

THE COLLEGE OF WILLIAM & MARY



UNDERGRADUATE PROGRAM 1983-84

C A T A L O G

GENERAL STATEMENT OF POLICY

Bulletin of The College of William and Mary—Undergraduate Catalog Issue
Vol. 77, No. 8 August, 1983

Within the limits of its facilities and its obligations as a State university, the College of William and Mary opens the possibility of admission to all qualified students without regard to sex, race, color, age, religion, national origin or handicap; the facilities and services of the College are open to all enrolled students on the same basis, and all standards and policies of the institution, including those governing employment, are applied accordingly.

Note: The catalog provides announcements for the 1983-1984 academic year. It is current until August 1984. 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 Administration
- School of Education
- Graduate Studies in Arts and Sciences
- Marine Science
- Marshall-Wythe School of Law
- Summer Sessions

Senior citizens of Virginia who wish to take advantage of fee waiver privileges for attending courses of William and Mary are invited to contact the Office of Admissions for full details.

THE COVER:

On the cover are renderings of the President's House at the College of William and Mary which celebrated the 250th anniversary of its occupancy in 1983. All 24 of William and Mary's presidents have lived in the President's House, which is the oldest college president's house in the nation.

The College of
WILLIAM AND MARY
in Virginia

THE UNDERGRADUATE CATALOG

ANNOUNCEMENTS FOR THE
TWO HUNDRED AND NINETY-FIRST YEAR

WILLIAMSBURG, VIRGINIA 23185
(804) 253-4000
1983-1984



CORRESPONDENCE DIRECTORY

To facilitate prompt attention, inquiries should be directed to the following at The College of William and Mary, Williamsburg, Virginia 23185.

ACADEMIC AFFAIRS

George R. Healy, *Provost and Vice President for Academic Affairs*

ADMISSIONS

G. Gary Ripple, *Dean of Admissions*

AFFIRMATIVE ACTION PROGRAMS

Dale B. Robinson, *Coordinator*

BUSINESS MATTERS, FEES AND EXPENSES

Lawrence W. Broomall, Jr., *Vice President for Business Affairs*

DEVELOPMENT, ANNUITIES AND GIFTS

Duane A. Dittman, *Vice President, University Advancement*

ALUMNI AFFAIRS

H. Wescott Cunningham, *Executive Vice President, Society of the Alumni*

EMPLOYMENT OF STUDENTS, STUDENT LOANS, FINANCIAL AID

E. Leon Looney, *Director of Student Financial Aid*

GRADUATE STUDIES

Rolf G. Winter, *Graduate Dean of Arts and Sciences*

Franklin E. Robeson, Jr., *Associate Dean for Graduate Studies, School of Business Administration*

Robert Emans, *Associate Dean of School of Education*

William B. Spong, *Dean of Marshall-Wythe School of Law*

Frank O. Perkins, *Dean of School of Marine Science*

PUBLIC INFORMATION

Charles M. Holloway, *Director*

RECORDS AND TRANSCRIPTS

Dorothy A. Bryant, *Acting Registrar*

SPECIAL PROGRAMS

Carson H. Barnes, Jr., *Director*

STUDENT LIFE

W. Samuel Sadler, *Dean of Students*

SUMMER SESSION AND EVENING CLASSES

Linda Collins Reilly, *Associate Vice President for Academic Affairs*

VIRGINIA ASSOCIATED RESEARCH CAMPUS

Hans von Baeyer, *Director*

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COLLEGE CALENDAR

1983-84

1983

First Semester

August 27-31	Orientation Period (Saturday-Wednesday)
August 30	Registration of Graduate Students (Tuesday)
August 31	Registration of entering Freshman and other New Students (Wednesday)
September 1	Beginning of Classes: 8 a.m. (Thursday)
September 1-2	Registration Validation (Thursday-Friday)
September 14	Last Day for changes in Registration: 5 p.m. (Wednesday)
September 30 - October 1	Parents Weekend (Friday-Saturday)
October 10-11	Fall Break (Monday-Tuesday)
October 21-23	Homecoming (Friday-Sunday)
November 23	Beginning of Thanksgiving Holiday: 1 p.m. (Wednesday)
November 28	End of Thanksgiving Holiday: 8 a.m. (Monday)
December 9	End of Classes: 10 p.m. (Friday)
December 10-13	Reading Period (Saturday-Tuesday)
December 14-21	Examinations (Wednesday-Wednesday)

1984

Second Semester

January 13	Registration of New Students (Friday)
January 16	Beginning of Classes: 8 a.m. (Monday)
January 16-17	Registration Validation (Monday-Tuesday)
January 27	Last Day for changes in Registration: 5 p.m. (Friday)
February 4	Charter Day (Saturday)
March 2	Beginning of Spring Vacation: 5 p.m. (Friday)
March 12	End of Spring Vacation: 8 a.m. (Monday)
April 25	End of Classes: 10:00 p.m. (Wednesday)
April 26-29	Reading Period (Thursday-Sunday)
April 30-May 8	Examinations (Monday-Tuesday)
May 13	Commencement Day (Sunday)

1984

Summer Sessions

June 4	Beginning of First Term (Monday)
July 6	End of First Term (Friday)
July 9	Beginning of Second Term (Monday)
August 10	End of Second Term (Friday)

I. THE COLLEGE

OBJECTIVES

A Small, Residential, Full-time Coeducational University

Founded in 1693 as the second institution of higher education in the country, the College of William and Mary in Virginia is today a small, residential, full-time, co-educational university. It is a state university, accredited by the Southern Association of Colleges and Schools and drawing seventy percent of its undergraduates from Virginia. It is also national and international in character and contribution, enrolling students from throughout the nation, many foreign countries, and varied backgrounds.

William and Mary is primarily an undergraduate institution, providing a liberal education that is rounded and thorough, preparing its students to live and make a living. All students gain a broad base of understanding and knowledge in arts and sciences in their freshman and sophomore years. In their junior and senior years, they may pursue work toward the bachelor of arts or bachelor of science degrees in a full range of concentrations in arts and sciences or education, or they may enter a program of study in the School of Business Administration leading to the Bachelor of Business Administration degree.

The College also provides opportunity for its students to pursue graduate work compatible with the liberal undergraduate program. Advanced studies are offered in several fields in the arts and sciences leading to the master of arts and master of science degrees, and in history, marine science, physics and psychology, leading to the Ph.D. and Psy.D. degrees. In the professional schools, the J.D. degree is offered by the Marshall-Wythe School of Law; the Master of Business Administration degree by the School of Business Administration; and the Master of Arts in Education degree, the Master of Education degree, the Certificate of Advanced Study and the Doctor of Education degree by the School of Education. The School of Marine Science offers programs leading to the Master of Arts and Ph.D. degrees.

A Commitment to Liberal Education

The College's commitment in all programs to liberal education is the source of institutional coherence. William and Mary emphasizes, in its undergraduate, graduate and professional programs, the development of the student as a whole individual. The criterion of excellence in teaching and learning, in class and out of class, is at the heart of the educational process. With such objectives, and with a selective and limited enrollment, the College strives to provide its students with a quality education, and to make a significant contribution to the Commonwealth of Virginia and to the nation through the development of independent, responsive and responsible individuals. Faculty, students, and administrators work closely together to create this educational environment, under the leadership of the Board of Visitors and with the support of the Board of the Society of the Alumni.

Continuing exploration of and participation in innovative and experimental approaches to teaching and learning are a significant aspect of the College's forward movement, and emphasis on research and high quality graduate programs contributes strongly to the development of excellence at William and Mary.

A Wide Range of Courses, Seminars, and Programs

The College offers a wide range of courses, seminars, and programs to adults, both for credit and non-credit, in the evening and during the day, at its Williamsburg campus and at the Virginia Associated Research Campus in Newport News during the regular academic year and through the summer. This contribution to the educational enrichment of the citizens of Virginia throughout their careers is provided by the professional schools of education, business, and law, and by the faculty of arts and sciences. It is in keeping with the College's commitment, as a State institution, to community service and enhanced educational opportunities for the adult citizens of the State of Virginia, and for its more than 35,000 located alumni.

William and Mary is a college community, small enough to provide for relationships

BOARD OF VISITORS

that allow true teaching and learning, large enough to have the resources to achieve excellence. An important aspect of this community is the location of the College in the beautiful and historic city of Williamsburg, where it constitutes an integral part of the Restoration, and the educational, cultural and recreational opportunities afforded to all students at the College by this partnership add to the quality of life and the quality of education at William and Mary.

PRESIDENTS OF THE COLLEGE

JAMES BLAIR, 1693-1743	THOMAS RODERICK DEW, 1836-1846
WILLIAM DAWSON, 1743-1752	ROBERT SAUNDERS, 1847-1848
WILLIAM STITH, 1752-1755	BENJAMIN S. EWELL, 1848-1849
THOMAS DAWSON, 1755-1760	JOHN JOHNS, 1849-1854
WILLIAM YATES, 1761-1764	BENJAMIN S. EWELL, 1854-1888
JAMES HORROCKS, 1764-1771	LYON G. TYLER, 1888-1919
JOHN CAMM, 1771-1777	JULIAN A. C. CHANDLER, 1919-1934
JAMES MADISON, 1777-1812	JOHN STEWART BRYAN, 1934-1942
JOHN BRACKEN, 1812-1814	JOHN EDWIN POMFRET, 1942-1951
JOHN AUGUSTINE SMITH, 1814-1826	ALVIN DUKE CHANDLER, 1951-1960
WILLIAM H. WILMER, 1826-1827	DAVIS YOUNG PASCHALL, 1960-1971
ADAM EMPIE, 1827-1836	THOMAS ASHLEY GRAVES, JR. 1971-

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, *Twentieth President of the College of William and Mary*,
1942-1944
COLGATE W. DARDEN, JR., *Governor of Virginia*, 1946-1947
ALVIN DUKE CHANDLER, *Twenty-second President of the
College of William and Mary*,
1962-1974

HONORARY FELLOW OF THE COLLEGE

His Royal Highness, THE PRINCE OF WALES, 1981-

BOARD OF VISITORS

HERBERT V. KELLY '40
ANNE DOBIE PEEBLES '44
JERRY K. JEBO '67

RECTOR
VICE RECTOR
SECRETARY

Term expires March 6, 1984

BOARD OF VISITORS

EDWARD E. BRICKELL '50
MILTON L. DREWER, JR.
HERBERT V. KELLY '40
HARRIET N. STORM '64
RAYMOND T. WALLER '40

Term expires March 6, 1985

COLIN R. DAVIS '50
A. LINWOOD HOLTON, LL.D.'72
JERRY K. JEBO '67
HENRY T. TUCKER, JR. '72

Term expires March 6, 1986

RICHARD J. DAVIS '42
CAROLINE T. EGELHOFF '46
JEANNE S. KINNAMON '39
A. ADDISON ROBERTS '35

Term expires March 6, 1987

SHARON A. COLES '75
ROBERT J. FAULCONER '43
LEWIS L. GLUCKSMAN '45
ANNE DOBIE PEEBLES '44

VIRGINIA BEACH, VA
ARLINGTON, VA
NEWPORT NEWS, VA
HAMPTON, VA
RICHMOND, VA

SUFFOLK, VA
McLEAN, VA
RADFORD, VA
CHICAGO, IL

PORTSMOUTH, VA
WILLIAMSBURG, VA
WILLIAMSBURG, VA
PHILADELPHIA, PA

NEWPORT NEWS, VA
NORFOLK, VA
NEW YORK, NY
CARSON, VA

STANDING COMMITTEES OF THE BOARD OF VISITORS

Executive Committee: Herbert V. Kelly, Chairman; Anne Dobie Peebles; Edward E. Brickell; Milton L. Drewer, Jr.; Robert J. Faulconer; Jerry K. Jebo; Harriet N. Storm.

