined by the Biology Department). In meeting the major requirements, students must minimally include instruction in botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry, and human biology.
2. Two inorganic chemistry courses with labs (8); two organic chemistry courses with labs (8); and a course in physics (4).
3. At least one calculus course.

**Chemistry**

1. A major in Chemistry (a minimum of 38 semester hours as defined by the Chemistry Department, but must include Chemistry 307). In meeting major requirements students must minimally include instruction in inorganic, organic, analytical, and physical chemistry and biochemistry.
2. A minimum of 16 hours in non-chemistry sciences, including at least one biology and one physics course.
3. At least one course in calculus.

**Earth Science**

1. A major in Geology (a minimum of 36 semester hours as defined by the Geology Department). A student must minimally include instruction in astronomy (e.g., Physics 176), meteorology, oceanography (e.g., Geology 306) and natural resources.
2. A minimum of 16 hours in non-geology sciences including at least one biology, one chemistry and one physics course.
3. At least one course in calculus.

**Physics**

1. A major in Physics (a minimum of 32 semester hours as defined by the Physics Department). In fulfilling the physics major requirements, students must include the study of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.
2. A minimum of 16 hours in non-physics sciences, including at least a course in biology and a course in chemistry.
3. At least one course in calculus and introductory differential equations.

Students completing the requirements for an endorsement in biology, chemistry, earth science or physics may be endorsed in a second area of science by completing a minimum of 18 semester hours in the second endorsement area in addition to the specific coursework for that area as specified above.

**SOCIAL STUDIES—DR. JEREMY STODDARD** ( Telephone: 221-2348; [jdstod@wm.edu](mailto:jdstod@wm.edu)).

Students who wish to teach History, Social Science or Government must have a state license to do so. To be eligible for a state license, students must successfully complete the Professional Studies Requirements, pass Praxis I Praxis II, the VCLA, and complete the subject area requirements listed below:

**History and Social Science – Allows you to teach History, Political Science (Government) and other subjects in the field of Secondary Social Studies.**

1. A major in History or Government (or equivalent of 33 semester hours)
  - a. 12 hours in Government (needed for a History major) Coursework should include at least 3 hours in American Government - GOVT 201 is recommended.
  - b. 18 hours in History (needed for a Government major) Coursework should include at least 6 hours in American or US History - HIST 121 & 122 are recommended.
2. 3 hours in Economics (micro or macro)
3. 3 hours in Human Geography
4. 3 hours in non-Western History/Culture
5. 3 hours in Sociology
6. 3 hours in Anthropology

**Professional Semester**

To be permitted to undertake the Professional Semester in any of the licensure programs in Secondary Education, students must successfully complete Education 301, 305, 309, 310, 311, 312, 315, 460, and 461 as well as one course in either EDUC 440, 441, 442, 443 or 444; and one course in either EDUC 420, 429, 434, 436 or 437 which includes successful completion of the school-based practica. The professional or culminating semester of course work in all licensure programs in Secondary Education occurs during the second semester of a student's senior year and includes 12 credit hours of course work. The five courses taken during this Professional Semester include Education 340; either EDUC 438, 439, 445, 446 or 447 (with the accompanying practicum course); either EDUC 494, 495, 496, 497 or 498; and either EDUC 449, 450, 451, 452 or 454.

**Exit Criteria and Procedures**

To complete a licensure program in Secondary Education, students must successfully complete all licensure assessments, general studies courses, professional education courses and subject specific courses in their particular majors described above. The student's university supervisor and cooperating teacher are each required to verify and evaluate the student's performance during a full-time student teaching experience of at least 400 contact hours with pupils in a state-accredited secondary school.

After verification by the Associate Dean for Teacher Education and Professional Services that the students have successfully completed all program requirements, the Office of Teacher Education and Professional Services helps the students to obtain the appropriate entry-level teaching license in Virginia or other state

of their choice. The Office of Teacher Education and Professional Services is located .

## Five-Year Bachelor's-to-Master's Degree Option

### In Elementary, Secondary, and Special Education

The intent of this program is to attract well-qualified W&M undergraduate students into teaching. The five-year program is available for elementary, secondary, or special education. This option is intended for W&M undergraduates who cannot complete the currently available undergraduate programs but who wish to become licensed to teach. Primary applicants to this option would include W&M undergraduates who (1) have fewer than three semesters remaining in their programs at the time of application, and (2) who demonstrate that they cannot complete the undergraduate licensure course requirements in the number of semesters remaining in their program because of other requirements in their major or study abroad.

**Qualifications:** Applicants must have a W&M undergraduate GPA of 3.0, be pursuing an undergraduate major that qualifies them for a teaching license in Virginia, and complete the Five-Year Program Application, which is available on line at [education.wm.edu](http://education.wm.edu).