Committee on Financial Affairs: Milton L. Drewer, Jr., Chairman; Richard J. Davis; Lewis L. Glucksman; Henry T. Tucker, Jr.; Raymond T. Waller.

Committee on Buildings and Grounds: Colin R. Davis, Chairman; Edward E. Brickell; Sharon A. Coles; Richard J. Davis; Lewis L. Glucksman; A. Linwood Holton.

Committee on Academic Affairs: Robert J. Faulconer, Chairman; Caroline T. Egelhoff; Lewis L. Glucksman; A. Linwood Holton; A. Addison Roberts; Henry T. Tucker, Jr.

Committee on Honorary Degrees: Herbert V. Kelly, Chairman, Edward E. Brickell; Robert J. Faulconer; Jerry K. Jebo; Anne Dobie Peebles.

Committee on Student Affairs: Harriet N. Storm, Chairman; Sharon A. Coles; Richard J. Davis; Jerry K. Jebo; Jeanne S. Kinnamon; Raymond T. Waller.

Committee on University Advancement: A. Addison Roberts, Chairman; Sharon A. Coles; Colin R. Davis; Caroline T. Egelhoff; Jeanne S. Kinnamon.

Committee on Personnel Policy: Henry T. Tucker, Jr., Chairman; Edward E. Brickell; Robert J. Faulconer; A. Linwood Holton; Anne Dobie Peebles.

Committee on Athletic Policy: Raymond T. Waller, Chairman; Colin R. Davis; Milton L. Drewer, Jr.; Jerry K. Jebo; Harriet N. Storm.

Committee on Audit: Milton L. Drewer, Jr., Chairman; Jerry K. Jebo.

Committee on Legislative Relations Coordination: Anne Dobie Peebles, Chairman; Edward E. Brickell; Richard J. Davis; Harriet N. Storm.

DIRECTORY OF ADMINISTRATIVE OFFICES¹

OFFICE OF THE PRESIDENT

Thomas A. Graves, Jr.	President
James S. Kelly	Assistant to the President and Secretary to the Board of Visitors
Paul V. Koehly	Internal Auditor
Mary D. Anderson	Confidential Secretary
Ruth D. Graff	Secretary
Sandra J. Wilms	Secretary

Office of the Provost and Vice President for Academic Affairs

George R. Healy	Provost and Vice President for Academic Affairs
Linda Collins Reilly	Associate Vice President for Academic Affairs
Jeffrey A. Shapiro	Director, Planning and Budget
George A. Zink	Assistant Director of the Budget
Shirley C. Aceto	Administrative Assistant
Nell R. Jones	Administrative Assistant

Faculty of Arts and Sciences

Jack D. Edwards	Acting Dean
Terry L. Meyers	Associate Dean
Rolf G. Winter	Graduate Dean

Marshall-Wythe School of Law

William B. Spong, Jr.	Dean
Richard E. Walck	Acting Associate Dean for Administration
Richard A. Williamson	Associate Dean for Admissions
Faye F. Shealy	Assistant Dean for Admissions
Michael R. Schoenenberger	Associate Dean for Placement and Alumni Affairs
Connie O. Galloway	Registrar and Assistant Dean

School of Business Administration

John C. Jamison	Dean
Franklin E. Robeson	Associate Dean for Graduate Studies
Henry E. Mallue, Jr.	Associate Dean for Undergraduate Studies

School of Education

John M. Nagle	Dean
Robert Emans	Associate Dean

School of Marine Science

Frank O. Perkins	Dean
John M. Zeigler	Associate Dean
Thomas J. Kuchinka	Associate Director
Robert J. Byrne	Assistant Director
Michael Castagna	Assistant Director
George C. Grant	Assistant Director
Maurice P. Lynch	Assistant Director

¹For September 1, 1983 (as of 6/1/83)

Office of Student Affairs

Linda Collins Reilly	<i>Associate Vice President for Academic Affairs</i>
W. Samuel Sadler	<i>Dean of Students</i>
Amy L. Jarmon	<i>Associate Dean of Students</i>
Carroll F. S. Hardy	<i>Associate Dean for Minority Student Affairs</i>
Charles J. Lombardo	<i>Director of Residence Life</i>
Harriet Reid	<i>Director, Career Planning</i>
Kenneth E. Smith, Jr.	<i>Associate Dean for Student Activities and Organizations</i>

Office of Admissions

G. Gary Ripple	<i>Dean of Admissions</i>
Judith N. Knudsen	<i>Assistant Dean of Admissions</i>
Ginger S. Preston	<i>Assistant Dean of Admissions</i>
Karen C. Schoenenberger	<i>Assistant Dean of Admissions</i>

Office of the Registrar

Dorothy Bryant	<i>Acting Registrar</i>
Sharon Reed	<i>Assistant Registrar</i>

Office of Student Financial Aid

E. Leon Looney	<i>Director</i>
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Earl Gregg Swem Library

Clifford W. Currie	<i>Librarian</i>
John D. Haskell, Jr.	<i>Associate Librarian</i>
Larry Gilbert	<i>Director, Educational Media Services</i>

Computing and Institutional Research

Henry C. Johnson	<i>Director</i>
Willa B. Chambers	<i>Statistician</i>

Student Health Services

Juliette S. Karow	<i>Director</i>
-------------------	-----------------

Center for Psychological Services

Jay L. Chambers	<i>Director</i>
-----------------	-----------------

Offices of Grants and Research Administration

David E. Kranbuehl	<i>Director</i>
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Office of Placement

Stanley E. Brown	<i>Director</i>
Robert P. Hunt	<i>Assistant Director</i>

Office of Equal Opportunity and Affirmative Action Programs

Dale B. Robinson	<i>Director</i>
Violet R. Chalkley	<i>Program Assistant</i>

Office of Special Programs

Carson H. Barnes, Jr.

Director

Virginia Associated Research Campus

Hans C. von Baeyer

Director

Office of the Vice President for Business Affairs

Lawrence W. Broomall, Jr.

Vice President for Business Affairs

Dennis K. Cogle

Assistant Vice President for
Business Affairs

Norma Chandler

Director of Purchases and Stores

Ervin D. Farmer

Director of Buildings and Grounds

John Bond

Associate Director of Buildings and Grounds

Richard S. Cumbee

Director of Campus Police

David H. Charlton

Director of University Services and Auxiliary
Enterprises

Bruce W. Locke

Manager, College Bookstore

Irving H. Robitshek

Employee Relations Manager

Floyd E. Whitaker

Comptroller

Kenneth Greene

Treasurer

Diane Rice

Assistant Treasurer

Lee W. Martin

Director, General Accounting

Roberta A. Fife

Supervisor of Student Loan Accounts

Frances A. Robbins

Supervisor of Student Accounts

Martha M. Muntean

Supervisor of College Payroll Office

James J. Connolly

Director, Planning and Construction Facilities

Office of the Vice President for University Advancement

Duane A. Dittman

Vice President for University Advancement

Jacquelin W. Crebbs

Director for Annual Support

Susan C. Ripple

Assistant Director for Annual Support

Barrett H. Carson

Director for Capital Support

E. Parker Cummings

Director of Corporate Relations

Robert S. Dutro

Director for Estate Planning

Charles M. Holloway

Director, University Communications

S. Dean Olson

University Editor and Director of Publications

Elaine Justice

Director of Public Information

Barbara S. Ball

Manager of Communications

Rebecca Clark

Manager of Media Services

June Skalak

Manager of Publications Services

Fred L. Wallace

Supervisor, Printing Office

Department of Athletics for Men

W. James Copeland, Jr.

Director of Athletics

Edmund T. Derringe

Business Manager

Barry G. Fratkin

Executive Director of Athletic

Educational Foundation

Robert A. Sheeran

Sports Information Director

FACULTY

Department of Athletics for Women

Mildred Barrett West
Frances Bobbe

Director of Athletics
Sports Information Director

William and Mary Hall

H. Lester Hooker, Jr.
Bettie S. Adams

Director
Assistant Director

FACULTY¹

- THOMAS A. GRAVES, JR., *President of the College*. B.A., Yale University; M.B.A. and D.B.A., Harvard University; LL.D., University of Pennsylvania; Litt. D., College of Charleston.
- GEORGE R. HEALY, *Vice President for Academic Affairs*. B.A., Oberlin College; M.A. and Ph.D., University of Minnesota.
- CHARLES HARPER ANDERSON (1977, 1946), *Lecturer in Law, Emeritus*. A.B. and B.C.L., College of William and Mary; LL.M., University of Virginia.
- JAY D. ANDREWS (1983, 1946), *Professor of Marine Science, Emeritus*. B.S., Kansas State College; M.A. and Ph.D., University of Wisconsin.
- ALFRED R. ARMSTRONG (1976, 1933), *Professor of Chemistry, Emeritus*. B.S., and M.A., College of William and Mary; Ph.D., University of Virginia.
- J. WORTH BANNER (1974, 1949, 1964), *Professor of Modern Languages, Emeritus*. B.S., Roanoke College; M.A. and Ph.D., University of North Carolina.
- R. CARLYLE BEYER (1981, 1965), *Professor of History, Emeritus*. A.B., Hamline University; A.B. and M.A., Oxford University; Ph.D., University of Minnesota.
- RICHARD B. BROOKS (1974, 1947, 1967), *Professor of Education, Emeritus*. B.P.E., Springfield College (Massachusetts); M.A., University of Pennsylvania; Ed.D., University of Virginia.
- EMILY ELEANOR CALKINS (1961, 1927) *Lecturer in Mathematics, Emeritus*. A.B., College of William and Mary; M.A., University of Michigan.
- ROYCE W. CHESSER (1983, 1962), *Professor of Education, Emeritus*. A.B., Wake Forest University; M.Ed., College of William and Mary.
- GEORGE W. CRAWFORD (1973, 1960), *Professor of Physics, Emeritus*. B.S., Davidson College; M.S., University of North Carolina; Ph.D., Ohio State University.
- FRANK BROOKE EVANS, III (1977, 1947), *Professor of English, Emeritus*. A.B., Amherst College; M.A. and Ph.D., Princeton University.
- CARL A. FEHR (1974, 1945), *Chancellor Professor of Music, Emeritus*. A.B. and M.A., University of Texas; M. Mus., University of Michigan; Ed.D., Columbia University.
- WAYNE FULTON GIBBS (1960, 1926), *Professor of Accountancy, Emeritus*. B.S. and M.S., University of Illinois; C.P.A.
- DONALD J. HERRMANN (1981, 1951), *Professor of Education, Emeritus*. B.Ed., Northern Illinois University; M.A. and Ph.D., Michigan State University.
- E. LEWIS HOFFMAN (1974, 1947) *Professor of Modern Languages, Emeritus*. B.S., Roanoke College; M.A. and Ph.D., George Washington University.
- STANLEY HUMMELL (1980, 1964), *Instructor in Physics, Emeritus*.
- THOMAS H. JOLLS (1975, 1968), *Professor of Law, Emeritus*. A.B. and J.D., University of Michigan.
- W. MELVILLE JONES (1971, 1928), *Chancellor Professor of English, Emeritus*. A.B., Allegheny College; M.A., Ohio State University; Ph.D., Harvard University; Litt. D., Allegheny College.
- ALEXANDER KALLOS (1979, 1949), *Professor of Modern Languages and Literatures, Emeritus*. M.A. and Ph.D., University of Pennsylvania.
- EDWARD KATZ (1980, 1947), *Instructor in Chemistry, Emeritus*. B.S., College of William and Mary.

¹The first date indicates the year when the present rank was attained; the second date the year when the individual was first appointed to the staff. A third date indicates the year of reappointment. This list is a record of all faculty of the College for the academic year 1983-84, as of June 1, 1983.

FACULTY

- ALEXANDER I. KURTZ (1975, 1962), *Associate Professor of Modern Languages, Emeritus. Licentiate and M.A., Leopold-Francis University, Innsbruck, Austria; M.A., Rutgers University; Th.D., Leopold-Francis University.*
- J. WILFRED LAMBERT (1973, 1931), *Professor of Psychology, Emeritus. A.B., College of William and Mary.*
- FRANK A. MACDONALD (1976, 1955), *Professor of Philosophy, Emeritus. A.B. and M.A., College of William and Mary; M.A., Harvard University.*
- CHARLES F. MARSH (1973, 1930, 1968), *Lecturer in Business Administration, Emeritus. A.B., Lawrence College, M.A. and Ph.D., University of Illinois.*
- CARL W. MCCARTHA (1971, 1955), *Professor of Education, Emeritus. A.B., Newberry College; M.A., University of North Carolina; Ed.D., University of Florida.*
- BEN CLYDE MCCARY (1970, 1930), *Professor of Modern Languages, Emeritus. A.B., University of Richmond; Docteur de l'Universite de Toulouse.*
- BRUCE T. MCCULLY (1974, 1940), *Professor of History, Emeritus. A.B., Rutgers University; M.A. and Ph.D., Columbia University.*
- WILLIAM WARNER MOSS, JR. (1972, 1937), *John Marshall Professor of Government and Citizenship, Emeritus. A.B., University of Richmond; M.A., and Ph.D., Columbia University.*
- FRASER NEIMAN (1976, 1938), *Professor of English, Emeritus. A.B., Amherst College; M.A. and Ph.D., Harvard University.*
- FRANCES H. NELSON (1978, 1968), *Assistant Professor of Education, Emeritus. A.B., Winthrop College; M.Ed., College of William and Mary.*
- RICHARD K. NEWMAN, JR. (1979, 1946), *Professor of Fine Arts, Emeritus. A.B., Dartmouth College; Ph.D., Yale University.*
- PIERRE C. OUSTINOFF (1978, 1953), *Professor of Modern Languages and Literatures, Emeritus. A.B., M.A. and Ph.D., Columbia University.*
- DAVIS Y. PASCHALL (1971, 1960), *President of the College, Emeritus. A.B., M.A., College of William and Mary; Ed.D., University of Virginia.*
- ARTHUR WARREN PHELPS (1974, 1945), *Professor of Law, Emeritus. A.B., Washington and Lee University; M.A., Ohio State University; L.D., University of Cincinnati; LL.M., Columbia University.*
- BOLLING RAINES POWELL, JR. (1980, 1969), *Professor of Law, Emeritus, A.B., Birmingham Southern College; M.A. and LL.B., University of Virginia.*
- MARCEL REBOUSSIN (1968, 1946), *Professor of Modern Languages, Emeritus. Professo rat de francais, Ecole Normale Superieure de St. Cloud; M.A., Columbia University; Agrege des lettres, Sorbonne, Paris.*
- ELIZABETH S. REED (1981, 1955), *Professor of Philosophy, Emeritus. A.B., Butler University; M.A., Florida State University; Ph.D., Duke University.*
- MARION DALE REEDER (1975, 1943), *Professor of Physical Education for Women, Emeritus. B.S. and M.S., University of Illinois.*
- EDWARD MILES RILEY (1973, 1963), *Lecturer in History, Emeritus. A.B., Washington and Lee University; M.A. and Ph.D., University of Southern California.*
- GORDON B. RINGGOLD (1970, 1946), *Professor of Modern Languages, Emeritus. A.B., Denison University; M.A., Middlebury College; Ph.D., Georgetown University.*
- CARL A. ROSEBERG (1982, 1947), *Professor of Fine Arts, Emeritus. B.F.A. and M.F.A., State University of Iowa; Life Fellow, International Institute of Arts and Letters.*
- ANTHONY L. SANCETTA (1979, 1948), *Zollinger Professor of Business Administration, Emeritus. A.B., Western Reserve University; M.A. and Ph.D., Columbia University.*
- HOWARD M. SCAMMON, JR. (1976, 1948), *Professor of Theatre and Speech, Emeritus. A.B., College of William and Mary; M.A., Northwestern University.*
- ROGER SHERMAN (1977, 1946, 1966), *Professor of Theatre and Speech, Emeritus. A.B., College of William and Mary.*
- CRAIG L. SMITH (1982, 1970), *Associate Professor of Marine Science, Emeritus. B.A., The Johns Hopkins University; Ph.D., University of Florida.*
- GRACE M. SMITH (1969, 1966), *Associate Professor of Education, Emeritus. A.B., and M.Ed., University of Virginia.*
- BERNICE M. SPEESE (1976, 1946), *Associate Professor of Biology, Emeritus. B.S., and M.A., College of William and Mary; Ph.D., University of Virginia.*

FACULTY

- ALAN C. STEWART (1979, 1944), *Professor of Music, Emeritus*. A.B., Union College; M.A., Columbia University.
- HOWARD STONE (1974, 1948), *Professor of Modern Languages, Emeritus*. A.B., Pomona College; M.A., Claremont Graduate School and University Center; Ph.D., University of California, Berkeley.
- WILLIAM F. SWINDLER (1979, 1958), *John Marshall Professor of Law, Emeritus*. A.B., and B.S., Washington University, St. Louis; M.A. and Ph.D., University of Missouri; LL.B., University of Nebraska.
- JOHN W. SYKES (1983, 1963), *Associate Professor of Education, Emeritus*. B.S., New York State College; M.Ed., University of Virginia.
- ALBION GUILFORD TAYLOR (1958, 1927), *Chancellor Professor of Political Economy, Emeritus*. A.B., Des Moines University; M.A., University of Nebraska; Ph.D., University of Illinois.
- MARVIN L. WASS (1982, 1960), *Associate Professor of Marine Science, Emeritus*. B.S., Winona State College; M.S., Florida State University; Ph.D., University of Florida.
- ARTHUR B. WHITE (1980, 1974), *Ball Professor of Law, Emeritus*. A.B. and LL.B., Washburn College of Law.
- JAMES P. WHYTE, JR. (1982, 1958), *Professor of Law, Emeritus*. A.B., Bucknell University; M.A., Syracuse University; J.D., University of Colorado.
- ALMA L. WILKIN (1970, 1928), *Associate Professor of Home Economics, Emeritus*. B.S., Kansas State University; M.A., Teachers College, Columbia University.
- MARGARET WINDER (1962, 1948, 1959), *Assistant Professor of Education, Emeritus*. B.S., Madison College; M.A., College of William and Mary.
- BURTON M. WOODWARD (1976, 1969), *Associate Professor of Business Administration, Emeritus*. A.B., M.B.A. and Ph.D., University of Florida.
- WALTER S. ZIMMERMAN (1974, 1966), *Associate Professor of Modern Languages, Emeritus*, B.S. and Ph.D., New York University.
-
- ISMAIL H. ABDALLA (1982, 1982), *Assistant Professor of History*. B.A. and M.A., University of Khartoum, Sudan; Ph.D., University of Wisconsin.
- BERHANU ABEGAZ (1982, 1982), *Assistant Professor of Economics*. B.A., Princeton University; M.A. and Ph.D., University of Pennsylvania.
- ALAN I. ABRAMOWITZ (1982, 1976), *Associate Professor of Government*. B.A., University of Rochester; M.A. and Ph.D., Stanford University.¹
- HENRY ACETO, JR. (1976, 1970), *Professor of Biology*. B.S., State University of New York, Albany; M.S., University of California, Berkeley; Ph.D., University of Texas.
- FRED L. ADAIR (1980, 1970), *Professor of Education*. B.S. and Ph.D., University of North Carolina, M.A.T., Duke University.²
- DAVID P. ADAY, JR. (1981, 1978), *Associate Professor of Sociology*. B.A., Fort Hays State University; M.A., M.Phil., Ph.D., University of Kansas.
- JOSEPH S. AGEE (1982, 1958), *Professor of Physical Education for Men*. A.B. and M.Ed., College of William and Mary.
- PERVAIZ ALAM (1983, 1983), *Assistant Professor of Business Administration*. M.B.A., University of Karachi; M.B.A. and M.S., University of Houston.
- ALAN F. ALBERT (1974, 1971), *Assistant Professor of Physical Education for Men*. A.B. and M.Ed., College of William and Mary.
- NATHAN ALTSHULER (1967, 1960), *Professor of Anthropology*. A.B., University of Michigan; Ph.D., Harvard University.
- CARL M. ANDERSEN (1975, 1975), *Senior Research Associate in Mathematics and Computer Science*. B.S. and M.S., University of Michigan; Ph.D., University of Pennsylvania.
- DAVID A. ANDERSON (1983, 1983), *Visiting Lee Professor of Law*. A.B., Harvard College; J.D., University of Texas at Austin School of Law.²
- M. JOY ARCHER (1981, 1968), *Professor of Physical Education for Women*. B.S., Skidmore College; M.Ed., College of William and Mary.
- ROBERT ARCHIBALD (1980, 1976), *Associate Professor of Economics*. B.A., University of Arizona; M.S. and Ph.D., Purdue University.³
- HERBERT M. AUSTIN (1977, 1977), *Associate Professor of Marine Science*. B.S., Grove City College; M.S., University of Puerto Rico; Ph.D., Florida State University.