**Admission:** Admission to the program is dependent on space availability. Applications will be accepted as early as March 1 of the junior year and are due no later than the end of the second week of the fall semester of the senior year.

**Continuation:** Students admitted to the program option must maintain a 3.0 undergraduate GPA, be in good standing with the College, and take the required professional education courses listed below as part of their undergraduate study:

- EDUC 301 Educational Psychology
- EDUC 310 Social and Philosophical Foundations of American Education
- EDUC F65 Research Methods in Education (or an approved equivalent)
- Additionally, prospective students in the graduate program in Special Education may take:
- EDUC 425 Current Trends and Legal Issues in Special Education

**Elevation to Master's Level:** In order to elevate to the Master's level students must (1) earn a 3.0 GPA in the professional education courses completed as an undergraduate, (2) graduate with their Bachelor's degree from W&M and (3) submit scores from the GRE (Graduate Record Examination) that meet the admissions guidelines for the SOE. The MAT (Miller Analogies Test) may be substituted for admission to the special education program only. GRE or MAT scores must be submitted no later than to January 15th of the senior year; however, applicants are strongly encouraged to submit scores as early as the spring of their junior year.

**Continuation in the Master's Program:** Once elevated to the Master's portion of the program, students will enroll as full-time students and follow the continuation and program rules of the Master of Arts in Education (M.A.Ed.) in Curriculum & Instruction. Students will complete the regular sequence of courses, *excluding* EDUC F11, EDUC F12 and EDUC F65. These courses or their accepted equivalents will have been satisfied in the undergraduate portion of the program.

For more information regarding the Five-Year program, please contact the Office of Academic Programs at 757-221-2317.

## Support Services, Facilities and Programs

### OFFICE OF ACADEMIC PROGRAMS

This office serves as the point of contact for School of Education undergraduate admissions; course scheduling and other curriculum and programmatic offerings; and advisor assignments. Although the Office of the University Registrar processes registration and any subsequent changes in registration, this office works closely with the registrar's office to insure close and effective coordination of all course registration and any changes which might emanate from registration. Further, although specific advisors are assigned to admitted undergraduate students, professionals in this office are prepared to respond to questions regarding undergraduate curricular programs and academic policies and practice. You may reach this office by calling 221-2317.

### CLINICAL EXPERIENCES

In collaboration with faculty, the Associate Dean for Teacher Education and Professional Services is responsible for arranging and coordinating all clinical educational experiences, including early field experiences, clinical experiences within courses and student teaching. These clinical experiences are closely coordinated in an effort to reduce duplication for students, faculty and public school personnel.

### LEARNING RESOURCE CENTER

The School of Education maintains a Learning Resource Center (LRC). This center supplements the resources of Swem Library and supports the particular needs of the School of Education with curriculum materials, teaching aids, periodicals, psycho-educational tests and Virginia Department of Education adopted textbooks. It also includes a Macintosh multimedia classroom equipped with fully-networked computers with projection capabilities, digital scanners and color printers. The center houses a growing collection of curriculum software and videodisc products. Also included in the LRC are a debit card operated photocopier, three videotaping labs and a variety of audiovisual equipment. Use of these facilities by students in the School of Education may be scheduled by contacting the LRC staff at 221-2311.

### SWEM LIBRARY

Books and periodicals that support the various teacher education programs in the School of Education are ordered on a continuing basis by faculty in the School of Education for the collection in Swem Library.

### TEACHING LICENSURE

The Associate Dean for Teacher Education and Professional Services processes all applications for teaching licenses in Virginia and in other states. Completed applications and all required fees should be filed with the Director for Professional Services two weeks prior to graduation.

### OFFICE OF CAREER SERVICES

The Office of Career Services located in Blow Hall 128 assists both current students who plan to teach and graduates who wish to change their employment. No registration fee is charged, and all students and graduates of the School of Education are urged to avail themselves of this service by filing and maintaining complete and current placement records with the office. Undergraduates are urged to begin developing their placement files as early as the first semester of their junior year.

### KAPPA DELTA PI - ALPHA XI CHAPTER

Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Xi Chapter at the College of William and Mary was chartered in 1927. The purpose of Kappa Delta Pi is to encourage high professional, intellectual and personal standards and to recognize graduates of the Col-

lege for their outstanding contributions to education. To this end, the organization invites to membership persons who exhibit commendable personal qualities, worthy educational ideals and sound scholarship. The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. Invitation to the honor society is based on completion of at least 12 semester credit hours in education and a minimum cumulative grade point average of 3.25.