¹On leave 1983-84.

²On leave, first semester.

³On leave, second semester.

FACULTY

- JAMES LEWIS AXTELL (1978, 1978), *Professor of History*. B.A., Yale University; Ph.D., Cambridge University.
- ERIC O. AYISI (1980, 1980), *Associate Professor of Anthropology*. B.S. and Ph.D., University of London.¹
- ELIZABETH E. BACKHAUS (1974, 1966), *Associate Professor of Modern Languages and Literatures*. A.B., M.A. and Ph.D., University of Connecticut.
- SAMUEL H. BAKER, III (1973, 1969), *Associate Professor of Economics*. B.S., Hampden-Sydney College; Ph.D., University of Virginia.
- DONALD L. BALL (1976, 1960), *Professor of English*. A.B., University of Richmond; M.A., University of Delaware; Ph.D., University of North Carolina, Chapel Hill.
- CAROL E. BALLINGALL (1978, 1965), *Professor of Anthropology*. A.B., Wayne State University, M.A., University of Chicago.
- NORMAN F. BARKA (1978, 1965), *Professor of Anthropology*. A.B., Beloit College; M.A. and Ph.D., Harvard University.
- THOMAS A. BARNARD, JR. (1979, 1979), *Instructor in Marine Science*. B.A., Milligan College; M.A., College of William and Mary.
- WILLIAM D. BARNES (1981, 1975), *Associate Professor of Fine Arts*. B.F.A., Drake University; M.F.A., University of Arizona.²
- ETHEL P. BARNHILL (1981, 1981), *Instructor in Physical Education for Women*. B.S. Ursinus College; M.Ed., University of Richmond.
- JAMES R. BARON (1976, 1971), *Associate Professor of Classical Studies*. A.B., Catholic University; M.A. and Ph.D., University of Minnesota.
- ROBERT A. BARRY (1972, 1964), *Associate Professor of Economics*. A.B., Stanford University; Ph.D., Yale University.
- GEORGE M. BASS, JR. (1982, 1976), *Associate Professor of Education*. B.A., Yale University; Ph.D., University of Minnesota.³
- DONALD J. BAXTER (1973, 1967), *Associate Professor of Government*. A.B., California State University; M.A., and Ph.D., Syracuse University.²
- RUTH A. BECK (1973, 1969), *Assistant Professor of Biology*. A.B., Radford College; M.Ed., University of Virginia.
- LAWRENCE S. BECKHOUSE (1972, 1968), *Associate Professor of Sociology*. A.B., Knox College; M.A. and Ph.D., Vanderbilt University.
- JAMES W. BEERS (1980, 1977), *Associate Professor of Education*. B.A., Johns Hopkins University; M.A. and Ph.D., University of Virginia.
- MICHAEL E. BENDER (1979, 1970), *Professor of Marine Science*. B.A., Southern Illinois University; M.S., Michigan State University; Ph.D., Rutgers University.
- JOHN P. BENSEL (1980, 1980), *Instructor in Physics*. B.S., Stevens Institute of Technology; Ph.D., University of Pennsylvania.
- BERGSTROM, PETER V. (1981, 1981), *Lecturer in History*. A.B. and M.A., Marquette University; Ph.D., University of New Hampshire.
- KENNETH F. BICK (1966, 1961), *Professor of Geology*. B.S., M.S. and Ph.D., Yale University.
- RUDOLPH BIERI (1972, 1972), *Associate Professor of Marine Science*. Ph.D., Guttenberg University.
- SARAH M. BINGHAM (1981, 1981), *Instructor in Physical Education for Women*. B.Ed., Kenne State College; M.A., Texas Woman's College.
- ROBERT E.L. BLACK (1965, 1959), *Professor of Biology and Marine Science*. A.B., William Jewell College; Ph.D., University of Washington.
- JERRY H. BLEDSOE (1971, 1971), *Associate Professor of Theatre and Speech*. A.B., University of Colorado; M.A., University of California, Los Angeles; Ph.D., Purdue University.
- RICHARD M. BLOCH (1972, 1972), *Lecturer in Psychology*. B.S., University of Pittsburgh; M.A. and Ph.D., University of Wisconsin.
- F. ROBERT BOHL, JR. (1978, 1972), *Associate Professor of Philosophy*. A.B., Rutgers University; M.A. and Ph.D., Brown University.
- CHRISTOPHER J. BOLL (1983, 1977), *Associate Professor of Theatre and Speech*. B.S. and M.Ed., Shippensburg College.

¹1983-84 only.

²On leave, first semester.

³On leave, second semester.

FACULTY

- JOHN D. BOON, III (1979, 1975), *Associate Professor of Marine Science*. B.A., Rice University; M.A. and Ph.D., College of William and Mary.
- CYNTHIA L. BOSCO (1979, 1979), *Instructor in Marine Science*. B.S. and M.A., College of William and Mary.
- ZEDDIE PAUL BOWEN (1981, 1981), *Professor of Geology*. A.B., Johns Hopkins University; M.A. and Ph.D., Harvard University.
- ERIC L. BRADLEY (1977, 1971), *Associate Professor of Biology*. A.B., San Fernando Valley State College; Ph.D., University of California, Santa Barbara.
- JOANNE M. BRAXTON (1980, 1980), *Instructor in English*. B.A., Sarah Lawrence College; M.A., Yale University.¹
- MARILYN L. BRDA (1981, 1981), *Instructor in Dance*. B.F.A. and M.A., University of Illinois at Champaign-Urbana.
- GARNETT R. BROOKS, JR. (1973, 1962), *Professor of Biology*. B.S. and M.A., University of Richmond; Ph.D., University of Florida.
- MARION M. BROWN (1976, 1966), *Associate Professor of Theatre and Speech*. A.B. and M.A., University of California at Los Angeles.
- STEPHEN B. BRUSH (1979, 1973), *Associate Professor of Anthropology*. A.B., University of California, Berkeley; M.A. and Ph.D., University of Wisconsin, Madison.
- JOHN M. BRUBAKER (1983, 1983), *Assistant Professor of Marine Science*. A.B., Miami University; Ph.D., Oregon State University.
- G. WILLIAM BULLOCK, JR. (1977, 1967), *Professor of Education*. A.B., Lynchburg College; M.Ed. and Ed.D., University of Virginia.
- WILLIAM H. BUNNELLE (1982, 1982), *Assistant Professor of Chemistry*. B.A., Wittenberg University.
- EUGENE M. BURRESON (1977, 1977), *Assistant Professor of Marine Science*. B.A., Eastern Oregon College; M.S. and Ph.D., Oregon State University.
- JEFFREY E. BURTON (1981, 1981), *Captain and Assistant Professor of Military Science*. B.S., University of Florida; M.A., Webster College.
- LYNDA L. BUTLER (1983, 1979), *Associate Professor of Law*. B.S., College of William and Mary; J.D., University of Virginia.
- WILLIAM L. BYNUM (1979, 1969), *Professor of Mathematics and Computer Science*. B.S., Texas Technological College; M.A. and Ph.D., University of North Carolina, Chapel Hill.²
- MITCHELL A. BYRD (1963, 1956), *Professor of Biology*. B.S., M.S. and Ph.D., Virginia Polytechnic Institute.
- ROBERT J. BYRNE (1979, 1969), *Professor of Marine Science*. M.S. and Ph.D., University of Chicago.
- CRAIG N. CANNING (1979, 1973), *Associate Professor of History*. A.B., University of Utah; M.A. and Ph.D., Stanford University.
- GREGORY M. CAPELLI (1980, 1974), *Associate Professor of Biology*. B.S., St. Louis University; M.S. and Ph.D., University of Wisconsin.
- MIRIAM CARDI (1976, 1973), *Clinical Psychologist and Lecturer in Psychology*. B.S., M.S. and Ph.D., Ohio State University.
- CARL E. CARLSON (1982, 1972), *Professor of Physics*. A.B. and Ph.D., Columbia University.
- PATTI F. CARLSON (1978, 1978), *Lecturer in Music*. B.Mus., University of Michigan.
- STEPHEN R. CARLSON (1976, 1976), *Lecturer in Music*. B.S., University of Minnesota; M.M., University of Michigan; D.M.A., Catholic University of America.
- CARY CARSON (1977, 1977), *Lecturer in History; Director of Research, Colonial Williamsburg Foundation*. B.A., Carleton College; M.A., University of Delaware; Ph.D., Harvard University.
- MICHAEL CASTAGNA (1979, 1973), *Associate Professor of Marine Science*. B.S. and M.S., Florida State University.
- BENJAMIN RALPH CATO, JR. (1972, 1955), *Professor of Mathematics and Computer Science*. A.B. and M.A., Duke University.
- LOUIS E. CATRON (1974, 1966), *Professor of Theatre and Speech*. A.B., Millikin University; M.A. and Ph.D., Southern Illinois University.
- CARL F. CERCO (1983, 1983), *Assistant Professor of Marine Science*. B.S., Newark College; M.S., University of North Carolina and Massachusetts Institute of Technology; Ph.D., College of William and Mary.

¹On leave, second semester.

²On leave, 1983-84.