The Alpha Xi Chapter of Kappa Delta Pi annually sponsors grants and initiates service projects to benefit members of the School of Education. Inquiries about this scholarship and the organization should be forwarded to the Chapter's counselor, Dr. Kelly Whalon (221-2063; kjwhal@wm.edu) or to the Associate Counselor, Carlane Pittman (221-2296; carlane.pittman@mason.wm.edu.)

### Graduate Study

Graduate study in education is available to all who have completed with merit an undergraduate degree program at an accredited institution. The School of Education awards a Master of Arts in Education in Curriculum and Instruction with majors in Elementary Education, Secondary Education; Reading, Language, and Literacy, Gifted Education and Special Education (initial licensure and advanced specialization in collaborative teaching); a Master of Education in the fields of Counseling, Educational Leadership (with majors in Education [preK-12] Administration and Supervision, Gifted Education Administration and Supervision, and Higher Education Administration), and School Psychology, and both an Educational Specialist (39 semester hours beyond the Masters degree in School Psychology) and a Doctor of Education/Doctor of Philosophy in the fields of Counselor Education and Educational Policy, Planning & Leadership (with majors in General [K-12] Administration, Gifted Education Administration, Higher Education, Special Education Administration, Curriculum Leadership, and Curriculum & Educational Technology). For detailed information about these graduate programs, interested persons are advised to consult the School of Education Graduate Program Catalog or contact the Office of Academic Programs in the School of Education (221-2317.) Information is also provided online at <http://education.wm.edu>.

### Description of Courses

#### 301. Educational Psychology.

*Fall and Spring (3) Bass. Limited to students pursuing elementary or secondary teaching licensure.*

A course that examines psychological theories and research findings dealing with human development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice for both elementary and secondary age students.

#### 302. Characteristics of Exceptional Student Populations (Elementary Education).

*Spring (1) deFur. Corequisites: EDUC 303, 340, 345, 411, 414, 415. Open only to elementary education majors.*

This course introduces the elementary education major to the characteristics of exceptional elementary age children (e.g., students who have disabilities, are at-risk, are gifted/talented, come from culturally & linguistically diverse backgrounds) and prepares them with the knowledge, skills, and abilities to identify and use applicable educational policies and services.

#### 303. Introduction to Classroom Organization, Management and Discipline.

*Spring (1) Staff. Corequisites: EDUC 302, 340, 345, 411, 414, 415.*

A course designed to help prospective teachers promote positive student behavior. Emphasis is placed on the selection of strategies, procedures and possible actions that enhance classroom organization and management and reduce and/or prevent misbehavior.

#### 305. Instructional Technology and Design (Secondary Education).

*Fall (2) Hofer, Harris. Corequisites: EDUC 309, 311, 312, 315. Restricted to students in the secondary teacher education program.*

An introduction to computer-based and networked educational technologies, emphasizing instructional designs for their curriculum-based uses in teaching and learning.

#### 309. Classroom Adaptations for Exceptional Students (Secondary Education).

*Fall (1) deFur. Corequisites: EDUC 305, 311, 312, 315.*

A course designed to address academic and social learning needs of exceptional student populations (e.g., students with disabilities, at-risk, gifted, culturally diverse) in secondary level classrooms and appropriate interventions to meet these needs.

#### 310. Social and Philosophical Foundations of American Education.

*Fall and Spring (2). Restricted to students in the teacher education program.*

An introduction to historical, sociological/anthropological, legal and philosophical perspectives on education. Topics include the roles, organization and curriculum of schools viewed as social systems.

#### 311. Classroom Management and Discipline (Secondary Education).

*Fall (1) Staff. Corequisites: EDUC 305, 309, 312, 315.*

*A course designed to emphasize problem solving, reflection and decision-making to develop positive behavioral support plans to meet the needs of students in secondary general education classes.*

#### 312. Characteristics of Exceptional Student Populations (Secondary).

*Fall (1) deFur. Corequisites: EDUC 305, 309, 311, 315.*

An introductory course designed for students with a concentration in secondary education to acquaint them with the characteristics of exceptional secondary age students (e.g., students who have disabilities, are at-risk, are gifted/talented, come from culturally & linguistically diverse backgrounds) and to identify applicable education policies and services.

#### 315. Differentiating and Managing Diverse Classrooms Practicum: Secondary.

*Fall (1) deFur. Corequisites: EDUC 305, 309, 311, 312.*

This course is a clinical practicum designed to acquaint students with the school personnel, policies, and instructional/behavioral practices of inclusive classrooms at the secondary level. The practicum provides students with a view to how different theoretical perspectives manifest in actual schools and classroom settings.

#### 330. Designs for Technology-Enhanced Learning – Elementary.

*Spring (2) Hofer, Harris. Corequisites: EDUC 406, 407, 476, 477. Restricted to students in the teacher education program.*

An introduction to computer-based and networked educational technologies, emphasizing instructional designs for their curriculum-based uses in teaching and learning.