FACULTY

- JAY LEE CHAMBERS (1972, 1970), *Professor of Psychology*. A.B., George Washington University; M.A. and Ph.D., University of Kentucky.
- ROY L. CHAMPION (1979, 1967), *Professor of Physics*. B.S. and M.S., North Carolina State University; Ph.D., University of Florida.
- MILES L. CHAPPEL (1977, 1977), *Associate Professor of Fine Arts*. B.S., College of William and Mary; Ph.D., University of North Carolina, Chapel Hill.¹
- JOHN M. CHARLES (1983, 1980), *Associate Professor of Physical Education for Women*. Teachers Certificate, Westminster College, England; M.S., Henderson State College; Ed.D., University of Oregon.
- HSUAN SHAN CHEN (1976, 1976), *Assistant Professor of Marine Science*. B.S. and M.S., National Taiwan University; S.M. and Ph.D., Massachusetts Institute of Technology.
- ROY CHERNOCK (1982, 1977), *Assistant Professor of Physical Education*. B.S. and M.A., New York University.
- FU LIN CHU (1983, 1983), *Assistant Professor of Marine Science*. B.S., Chung Chi College; M.S., University of Rochester; Ph.D., College of William and Mary.
- PAUL N. CLEM (1968, 1959), *Professor of Education*. A.B., Bridgewater College; M.A. and Ed.D., Michigan State University.
- STEPHEN C. CLEMENT (1977, 1964) *Professor of Geology*. A.B., Cornell University; M.S., University of Utah; Ph.D., Cornell University.
- PAUL P. CLOUTIER (1975, 1972), *Associate Professor of Modern Languages and Literatures*. A.B., University of Massachusetts; M.A. and Ph.D., University of Wisconsin.
- WILLIAM S. COBB, JR. (1979, 1967), *Professor of Philosophy*. A.B., Wake Forest University; B.D., Union Theological Seminary, New York; Ph.D., Vanderbilt University.
- GEORGE D. COLE, JR. (1979, 1968), *Professor of Business Administration*. A.B., Duke University; B.D., Yale University; Ed.D., Columbia University.
- HENRY E. COLEMAN (1972, 1964), *Associate Professor of Fine Arts*. A.B., College of William and Mary; M.A., State University of Iowa.
- RANDOLPH A. COLEMAN (1976, 1970), *Associate Professor of Chemistry*. A.B., Susquehanna University; Ph.D., Purdue University.
- TOM A. COLLINS (1976, 1970), *Professor of Law*. A.B., Indiana University; J.D., Indiana University-Indianapolis Law School; LL.M., University of Michigan Law School.
- W. ROBERT COLLINS (1981, 1981), *Associate Professor of Mathematics and Computer Science*. B.S. and M.A., Boston College; Ph.D., University of Massachusetts.
- JOHN W. CONLEE (1972, 1968), *Associate Professor of English*. A.B., University of Southern California; M.A. and Ph.D., University of Illinois.
- LUTHER THOMAS CONNER, JR. (1974, 1964), *Associate Professor of Mathematics and Computer Science*. B.S., Virginia Polytechnic Institute; M.A., University of North Carolina, Chapel Hill.
- MARTHA N. T. CONNOLLY (1979, 1979), *Lecturer in Music*. Mus.B., University of Michigan; M.Mus., Catholic University.
- MARK S. CONRADI (1979, 1979), *Assistant Professor of Physics*. B.S. and Ph.D., Washington University in St. Louis.
- ELIZABETH A. CORNELL (1978, 1978), *Instructor in Marine Science*. B.S., University of Wisconsin; M.S., University of Rhode Island.
- JOHN B. CORR (1983, 1980), *Associate Professor of Law*. B.A. and M.A., John Carroll University; Ph.D., Kent State University; J.D., Georgetown University.
- BRADNER W. COURSEN (1969, 1968), *Professor of Biology*. A.B., Drew University; M.S. and Ph.D., University of Maryland.
- GLENN ELLIS COVEN, JR. (1983, 1983), *Visiting Professor of Law*. B.A., Swarthmore College; LL.B., Columbia University.²
- R. MERRITT COX (1977, 1972), *Professor of Modern Languages and Literatures*. A.B., University of Richmond; M.A. and Ph.D., University of Wisconsin.
- M. BOYD COYNER, JR. (1972, 1969), *Professor of History*. A.B., M.A. and Ph.D., University of Virginia.
- EDWARD P. CRAPOL (1978, 1967), *Professor of History*. B.S., State University of New York at Buffalo; M.S. and Ph.D., University of Wisconsin.

¹On leave, 1983-84.

²1983-84 only.

FACULTY

- DEBRA WENDELLS CROSS (1981, 1981), *Lecturer in Music*. A.M., New England Conservatory of Music.
- PATRICIA B. CROWE (1980, 1965), *Professor of Physical Education for Women*. B.S., Sargent College, Boston University; M.S. and Ed.D., University of North Carolina, Greensboro.
- CLIFFORD W. CURRIE (1978, 1978), *Librarian of the Earl Gregg Swem Library*. B.A. and Graduate Diploma in Librarianship, University of London; B.A., LL.B. and M.A., Cambridge University; M.A. and B.C.L., Oxford University.
- WAGIH G. DAFASHY (1978, 1965), *Professor of Business Administration*. B. Com., Ein Shams University, Cairo; M.B.A., University of Texas; Ph.D., University of Arkansas.
- JAMES S. DARLING (1961, 1961), *Lecturer in Music*. A.B., Yale University; B.M., Yale University School of Music; M.M., University of Michigan.
- CHARLES E. DAVIDSON (1964, 1949), *Professor of English*. A.B., Princeton University; M.A. and Ph.D., Yale University.
- WILLIAM F. DAVIS, JR. (1979, 1960), *Professor of English*. A.B., Princeton University; M.A. and Ph.D., Yale University.
- GARY C. DeFOTIS (1980, 1980), *Assistant Professor of Chemistry*. B.S., University of Illinois; Ph.D., The University of Chicago.
- JOHN B. DELOS (1983, 1971), *Professor of Physics*. B.S., University of Michigan; Ph.D., Massachusetts Institute of Technology.¹
- BARBARA M. DEMILLE (1980, 1980), *Acting Assistant Professor of English*. B.A., M.A., Ph.D., State University of New York Buffalo.
- PETER L. DERKS (1971, 1960), *Professor of Psychology*. A.B., Knox College; M.A., Harvard University; Ph.D., University of Pennsylvania.
- EDMUND T. DERRINGE (1970, 1957), *Assistant Professor of Physical Education for Men*. B.S., Georgetown University; M.Ed., College of William and Mary.
- ROBERT J. DIAZ (1979, 1977), *Assistant Professor of Marine Science*. B.S., LaSalle College; M.S. and Ph.D., University of Virginia.
- ELSA S. DIDUK (1978, 1976), *Professor of Modern Languages and Literatures*. B.S., Temple University; M.A., Columbia University.
- CIRCILA DJORDJEVIC (1972, 1968), *Professor of Chemistry*. B.S., Zagreb University; Ph.D., University College, London (England).
- CARL R. DOLMETSCH (1967, 1959), *Professor of English*. A.B. and M.A., Drake University; Ph.D., University of Chicago.
- J. SCOTT DONALDSON (1974, 1966), *Professor of English*. A.B., Yale University; M.A. and Ph.D., University of Minnesota.²
- JOHN E. DONALDSON (1980, 1970, 1966), *Ball Professor of Law*. A.B., University of Richmond; J.D., College of William and Mary; LL.M., Georgetown University.
- LYNN D. DOVERSPIKE (1979, 1967), *Professor of Physics*. B.S., Oklahoma State University; M.S., University of California, Los Angeles; Ph.D., University of Florida.
- JOHN H. DREW (1976, 1970), *Associate Professor of Mathematics and Computer Science*. B.S., Case Institute of Technology; Ph.D., University of Minnesota.
- WILLIAM D. DUPAUL (1977, 1977), *Associate Professor of Marine Science*. B.S., Bridgewater State College; M.A. and Ph.D., College of William and Mary.
- HUGH B. EASLER (1981, 1962), *Associate Professor of Mathematics and Computer Science*. A.B., Wofford College; M.S., University of South Carolina.
- WAYNE L. EATON (1982, 1982), *Lecturer in Physical Education*. B.S., Virginia Commonwealth University.
- WILLIAM J. ECCLES (1983, 1983), *James Pinckney Harrison Professor of History*. B.A., M.A. and Ph.D., McGill University.
- MORTON ECKHAUSE (1963, 1964), *Professor of Physics*. A.B., New York University; M.S. and Ph.D., Carnegie Institute of Technology.
- EDMUND P. EDMONDS (1983, 1978), *Law Librarian and Associate Professor of Law*. B.A., University of Notre Dame; M.L.S., University of Maryland; J.D., University of Toledo.
- VERNON H. EDMONDS (1971, 1967), *Professor of Sociology*. A.B., Oklahoma State University; M.S., Purdue University; Ph.D., University of Missouri.²

¹On leave, second semester.

²On leave, fall semester.

FACULTY

- JACK D. EDWARDS (1973, 1963), *Professor of Government*. A.B., Macalester College; LL.B., Harvard Law School; Ph.D., Vanderbilt University.
- WALDEMAR EGER (1978, 1975), *Associate Professor of Modern Languages and Literatures*. B.A., Eastern Mennonite College; M.A. and Ph.D., Indiana University.
- CATHERINE JENSEN ELLIOTT (1982, 1982), *Assistant Professor of Economics*. B.S., University of Illinois; M.A. and Ph.D., University of Michigan.
- NATHANIEL Y. ELLIOTT (1981, 1963), *Professor of English*. B.S., State University of New York, Fredonia; M.A., Syracuse University; Ph.D., Cornell University.
- ROBERT EMANS (1976, 1976), *Professor of Education*. B.S., University of Wisconsin; M.A. and Ph.D., University of Chicago.
- ANTHONY J. ESLER (1972, 1962), *Professor of History*. A.B., University of Arizona; M.A. and Ph.D., Duke University.
- DAVID A. EVANS (1979, 1979), *Associate Professor of Marine Science*. B.A. and M.A., Cambridge University; Ph.D., Oxford University.
- JUDITH EWELL (1977, 1971), *Associate Professor of History*. A.B., Duke University; Ph.D., University of New Mexico.
- MICHAEL A. FAIA (1979, 1970), *Professor of Sociology*. A.B., University of Southern California; M.A., University of Chicago; Ph.D., University of Southern California.¹
- NORMAN J. FASHING (1979, 1973), *Associate Professor of Biology*. A.B. and M.A., Chico State College; Ph.D., University of Kansas.
- ROBERT J. FEHRENBACH (1976, 1967), *Professor of English*. A.B., Westminster College, Missouri; M.A., Vanderbilt University; Ph.D., University of Missouri.
- WALTER S. FELTON, JR. (1982, 1982), *Assistant Professor of Law*. B.A. and J.D., University of Richmond.
- STEFAN FEYOCK (1978, 1978), *Associate Professor of Mathematics and Computer Science*. B.A., Colorado College; M.S., University of Kansas; M.S. and Ph.D., University of Wisconsin.²
- NORMAN S. FIERING (1972, 1969), *Lecturer in History*. A.B., Dartmouth College; M.A. and Ph.D., Columbia University.
- DAVID H. FINIFTER (1980, 1973), *Associate Professor of Economics*. B.S., Loyola College, Baltimore; M.A. and Ph.D., University of Pittsburgh.
- THOMAS M. FINN (1981, 1973), *Professor of Religion*. A.B. and M.A., St. Paul's College; Th.L. and Th.D., The Catholic University of America.
- EMERIC FISCHER (1969, 1964), *Professor of Law*. B.S., University of South Carolina; B.C.L. and L. & T.M., College of William and Mary.
- S. STUART FLANAGAN (1981, 1968), *Professor of Education*. B.S., Washington and Lee University; M.Ed. and Ed.D., University of Virginia.
- MARY LOU FLETCHER (1976, 1976), *Lecturer in Music*. B.S., Boston University.
- RICHARD G. FLOOD (1980, 1976), *Associate Professor of Business Administration*. B.S., Indiana University; Ph.D., University of Florida.
- LEWIS A. FOSTER, JR. (1977, 1954, 1955), *Professor of Philosophy*. A.B. and M.A., University of Virginia; Ph.D., University of Udaipur.
- MARK FOWLER (1982, 1977), *Associate Professor of Philosophy*. B.A. and M.A., California State University; Ph.D., Princeton University.
- HOWARD M. FRASER (1982, 1974), *Professor of Modern Languages and Literatures*. A.B., Columbia University; M.A. and Ph.D., University of New Mexico; A.M., Harvard University.
- ALVIN Z. FREEMAN (1969, 1967), *Professor of History*. B.S., Virginia Military Institute; M.A., Brown University; Ph.D., University of Toronto.
- MARGARET W. FREEMAN (1977, 1967), *Associate Professor of Music*. A.B., Brown University; M.A., Smith College; M.A., Middlebury College.
- HERBERT FRIEDMAN (1973, 1963), *Professor of Psychology*. A.B., Brooklyn College; M.A. and Ph.D., University of Connecticut.
- ALAN E. FUCHS (1974, 1969), *Associate Professor of Philosophy*. B.S., Massachusetts Institute of Technology; M.A. and Ph.D., Harvard University.
- JOANNE BASSO FUNIGIELLO (1976, 1967), *Associate Professor of Modern Languages and Literatures*. A.B., Connecticut College for Women; M.A., Middlebury College.