#### 340. Assessment of Learning.

*Spring (1) Gareis. Prerequisites: Admission to Teacher Education Program and; Admission to Professional Semester.*

A course designed to develop competence in constructing and employing valid and reliable assessments of student achievement at the classroom level.

#### 345. Differentiating and Managing in Diverse Classrooms Practicum: Elementary.

*Spring (1) Staff. Corequisites: EDUC 302, 303, 340, 411, 414, 415. Restricted to education majors.*

This course is a clinical practicum designed to acquaint students with the school personnel, policies, and instructional/behavioral practices of inclusive classrooms at the elementary level. The practicum provides students with a view to how different theoretical perspectives manifest in actual schools and classroom settings.

**400. Problems in Education.**

*Occasionally. (3)Ward. Prerequisites: Enrollment in School of Education program and consent of the instructor.*

A course designed for students who are capable of independent study under the direction of, and in consultation with, staff specialists. Students undertake study and research of educational problems of individual concern resulting from previous study or experience. Course may be repeated if topic varies.

**405. Elementary Social Studies Curriculum and Instruction.**

*Fall (2) McEachron. Prerequisites: EDUC 330. Corequisites: EDUC 410, 412, 475.*

An exploration of the objectives, instructional strategies and evaluation of social studies education at the early and middle school levels. Included are experiences in the design of instructional materials for use in the classroom.

**406. Elementary Science Curriculum and Instruction.**

*Spring (2) Matkins. Corequisites: EDUC 330, 407, 476, 477. Open to students admitted to the Teacher Education program.*

A course designed to build fundamental knowledge of elementary science teaching and learning including standards-based curriculum design and research-based teaching strategies. The course focuses upon developing inquiry-based lessons for K-6 students.

**407. Elementary Mathematics Curriculum and Instruction.**

*Spring (2) Mason. Corequisites: EDUC 406, 414, 415, 476, 477.*

Assists the beginning teacher to develop appropriate skills and knowledge for teaching mathematics at the early and middle school levels.

**410. Elementary Reading/Language Arts Curriculum and Instruction.**

*Fall (5) Johnson. Corequisites: EDUC 405, 412, 475. Restricted to Education majors.*

A course on the fundamentals of developmental and diagnostic reading/language arts instruction in elementary schools. Included is study of the school literacy program from emergent literacy to reading in the content areas. Classroom diagnostic techniques and corrective methods are an integral part of the course.

**411. Classroom Adaptations for Exceptional Student Populations (Elementary Education).**

*Spring (1) deFur. Corequisites: EDUC 302, 303, 340, 345, 411, 414, 415. Restricted to Education majors.*

This course prepares elementary education teachers to develop differentiated instruction for the individual learning needs of students in elementary classrooms who have disabilities, who are at-risk for school failure, or who are gifted/talented learners, as well as students who are culturally and linguistically diverse.

**412. Reading and Language Arts Curriculum and Instruction (Practicum).**

*Fall (1) Johnson, Staff. Corequisites: EDUC 405, 410, 411, 475.*

This practica experience is designed to provide opportunities for students to observe and participate in reading and language arts instruction in an elementary or middle school classroom.

**414. Student Teaching Seminar (Elementary Education).**

*Spring (1) Staff. Corequisites: EDUC 302, 303, 340, 345, 411, 414, 415.*

A seminar designed to provide students with an opportunity to reflectively refine their knowledge, decision-making and skills in coordinating instruction, classroom organization, management and discipline.

**415. Supervised Teaching in Elementary Education.**

*Spring (7) Staff. Prerequisites: Admission to the Professional Semester. Corequisites: EDUC 302, 303, 340, 345, 411, 414.*

*A field-based experience designed to enable pre-service elementary teachers to become competent at the entry level in the roles, functions and skills of classroom teachers.*

**420. Secondary English Curriculum and Instruction Practicum.**

*Fall (1) Moore. Corequisite: EDUC 441.*

A course designed to provide the prospective English teacher with structured opportunities to observe, reflect upon, and participate in the community and school culture in which they will be student teaching in the following semester.

**421. Children's Literature.**

*Occasionally (3) Johnson.*

This course provides a thorough look at the field of children's literature including the value of children's books, criteria for selecting and evaluating children's books, a survey of the categories of children's literature and discussion of issues involving children's literature.

**425. Trends and Legal Issues in Special Education.**

*Fall, Spring & Summer (3) deFur.*

This is an introductory course which examines disabilities included in the Individuals with Disabilities Education Act (IDEA) and emphasizes relevant legislation and litigation which provides a foundation for current delivery of educational services. Course content also provides the opportunity to explore issues related to the education of other groups of exceptional students who might be at-risk for school failure because of special needs; i.e. gifted, limited English proficiency, culturally diverse, and socially maladjusted.