¹On leave, second semester.

²On leave, 1983-84.

FACULTY

- PHILIP J. FUNIGIELLO (1978, 1966), *Professor of History*. A.B., Hunter College; M.A., University of California, Berkeley; Ph.D., New York University.
- HERBERT O. FUNSTEN (1968, 1963), *Professor of Physics*. A.B., M.A. and Ph.D., University of Virginia.
- JOSEPH GALANO (1983, 1977), *Associate Professor of Psychology*. B.S., St. Francis College; M.S., New Mexico Highland University; Ph.D., Bowling Green State University.
- ARMAND J. GALFO (1968, 1958), *Professor of Education*. A.B., M.Ed. and Ed.D., University of Buffalo.
- WILLIAM E. GARLAND, JR. (1977, 1972), *Associate Professor of Education*. B.A., University of New Hampshire; M.S., Utah State University; D.A., Carnegie-Mellon University.
- MARTIN A. GARRETT (1968, 1963), *Professor of Economics*. B.S., Middle Tennessee State College; Ph.D., Vanderbilt University.
- CLIFFORD GAUTHIER (1980, 1973), *Assistant Professor of Physical Education for Men*. B.A., University of Denver; M.S., University of Colorado.
- WILLIAM T. GEARY (1978, 1978), *Associate Professor of Business Administration*. B.S. and M.A.S., University of Illinois; Ph.D., Northwestern University.
- KEVIN E. GEOFFROY (1981, 1965), *Professor of Education*. A.B., Tufts University; M.Ed., Boston University; Ed.D., Arizona State University.
- MARY C. GIBBONS (1983, 1983), *Instructor in Marine Science*. B.A. and M.S., University of Delaware; Ph.D., State University of New York at Stonybrook.
- RONALD N. GIESE (1977, 1974), *Associate Professor of Education*. B.S., State University of New York at Buffalo; M.S. and Ed.D., Temple University.
- HAROLD B. GILL, JR. (1974, 1974), *Lecturer in History*. A.B. and M.A., College of William and Mary.
- R. ROBERT GOODHART (1981, 1981), *Lieutenant Colonel and Professor of Military Science*. B.A., College of William and Mary; M.A., Pepperdine University; M.S., University of Southern California.
- BRUCE K. GOODWIN (1971, 1963), *Professor of Geology*. A.B., University of Pennsylvania; M.S. and Ph.D., Lehigh University.
- BRUCE S. GRANT (1982, 1968), *Professor of Biology*. B.S., Bloomsburg State College; M.S. and Ph.D., North Carolina State University.
- GEORGE C. GRANT (1981, 1968), *Professor of Marine Science*. B.S., University of Massachusetts; M.A., College of William and Mary; Ph.D., University of Rhode Island.
- GEORGE W. GRAYSON (1977, 1968), *Professor of Government*. A.B., University of North Carolina; M.A. and Ph.D., Johns Hopkins University; J.D., College of William and Mary.
- GEORGE D. GREENIA (1983, 1983), *Instructor in Modern Languages and Literatures*. A.B., Marquette University; M.A., University of Michigan.
- JAMES E. GRIFFIN (1981, 1975), *Associate Professor of Modern Languages and Literatures*. B.A., University of Florida; M.A. and Ph.D., University of North Carolina.
- FRANZ L. GROSS (1976, 1970), *Professor of Physics*. A.B., Swarthmore College; Ph.D., Princeton University.
- MARK G. GULESIAN (1982, 1970), *Professor of Education*. A.B., Tufts University; M.Ed. and Ed.D., University of Massachusetts.
- GILES B. GUNN (1983, 1983), *William R. Kenan, Jr., Distinguished Professor of Humanities*. B.A., Amherst College; Episcopal Theological Seminary; M.A. and Ph.D., University of Chicago.
- LEONARD W. HAAS (1977, 1977), *Assistant Professor of Marine Science*. A.B., Dartmouth College; M.S., University of Rhode Island; Ph.D., College of William and Mary.
- GUSTAV W. HALL (1979, 1963), *Professor of Biology*. A.B. and M.S., Ohio University; Ph.D., Indiana University.
- RONALD A. HALLETT (1976, 1970), *Associate Professor of Modern Languages and Literatures*. A.B., M.A. and Ph.D., Pennsylvania State University.
- JAMES R. HALTNER (1979, 1976), *Associate Professor of Business Administration*. B.A., M.B.A., D.B.A., University of Virginia.
- MARGARET L. HAMILTON (1969, 1953), *Professor of Government*. A.B., University of Michigan; M.A. and Ph.D., Columbia University.
- ROBERT J. HANNY (1980, 1969), *Professor of Education*. B.S., M.A. and Ph.D., Ohio State University.
- EUGENE RAE HARCUM (1965, 1958), *Professor of Psychology*. B.S., College of William and Mary; M.A., The Johns Hopkins University; Ph.D., University of Michigan.

FACULTY

- I. TROTTER HARDY, JR. (1982, 1982), *Assistant Professor of Law*. B.A., University of Virginia; M.S., American University; J.D., Duke University.
- WILLIAM J. HARGIS, JR. (1959, 1955), *Professor of Marine Science*. A.B. and M.A., University of Richmond; Ph.D., Florida State University.
- GEORGE W. HARRIS (1981, 1981), *Assistant Professor of Philosophy*. B.A. and M.A., Baylor University.
- JAMES F. HARRIS (1980, 1974), *Professor of Philosophy*. A.B. and M.A., University of Georgia; Ph.D., Vanderbilt University.
- RICHARD D. HART (1980, 1980), *Research Associate in Physics*. B.S., University of California; Ph.D., College of William and Mary.
- RENE HARTMAN (1978, 1978), *Research Associate in Physics*. M.S., Swiss Federal Institute of Technology; Ph.D., University of Zurich.
- CLYDE A. HAULMAN (1972, 1969), *Associate Professor of Economics*. A.B., M.S. and Ph.D., Florida State University.
- WILLIAM J. HAUSMAN (1981, 1981), *Associate Professor of Economics*. A.B., College of William and Mary; M.A. and Ph.D., University of Illinois.
- DEXTER S. HAVEN (1976, 1949), *Professor of Marine Science*. B.S. and M.S., Rhode Island State College.
- KEITH HAVENS (1981, 1981), *Instructor in Physical Education for Men*. B.S. and M.A., College of William and Mary.
- WILLIAM H. HAWTHORNE (1979, 1976), *Associate Professor of Business Administration*. B.S., Virginia Polytechnic Institute; M.S. and Ph.D., University of Tennessee.
- STEVEN M. HAYNIE (1974, 1970), *Assistant Professor of Physical Education for Men*. B.S., Northwestern State College; M.S., University of Tennessee.
- THOMAS L. HEACOX (1983, 1970), *Associate Professor of English*. A.B., Pennsylvania State University; M.A. and Ph.D., Johns Hopkins University.
- BONNIE L. HEDGES (1979, 1979), *Lecturer in Music*. Mus.B., University of Colorado; M.Mus. and Ph.D., University of Texas.
- PAUL HELFRICH (1977, 1971), *Associate Professor of Fine Arts*. B.F.A. and M.F.A., Ohio University.
- JOHN M. HEMPHILL, II (1983, 1983), *Lecturer in History*. A.B., Johns Hopkins University; M.A. and Ph.D., Princeton University.
- CARL HERSHNER (1981, 1978), *Assistant Professor of Marine Science*. B.S., Bucknell University; Ph.D., University of Virginia.
- DEBRA HILL (1976, 1976), *Instructor in Physical Education*. B.S., The University of Houston; M.S., The University of North Carolina at Greensboro.
- TREVOR B. HILL (1970, 1963), *Professor of Chemistry*. B.S., University of Alberta, Canada; Ph.D., Cornell University.
- INGRID M. HILLINGER (1983, 1978), *Associate Professor of Law*. A.B., Barnard College; J.D., College of William and Mary.
- DALE E. HOAK (1983, 1975), *Professor of History*. B.A., College of Wooster; M.A., University of Pittsburgh; Ph.D., University of Cambridge.
- CARL H. HOBBS, III (1977, 1975), *Assistant Professor of Marine Science*. B.S., Union College; M.S., University of Massachusetts.
- CHARLES F. HOBSON (1979, 1979), *Lecturer in History*. B.A., Brown University; M.A. and Ph.D., Emory University.
- STANTON F. HOEGERMAN (1979, 1976), *Associate Professor of Biology*. B.S., Cornell University; M.S. and Ph.D., North Carolina State University.¹
- GEORGE H. HOEMANN (1982, 1982), *Lecturer in History*. B.A., Drake University; M.A. and Ph.D., Rice University.
- RICHARD C. HOFFMAN (1982, 1982), *Assistant Professor of Business Administration*. B.A., Trinity College; M.B.A., University of Pennsylvania; D.B.A., Indiana University.
- KATHRYN L. HOLLIDAY (1983, 1983), *Assistant Professor of Business Administration*. A.B., Cornell University; M.A., University of Washington.
- DAVID L. HOLMES, JR. (1980, 1965), *Professor of Religion*. A.B., Michigan State University; M.A., Columbia University; M.A. and Ph.D., Princeton University.
- LEONARD G. HOLMES (1981, 1981), *Clinical Psychologist and Lecturer in Psychology*. B.A., University of Virginia; M.S. and Ph.D., Florida State University.

¹On leave, second semester.