**429. Secondary Mathematics Curriculum and Instruction Practicum.**

*Fall (1) Mason. Corequisite: EDUC 443.*

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.

**434. Secondary Foreign Language Curriculum and Instruction Practicum. Fall (1) Parker. Corequisite: EDUC 442.**

A course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of foreign language education in the school and community setting.

**436. Secondary Science Curriculum and Instruction Practicum.**

*Fall (1) Matkins. Corequisite: EDUC 444.*

A field and university based course designed to provide students with a first opportunity to reflectively apply/refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

**437. Secondary Social Studies Curriculum and Instruction Practicum.**

*Fall (1) Stoddard. Corequisite: EDUC 440.*

A course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of social studies education in the school and community setting.

**438. Instructional Planning in Secondary English.**

*Spring (2) Moore. Corequisites: EDUC 340, 438P, 449, 495. Restricted to Education majors.*

A five-week intensive campus and field-based course designed to provide students opportunities to apply and refine skills and knowledge about teaching and learning English. Guided by College faculty and a public school mentor, students continue the work begun in the methods course, designing units of instruction for use during their internship in supervised teaching.

**438P. Instructional Planning in Secondary English - Practicum.**

*Spring (1) Field based experience coordinated with EDUC 438.*

**439. Instructional Planning in Secondary Mathematics.**

*Spring (2) Mason. Corequisites: EDUC 340, 439P, 450, 497. Restricted to Education majors*

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics design, teaching and evaluation of their instruction practices.

**439P. Instructional Planning in Secondary Mathematics - Practicum.**

*Spring (1) Field based experience coordinated with EDUC 439.*

**440. Curriculum and Instructional Methods (Social Studies).**

*Fall (3) Stoddard. Corequisites: EDUC 309, 311, 312, 315, 437. Restricted to Education majors.*

A basic course in instructional methodology and an introduction to secondary social studies teaching methods and materials.

**441. Curriculum and Instructional Methods (English).**

*Fall (3) Moore. Corequisites: EDUC 309, 311, 312, 315, 434. Restricted to Education majors.*

A basic course in instructional methodology and an introduction to secondary English teaching methods and materials.

**442. Curriculum and Instructional Methods (Foreign Language).**

*Fall (3) Parker. Corequisites: EDUC 309, 311, 312, 315, 434. Restricted to Education majors.*

A basic course in instructional methodology and an introduction to PreK-12 foreign language teaching methods and materials.

**443. Curriculum and Instructional Methods (Mathematics).**

*Fall (3) Mason. Corequisites: EDUC 309, 311, 312, 315, 429. Restricted to Education majors.*

A basic course in instructional methodology and an introduction to secondary mathematics teaching methods and materials.

**444. Curriculum and Instructional Methods (Science).**

*Fall (3) Matkins. Corequisites: EDUC 309, 311, 312, 315, 436. Restricted to Education majors.*

A basic course in instructional methodology and an introduction to secondary science teaching methods and materials.

**445. Instructional Planning in Secondary Foreign Language.**

*Spring (2) Parker. Corequisites: EDUC 340, 445P, 451, 496.*

A five-week intensive campus and field-based course designed to provide students opportunities to apply and refine skills and knowledge about teaching and learning foreign languages. Students continue the work begun in the methods course, designing units of instruction and planning detailed lesson plans.

**445P. Instructional Planning in Secondary Foreign Language - Practicum.**

*Spring (1) Field based experience coordinated with EDUC 445.*

**446. Instructional Planning in Secondary Science.**

*Spring (2) Matkins. Corequisites: EDUC 340, 446P, 452, 498.*

A field and university based course designed to provide students with an opportunity to reflectively apply their skills, knowledge about the teaching of science as both a process and a product, to instructional design, teaching, reflection and evaluation of their teaching and the revision thereof.

**446P. Instructional Planning in Secondary Science- Practicum.**

*Spring (1) Field based experience coordinated with EDUC 446.*

**447. Instructional Planning in Secondary Social Studies.**

*Spring (2) Stoddard. Corequisites: EDUC 340, 447P, 454, 494.*

A field and campus based course designed to provide students with an opportunity to make thoughtful decisions, with the help of College faculty and public school mentor about planning and instruction immediately prior and during the first five weeks of student teaching.

**447P. Instructional Planning in Secondary Social Studies - Practicum.**

*Spring (1) Field based experience coordinated with EDUC 447.*

**449. Secondary Curriculum and Instruction Seminar (English).**

*Spring (1) Moore. Corequisites: EDUC 340, 438, 438P, 495.*

A course designed to provide secondary English student teachers with opportunities to refine their teaching and learning through analysis, reflection, and discussion of their own behavior as teachers and the behaviors of teachers, students, and other school personnel.