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- H. LESTER HOOKER, JR. (1970, 1963), Associate Professor of Physical Education for Men. A.B. and M.Ed., College of William and Mary.
- DAVID HOPKINSON (1980, 1980), Assistant Professor of Education. B.A., Dartmouth College; M.A. and Ph.D., DePaul University.
- WRIGHT B. HOUGHLAND (1967, 1967), Lecturer in Fine Arts. B.Arch., University of Virginia.
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- PAUL V. HYER (1969, 1968), Assistant Professor of Marine Science. B.S., University of Notre Dame; Ph.D., University of Maryland.
- SATOSHI ITO (1971, 1965), Associate Professor of Sociology. A.B., California State College of Long Beach; M.A. and Ph.D., University of North Carolina, Chapel Hill.
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- CHRISTINA WHYTOCK JACKSON (1979, 1969), Associate Professor of Physical Education for Women. B.S. and M.Ed., Springfield College.
- JOHN C. JAMISON (1983, 1983), Professor of Business Administration. B.S., Purdue University; M.B.A., Harvard Business School.
- DAVID CLAY JENKINS (1968, 1956), Professor of English. A.B. and M.A., University of Alabama; Ph.D., University of Iowa.
- DUDLEY M. JENSEN (1979, 1951), Professor of Physical Education for Men. B.S., Springfield College; M.A., Teachers College, Columbia University.
- ERIC R. JENSEN (1982, 1982), Assistant Professor of Economics. B.B.A., University of Miami; M.A. and Ph.D., University of Michigan.
- GERALD H. JOHNSON (1977, 1965), Professor of Geology. B.S., M.A. and Ph.D., Indiana University.
- LUDWELL H. JOHNSON, III (1965, 1955), Professor of History. A.B. and Ph.D., Johns Hopkins University.
- ROBERT A. JOHNSTON (1966, 1963), Professor of Psychology. A.B., Haverford College; M.A. and Ph.D., State University of Iowa.
- DAVID H. JONES (1972, 1967), Professor of Philosophy. A.B., University of Missouri; M.A. and Ph.D., Harvard University.
- EDUARDE E. JONES (1971, 1963), Associate Professor of Physical Education for Men. B.S. and M.Ed., College of William and Mary.
- J. WARD JONES (1967, 1961), Chancellor Professor of Classical Studies. A.B., University of Richmond; M.A. and Ph.D., University of North Carolina.
- JONI L. JONES (1983, 1983), Instructor in Theatre and Speech. B.A., MacMurray College; M.A., Northwestern University.
- JOHN ROBERT KANE (1979, 1964), Professor of Physics. B.S., Loyola College; M.S. and Ph.D., Carnegie Institute of Technology.
- HOWARD IRA KATOR (1975, 1975), Assistant Professor of Marine Science. B.A., Harpur College; Ph.D., Florida State University.
- STEVEN T. KATZ (1983, 1983), Walter G. Mason Visiting Professor of Religion. B.A., Rutgers University; M.A., New York University; Ph.D., Cambridge University.
- E. MORGAN KELLEY, JR. (1968, 1968), Assistant Professor of Modern Languages and Literatures. A.B., Washington and Lee University; M.A. and Ph.D., Michigan State University.²
- KEVIN P. KELLY (1978, 1978), Lecturer in History; Research Associate, Colonial Williamsburg Foundation. B.A. and M.A., Michigan State University; Ph.D., University of Washington.
- JON S. KERNER (1974, 1969), Associate Professor of Sociology. B.S., Carroll College; M.A. and Ph.D., Indiana University.
- R. WAYNE KERNODLE (1953, 1945), Professor of Sociology. A.B., M.A. and Ph.D., University of North Carolina.
- BURTON KESTER (1975, 1975), Lecturer in Music. B.F.A. and M.F.A., Carnegie-Mellon Institute.
- RICHARD L. KIEFER (1979, 1965), Professor of Chemistry. A.B., Drew University; Ph.D., University of California, Berkeley.
- KEVIN P. KILEY (1982, 1982), Instructor in Marine Science. B.A., Tufts University; M.A., College of William and Mary.

¹On leave, second semester.

²On leave, first semester.

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- CHONGHAN KIM (1970, 1964), *Professor of Government*. A.B., M.A. and Ph.D., Indiana University.
- STEPHEN K. KNUDSON (1981, 1981), *Associate Professor of Chemistry*. B.S., University of Michigan; Ph.D., Massachusetts Institute of Technology.
- CHARLES H. KOCH, JR. (1982, 1979), *Professor of Law*. B.A., University of Maryland; J.D., George Washington University; LL.M., University of Chicago.
- MARCIA MARIE KOLLER (1978, 1978), *Lecturer in Music*. A.B., University of Minnesota.
- JAMES D. KORNWOLF (1979, 1968), *Professor of Fine Arts*. B.F.A., University of Illinois; M.A., University of Wisconsin; Ph.D., Courtland Institute of Art, University of London.
- WILLIAM J. KOSSLER (1978, 1969), *Professor of Physics*. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University.
- JOHN F. KOTTAS (1979, 1979), *Zollinger Professor of Business Administration*. B.S., Purdue University; M.S. and Ph.D., Northwestern University.
- WILLIAM J. KOZIAR (1983, 1983), *Assistant Professor of Military Science*. B.A. and M.Ed., College of William and Mary.
- HENRY KRAKAUER (1980, 1980), *Assistant Professor of Physics*. B.A., Rutgers University; Ph.D., Brandeis University.
- DAVID E. KRANBUEHL (1983, 1970), *Professor of Chemistry*. A.B., DePauw University; Ph.D., University of Wisconsin.
- GARY F. KREBS (1981, 1981), *Research Associate in Physics*. B.S., University of California at Berkeley; M.S. and Ph.D., University of Toronto.
- GARY A. KREPS (1977, 1972), *Associate Professor of Sociology*. A.B., University of Akron; M.A. and Ph.D., Ohio State University.
- JANET KRINER (1977, 1977), *Lecturer in Music*. B.Mus., Philadelphia Conservatory of Music.
- ROBERT L. KRINER (1979, 1979), *Lecturer in Music*. Mus.B., Michigan State University.
- ALBERT Y. KUO (1981, 1970), *Professor of Marine Science*. B.S., Taiwan University; M.S., University of Iowa; Ph.D., The Johns Hopkins University.
- ANN T. LAMBERT (1976, 1969), *Associate Professor of Physical Education for Women*. B.S., Appalachian State University; M.S.P.E., University of North Carolina, Greensboro.
- DONALD R. LASHINGER (1982, 1974), *Professor of Education*. B.A., Gannon College; M.Ed., Edinboro State University; Ed.D., Syracuse University.
- JOHN F. LAVACH (1976, 1967), *Professor of Education*. A.B., Montclair State College; M.A., Fairleigh Dickinson University; Ed.D., Duke University.
- JAMES D. LAVIN (1982, 1968), *Professor of Modern Languages and Literatures*. A.B. and Ph.D., Florida State University.¹
- SIDNEY H. LAWRENCE (1965, 1961), *Associate Professor of Mathematics and Computer Science*. A.B., M.A. and Ph.D., University of Virginia.
- LEWIS W. LEADBEATER (1974, 1965), *Professor of Classical Studies*. A.B., University of Pittsburgh; M.A. and Ph.D., New York University.²
- PAUL A. LeBEL (1982, 1982), *Associate Professor of Law*. A.B., George Washington University; J.D., University of Florida.
- FREDRIC I. LEDERER (1980, 1980), *Associate Professor of Law*. B.S., Polytechnic Institute of New York; J.D., Columbia University; S.J.D., University of Virginia.
- FRANK T. LENDRIM (1978, 1974), *Professor of Music*. B.Mus., Oberlin College; M.M. and Ph.D., University of Michigan.
- VERA ZATHURECZKY LENDVAY (1969, 1969), *Lecturer in Music*. Professor of Music and Performing Artist, Franz Liszt Academy of Music.
- JOHN LEVY (1982, 1976), *Professor of Law*. B.A., New York University; J.D., Syracuse University School of Law.
- WILLIAM W. LIDDELL (1979, 1971), *Professor of Business Administration*. B.B.A., Western Michigan University; M.B.A., Wayne State University; Ph.D., Pennsylvania State University.
- VICTOR A. LIGUORI (1970, 1964), *Associate Professor of Sociology*. A.B., Haverford College; M.A. and Ph.D., Princeton University.
- JOHN LINDBERG (1976, 1976), *Lecturer in Music*.
- JEANNE LINDHOLM (1983, 1983), *Assistant Professor of Business Administration*. B.A., Wellesley College; M.B.A., Harvard University.

¹On leave, first semester.

²On leave, second semester.