**450. Secondary Curriculum and Instruction Seminar (Mathematics).**

*Spring (1) Mason. Corequisites: EDUC 340, 439, 439P, 497.*

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.

**451. Secondary Curriculum and Instruction Seminar (Foreign Language).**

*Spring (1) Parker. Corequisites: EDUC 340, 445, 445P, 496.*

A course designed to provide PreK-12 foreign language student teachers with opportunities to refine their teaching and learning through analysis, reflection, and discussion of their own behavior as teachers and the behaviors of teachers, students, and other school personnel

**452. Secondary Curriculum and Instruction Seminar (Science).**

*Spring (1) Matkins. Corequisites: EDUC 340, 446, 446P, 498.*

A field and university based course designed to provide students with an opportunity to reflectively refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

**454. Secondary Curriculum and Instruction Seminar (Social Studies).**

*Spring (1) Stoddard. Corequisites: EDUC 340, 447, 447P, 494.*

A course designed to provide student teachers with an opportunity to reflect upon ways they can apply and refine their knowledge and skills about the teaching of social studies.

**460. Content Reading and Writing.**

*Spring (2) Staff. Corequisite: EDUC 461.*

This course is designed to develop in prospective teachers an understanding of the role of reading and writing in the content area disciplines. Course topics include developmental reading and writing in the content areas, instructional strategies with content area textbooks, and techniques for improving reading and writing in the content areas.

**461. Content Reading and Writing Practicum.**

*Spring (1) Staff. Corequisite: EDUC 460.*

Students in the Secondary Education Teacher Licensure Program will select effective instructional literacy strategies and design and implement instructional lessons to enhance subject matter learning across the curriculum based on appropriate assessment information.

**475. Elementary Social Studies Curriculum and Instruction Practicum.**

*Fall (1) McEachron. Corequisites: EDUC 405, 410, 412.*

A course designed to provide the prospective elementary or middle school teacher with opportunities to experience and reflect on practices of social studies education in the school setting.

**476. Elementary Science Curriculum and Instruction (Practicum).**

*Spring (1) Matkins. Corequisites: EDUC 330, 406, 407, 477. Restricted to Education majors.*

A course designed to provide students the opportunity to apply their beginning science teaching skills in the K-6 classroom. The course involves students in designing, implementing, and reflecting upon the implementation of science lessons for the purpose of developing concepts and strengthening thinking skills in science.

**477. Elementary Mathematics Curriculum and Instruction (Practicum).**

*Spring (1) Mason, Staff. Corequisites: EDUC 330, 406, 407, 476.*

A course designed to provide students with an opportunity to apply, refine and modify their preliminary beliefs about teaching mathematics.

**\*491. Independent Study in Education.**

*Fall and Spring (Var.) Staff.*

Hours and credits arranged. Independent study shall not substitute for regular required courses.

**494. Internship in Supervised Teaching (Social Studies).**

*Spring (7) Stoddard. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 447, 447P, 454.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom social studies teachers.

**495. Internship in Supervised Teaching (English).**

*Spring (7) Moore. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 438, 438P, 449.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom English teachers.

**496. Internship in Supervised Teaching (Foreign Language).**

*Spring (7) Parker. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 445, 445P, 451.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom foreign language teachers.

**497. Internship in Supervised Teaching (Mathematics).**

*Spring (7) Mason. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 439, 439P, 450.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom mathematics teachers.

**498. Internship in Supervised Teaching (Science).**

*Spring (7) Matkins. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 446, 446P, 452.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom science teachers.

**499. Seminar in Teaching.**

*Spring (2) Staff.*

A course designed to provide student teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, the behavior of other teachers and of students.

## School of Marine Science/Virginia Institute of Marine Science

PROFESSORS Wells (Dean), Allen, Anderson, Bauer, Bronk, Canuel, Diaz, Dickhut, Duffy, Friedrichs, Graves, Hale, Hershner, Hoenig, Kaattari, Kirkley, Kuehl, Lipcius, Luckenbach, Maa, Mann, Milliman, Moore, Newman, Orth, Perry, Reece, Schaffner, Shields, Smith, Steinberg, Taylor and Vogelbein. ASSOCIATE PROFESSORS Brubaker, Fabrizio, Harris, Hobbs, Kator, Latour, McNinch, Patterson, Tang, Van Veld, and Wang. ASSISTANT PROFESSORS Beck, Brush, Hilton, and Sutton.

### Facilities

School of Marine Science students participate in graduate studies at an active, year round research facility with approximately 450 scientists, support technicians and staff. The 35-acre main campus of the School of Marine Science/Virginia Institute of Marine Science (SMS/VIMS) is located in Gloucester Point at the mouth of the York River, a major tributary and natural passageway to the Chesapeake Bay and Atlantic Ocean. Various service centers and special programs complement and enhance the student's experience.

### Graduate Study Programs

Research at SMS/VIMS emphasizes the study of marine environments from estuaries to the open ocean, with special emphasis on coastal systems. Interdisciplinary programs are encouraged. In addition to teaching and conducting basic research, many faculty members are engaged in applied research of concern to industry and management agencies. Students often find that their assistantship duties and/or research activities offer opportunities that bring them in close contact with other departments at SMS and William and Mary, marine related industries, and state, regional, and federal management agencies.

Based on the primary academic and research disciplines represented at SMS/VIMS, graduate studies are offered in four major areas.

### Undergraduate Opportunities

The undergraduate minor in Marine Science, which is jointly offered and administered by the School of Marine Science (SMS)/Virginia Institute of Marine Sciences (VIMS) and Arts & Sciences, provides interested students a coherent experience in this interdisciplinary field. For additional information, as well as the requirements for this minor, please see the Marine Science Minor section of the this catalog. Though the courses offered by the School are primarily for graduate students, advanced undergraduates (juniors and seniors) may participate. For instance, Biology, Chemistry, Geology, and Physics majors may enroll in suitable 500-level courses with the permission of the instructor. Undergraduates majoring in Chemistry, Geology, Physics, or Biology may work on a marine problem in his or her field of specialization. Consent of the chair of the student's major department is required to take problems courses in marine science.

As in most marine institutions, field research activities are accelerated in the summer. An opportunity exists, for example, for qualified rising junior and seniors to experience the intellectual stimulations and challenges of marine research through the School's Research and Experience for Undergraduates (REU) program, which runs from June through early August. During that period, interns live in a William and Mary dormitory and conduct research at the Gloucester Point campus. Information on applying for the REU program or other summer opportunities at SMS/VIMS is available at the following web address: <http://www.vims.edu/education/interns.html>

Undergraduate students can take MSCI 501-550 level courses with the permission of the instructor. The interested student is referred to the School of Marine Science catalog, available on our web site, <http://www.vims.edu/sms/catalogs.html>. In addition, the following courses are offered at the advanced undergraduate level.

#### 330. Introduction to Oceanography.

*Spring, odd years (3) Patterson, Bauer.*

Description of physical, chemical, biological and geological processes operating in the world ocean. The interdisciplinary nature of oceanography is emphasized, providing an integrated view of factors, which control ocean history, circulation, chemistry, and biological productivity.

#### 331. Field Studies in Coastal Marine Environments

*Summer (3) Luckenbach and TBD Prerequisites: MSCI 330*

#### Course will be offered at VIMS Eastern Shore Laboratory

This course focuses on fundamental processes in marine science through the examination of the near shore, barrier island, coastal lagoon, and salt marsh environments along Virginia's outer coast. Through a series of field trips, lectures, laboratory exercises and independent projects, students will examine the fauna and flora of the region and learn how natural and anthropogenic factors shape these coastal ecosystems. Housing is provided in dormitories at the VIMS Eastern Shore Laboratory. Meals are included. Lab fee required.

#### 332. Coastal Marine Environments North Wales

*Summer (3) Staff.*

This is a field-based course to be conducted in north Wales, U.K. in association with the School of Ocean Sciences, Bangor University. The course will emphasize field-based instruction and student-led data collection in various coastal marine environments in northern Wales and the western Irish Sea. Lectures, laboratory exercises, and field trips will cover topics on the ecology of rocky shores and extensive mudflats, biological and physical processes affecting species distribution and ecology in high energy macrotidal coastal environments, paleoceanography, and biodiversity. The course will involve a 13-day trip to Bangor, Wales where the students will be housed in dormitories on the Bangor University campus and have access to laboratories and research facilities at the School of Ocean Sciences. Costs: Tuition + fees (lodging & transportation in Wales) + airfare

#### 398. Marine Science Seminar

*Fall and Spring (1) Staff*

Seminar in interdisciplinary topics in Marine Science. The course topic, prerequisites, and instructors will vary from year to year. This course may be repeated for credit for different topics. Depending on the topic, a specific section may be cross-listed with GEOL 407 and/or ENSP 249.

#### 460. Oceans and Climate

*Spring (2) Tang Prerequisites: MSCI 330*

This course will examine how physical, geological, chemical and biological processes in the oceans together affect the planet's climate in different time and spatial scales. Abrupt climate change caused by recent human activities will also be discussed.

#### 497. Problems in Marine Science.

*Fall, Spring and Summer (1-4) Staff.*

Supervised projects selected to suit the need of the upper level undergraduate student. Projects are chosen in consultation with the student's supervising professor and the instructor. Credit hours depend upon the difficulty of the project and must be arranged with the instructor in advance of registration.

#### 498. Special Topics in Marine Science.

*Fall, Spring and Summer (1-3) Staff.*

This is the avenue through which subjects not covered in other formal courses are offered. These courses are offered on an occasional basis as demand warrants. Subjects will be announced prior to registration. Hours to be arranged.

## Preparatory Studies

Students who are interested in pursuing marine science as a profession should consult with their academic advisor or the Dean of Graduate Studies, School of Marine Science, early in their college careers to identify an academic program that will prepare them for graduate study in marine science. Students interested in Biological Sciences, Environmental and Aquatic Animal Health, or Fisheries Science should have a strong background in basic science, including a suite of contemporary biology courses, physics and chemistry (through organic), and mathematics through calculus and differential equations. The prospective Chemical, Geological or Physical Oceanography student should have an undergraduate degree with appropriate course work in chemistry, geology or related geophysical science, physics, meteorology, mathematics or engineering, and a solid quantitative background. Course work in statistics and competence with computers are particularly important.

## Graduate Program Information

For graduate admission and degree requirements and a full description of courses in marine science, write for a graduate catalog to Dean of Graduate Studies, School of Marine Science, Gloucester Point, Virginia 23062, or review the electronic catalog at <http://www.vims.edu/sms/catalogs.html>.

## MISCELLANEOUS INFORMATION

### Enrollment of the College

Fall 2009

Classification	Men	Women	Total
Freshman	579	646	1,225
Sophomore	649	837	1,486
Junior	675	815	1,490
Senior	736	853	1,589
Unclassified Undergraduate	22	24	46
Law	327	309	636
Graduate	641	716	1,357
Unclassified Graduate	20	25	45
<b>TOTAL</b>	<b>3,649</b>	<b>4,225</b>	<b>7,874</b>

### GEOGRAPHICAL DISTRIBUTION OF NON-U.S. STUDENTS BY FOREIGN COUNTRY (non-resident aliens)

Fall 2009

Australia.....	1	Greece.....	2	Portugal.....	1
Azerbaijan.....	1	Hong Kong.....	1	Qatar.....	1
Bahamas.....	2	India.....	65	Romania.....	2
Belize.....	1	Indonesia.....	4	Russia.....	3
Bermuda.....	1	Iran.....	1	Serbia.....	1
Bolivia.....	1	Iraq.....	1	Sierra Leone.....	1
Brazil.....	3	Japan.....	16	Singapore.....	3
Bulgaria.....	1	Kenya.....	1	South Africa.....	1
Burkina Faso.....	1	Rep. of Korea.....	61	Sweden.....	2
Canada.....	10	Kuwait.....	1	Taiwan.....	10
Peoples Republic of China.....	126	Lithuania.....	1	Tanzania.....	1
Costa Rica.....	1	Malaysia.....	1	Thailand.....	3
Czech Republic.....	1	Nepal.....	3	Turkey.....	1
Finland.....	1	Netherlands.....	1	Ukraine.....	2
France.....	2	Nigeria.....	1	United Kingdom.....	7
Germany.....	3	Pakistan.....	1	Vietnam.....	4
Ghana.....	2	Peru.....	2	Zimbabwe.....	2

### GEOGRAPHICAL DISTRIBUTION OF U.S. STUDENTS (BY STATE AND TERRITORY (does not include non-resident aliens))

Fall 2009

Alabama.....	19	Louisiana.....	11	Oklahoma.....	7
Alaska.....	3	Maine.....	27	Oregon.....	19
Arizona.....	16	Maryland.....	253	Pennsylvania.....	265
Arkansas.....	7	Massachusetts.....	138	Puerto Rico.....	2
California.....	99	Michigan.....	26	Rhode Island.....	9
Colorado.....	33	Minnesota.....	17	South Carolina.....	31
Connecticut.....	107	Mississippi.....	2	South Dakota.....	2
Delaware.....	27	Missouri.....	21	Tennessee.....	29
District of Columbia.....	33	Montana.....	3	Texas.....	100
Florida.....	122	Nebraska.....	2	Utah.....	17
Georgia.....	60	Nevada.....	1	Vermont.....	6
Hawaii.....	6	New Hampshire.....	22	Virgin Islands (US).....	2
Idaho.....	2	New Jersey.....	290	Virginia.....	4,820
Illinois.....	95	New Mexico.....	2	Washington.....	29
Indiana.....	17	New York.....	247	West Virginia.....	9
Iowa.....	7	North Carolina.....	110	Wisconsin.....	16
Kansas.....	10	North Dakota.....	0	Wyoming.....	0
Kentucky.....	16	Ohio.....	74		

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