FACULTY

- MONT M. LINKENAUER (1982, 1960), *Professor of Physical Education for Men*. B.S. and M.Ed., College of William and Mary; R.P.T., Medical College of Virginia.
- JAMES C. LIVINGSTON (1974, 1968), *Professor of Religion*. A.B., Kenyon College; B.D., Union Theological Seminary, New York; Ph.D., Columbia University.
- JOSEPH G. LOESCH (1982, 1969), *Professor of Marine Science*. B.S., University of Rhode Island; M.S. and Ph.D., University of Connecticut.
- THEODORE J. LOMBARD (1981, 1981), *Captain and Assistant Professor of Military Science*. B.S., United States Military Academy.
- WILLIAM FRANK LOSITO (1978, 1972), *Associate Professor of Education*. B.A., University of Dayton; Ph.D., Indiana University.
- STANLEY LOURDEAUX (1980, 1980), *Assistant Professor of English*. B.A., Duke University; M.A. and Ph.D., University of Chicago.
- GLENN D. LOWRY (1983, 1983), *Adjunct Assistant Professor of Fine Arts*. B.A., Williams College; M.A. and Ph.D., Harvard University.
- JON A. LUCY (1978, 1978), *Instructor in Marine Science*. B.S., University of Richmond; M.A., College of William and Mary.
- ROBERT J. LUKENS (1978, 1978), *Instructor in Marine Science*. B.S., Massachusetts Institute of Technology.
- MAURICE P. LYNCH (1979, 1972), *Professor of Marine Science*. A.B., Harvard University; M.A. and Ph.D., College of William and Mary.
- ROBERT P. MACCUBBIN (1973, 1964), *Associate Professor of English*. A.B., The Johns Hopkins University; M.A. and Ph.D., University of Illinois.
- WILLIAM G. MACINTYRE (1979, 1965), *Associate Professor of Marine Science*. B.S., M.S. and Ph.D., Dalhousie University.
- WILLIAM J. MADDOCKS (1980, 1971), *Professor of Business Administration*. B.S., U.S. Naval Academy; M.S., Purdue University; M.B.A. and D.B.A., George Washington University.
- ROBERT MAIDMENT (1981, 1970), *Professor of Education*. B.S., M.Ed. and Ed.D., University of Virginia.
- HENRY E. MALLUE, JR. (1983, 1975), *Professor of Business Administration*. B.S.B.A. and J.D., University of Florida; M.B.A., University of Central Florida; Ed.D., Oklahoma State University.
- CHARLOTTE P. MANGUM (1974, 1964), *Professor of Biology*. A.B., Vassar College; M.S. and Ph.D., Yale University.
- THOMAS M. MARSHALL (1983, 1983), *Lecturer in Music*. B.M., Madison College; M.Mus., University of Michigan.
- J. LUKE MARTEL (1975, 1963), *Professor of Modern Languages and Literatures*. A.B., University of Arizona; License en Lettres, Universite de Montpellier; Doctorat Universite D'Aix-Marseille.
- MARTIN C. MATHES (1974, 1967), *Professor of Biology*. A.B., Miami University; M.S. and Ph.D., University of Maryland.
- CHARLES O. MATTHEWS, II (1978, 1973), *Associate Professor of Education*. A.B., Davidson College; M.A.T., Harvard University; Ph.D., Duke University.
- JOHN R. MATTHEWS, JR. (1975, 1961), *Professor of Economics*. B.S. and M.A., University of Virginia.
- GILBERT H. MCARTHUR (1971, 1966), *Associate Professor of History*. A.B., Friends University; Ph.D., University of Rochester.
- MORRIS A. MCCAIN, JR. (1983, 1977), *Associate Professor of Government*. B.A., Carleton College; M.A., Oxford University; M.Phil. and Ph.D., Yale University.
- BRUCE A. MCCONACHIE (1981, 1976), *Associate Professor of Theatre and Speech*. A.B., Grinnell College; M.F.A., University of Minnesota; Ph.D., University of Wisconsin.
- JAMES N. MCCORD, JR. (1969, 1965), *Associate Professor of History*. A.B., Emory University; M.A. and Ph.D., The Johns Hopkins University.
- JOHN H. MCCRAY (1978, 1978), *Associate Professor of Business Administration*. B.S., University of Virginia; Ph.D., University of Georgia.
- CECIL M. MCCULLEY (1963, 1948), *Professor of English*. A.B. and M.A., Southern Methodist University; Ph.D., Columbia University.
- MICHAEL MCGIFFERT (1972, 1972), *Professor of History*. A.B., Harvard College; B.D., Yale Divinity School; Ph.D., Yale University.
- JOHN JOSEPH MCGLENNON (1981, 1974), *Associate Professor of Government*. B.A., Fordham University; M.A. and Ph.D., The Johns Hopkins University.

FACULTY

- VIRGIL V. MCKENNA (1973, 1962), *Professor of Psychology*. A.B., College of William and Mary; M.A., Swarthmore College; Ph.D., Princeton University.
- JOHN L. MCKNIGHT (1968, 1957), *Professor of Physics*. A.B., University of Michigan; M.A. and Ph.D., Yale University.
- HENRY E. MCLANE (1978, 1965), *Professor of Philosophy*. A.B., George Washington University; M.A. and Ph.D., Yale University.
- JAMES H. MERRELL (1983, 1983), *Assistant Professor of History*. B.A., Lawrence University; B.A., Oxford University; Ph.D., Johns Hopkins University.
- LOUIS P. MESSIER (1972, 1972), *Associate Professor of Education*. B.S., Johnson State College; M.Ed. and Ed.D., Boston University.
- DONALD J. MESSMER (1981, 1973), *J.S. Mack Professor of Business Administration*. B.S., B.A. and Ph.D., Washington University.
- TERRY L. MEYERS (1979, 1970), *Associate Professor of English*. A.B., Lawrence University; M.A. and Ph.D., University of Chicago.
- PATRICK H. MICKEN (1976, 1966), *Associate Professor of Theatre and Speech*. B.S. and M.S., Southern Illinois University.
- KEITH MILLER (1983, 1983), *Assistant Professor of Mathematics and Computer Science*. B.S., Concordia College; M.S., College of William and Mary; Ph.D., University of Iowa.
- ROBERT W. MILLER (1978, 1972), *Associate Professor of Mathematics and Computer Science*. A.B., Park College; M.A. and Ph.D., University of Wisconsin.
- DON A. MONSON (1979, 1976), *Associate Professor of Modern Languages and Literatures*. B.A., University of Utah; M.A. and Ph.D., University of Chicago.¹
- DAVID C. MONTGOMERY (1977, 1977), *Professor of Physics*. B.S., University of Wisconsin; M.A. and Ph.D., Princeton University.
- CARLISLE E. MOODY (1975, 1970), *Associate Professor of Economics*. A.B., Colby College; M.A. and Ph.D., University of Connecticut.
- DAVID L. MOORE (1982, 1982), *Assistant Professor of Business Administration*. B.S., Old Dominion University; M.S., University of Massachusetts.
- JOHN A. MOORE (1965, 1950), *Professor of Modern Languages and Literatures*. B.S., Davidson College; M.A. and Ph.D., University of North Carolina.
- WILLIAM L. MORROW (1971, 1971), *Professor of Government*. A.B., Southwest Missouri State College; M.A. and Ph.D., University of Iowa.
- MARTHA D. S. MOTT (1980, 1980), *Lecturer in Music*.
- RUTH K. MULLIKEN (1975, 1975), *Professor of Education*. B.S. and M.A., New York University; Ph.D., University of Utah.
- JOHN A. MUSICK (1981, 1968), *Professor of Marine Science*. A.B., Rutgers University; M.A. and Ph.D., Harvard University.
- JOHN M. NAGLE (1983, 1983), *Professor of Education*. B.A., Hamilton College; M.A.T., Harvard University; Ph.D., University of Pittsburgh.
- BRUCE J. NEILSON (1975, 1972), *Associate Professor of Marine Science*. B.A., M.S.E. and M.A., Princeton University; Ph.D., Johns Hopkins University.
- JOHN NEZLEK (1978, 1978), *Assistant Professor of Psychology*. A.B., Duke University; Ph.D., University of Rochester.
- ANN TYLER NETICK (1974, 1962), *Associate Professor of Modern Languages and Literatures*. A.B., Randolph-Macon Woman's College; M.A., Columbia University; Ph.D., Vanderbilt University.
- ELSA NETTELS (1975, 1967), *Professor of English*. A.B., Cornell University; M.A. and Ph.D., University of Wisconsin.¹
- CARLTON NEWTON (1983, 1983), *Assistant Professor of Fine Arts*. B.F.A. and M.F.A., San Francisco Art Institute.
- GENE R. NICHOL, JR. (1983, 1983), *Visiting Associate Professor of Law*. B.A., Oklahoma State University; J.D., University of Texas.²
- MAYNARD M. NICHOLS (1979, 1961), *Professor of Marine Science*. B.S., Columbia University; M.S., Scripps Institute of Oceanography; Ph.D., University of California, Los Angeles.
- ROBERT E. NOONAN (1976, 1976), *Associate Professor of Mathematics and Computer Science*. A.B., Providence College; M.S. and Ph.D., Purdue University.

¹On leave, 1983-84.

²1983-84 only.

FACULTY

- BARBARA K. NORRANDER (1983, 1983), *Instructor in Government*. B.A., University of Minnesota; M.A., University of Oregon.
- MICHAEL A. NORTH (1981, 1980), *Assistant Professor of English*. B.A., Stanford University; M.A., University of Connecticut.
- CYNTHIA H. NULL (1979, 1973), *Associate Professor of Psychology*. A.B., Albion College; M.A. and Ph.D., Michigan State University.
- AMELIA C. NUTT (1983, 1983), *Assistant Professor of Military Science*. B.A., Austin Peay State University; M.S., University of Oklahoma.
- JOHN H. OAKLEY (1980, 1980), *Assistant Professor of Classical Studies*. B.A., M.A. and Ph.D., Rutgers University.
- WILLIAM E. O'CONNELL, JR. (1978, 1969), *Professor of Business Administration*. A.B., Manhattan College; M.B.A., Columbia University; D.B.A., Indiana University; J.D., College of William and Mary.
- TIMOTHY P. OLBRYCH (1978, 1978), *Lecturer in Music*. B.Mus.Ed., Hartt College of Music.
- JOHN E. OLNEY (1979, 1979), *Instructor in Marine Science*. B.S. and M.A., College of William and Mary.
- PATRICIA ONDERCIN (1976, 1975), *Lecturer in Psychology*. B.A., Marquette University; M.A. and Ph.D., University of Florida.
- WILLIAM ORANGE (1978, 1978), *Research Associate in Physics*. B.S., University of Illinois; M.A. and Ph.D., Columbia University.
- ROBERT J. ORTH (1982, 1975), *Associate Professor of Marine Science*. B.A., Rutgers University; M.S., University of Virginia; Ph.D., University of Maryland.
- ROBERT A. ORWOLL (1982, 1969), *Professor of Chemistry*. A.B., St. Olaf College; Ph.D., Stanford University.
- CURTIS H. O'SHELL (1968, 1968), *Associate Professor of Education*. B.A. and Ed.D., Pennsylvania State University; M.A., Allegheny College.
- JOHN R. PAGAN (1983, 1979), *Associate Professor of Law*. A.B., College of William and Mary; M.Litt., Oxford University; J.D., Harvard Law School.
- MARIA ROBREDO PALMAZ (1977, 1964), *Associate Professor of Modern Languages and Literatures*. A.B., National Institute of Modern Languages, Buenos Aires; M.A., University of Cordoba; Diplome De Culture Francaise contemporaine, University of Paris.
- RICHARD PALMER (1980, 1980), *Professor of Theatre and Speech*. A.B., Princeton University; M.A. and Ph.D., University of Iowa.
- ROBERT C. PALMER (1983, 1983), *Assistant Professor of Law*. B.A., University of Oregon; M.A. and Ph.D., University of Iowa.
- JAE H. PARK (1974, 1974), *Research Assistant Professor of Physics*. B.S., Seoul National University, Korea; M.S., Wilkes College; Ph.D., University of Colorado.
- JOHN PARKANY (1980, 1980), *Richard S. Reynolds, Jr., Professor of Business Administration*. M.A., Georgetown University; J.D., University of Budapest Law School; Ph.D., Columbia University.
- WILLIAM B. PARKHILL (1972, 1972), *Instructor in Physical Education for Men*. B.S., Lock Haven State College.
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¹On leave, 1983-84.

²On leave, second semester.

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Earl Gregg Swem Library

The graduate and undergraduate library for arts and sciences, education, and business administration, is housed in the building named for former Librarian Dr. Earl Gregg Swem (1870-1965). The second oldest academic library in America, it contains more than three-quarters of the College's total holdings, which now exceed one million volumes, with large government documents, archives and manuscript collections. Among its records are papers of alumni who were or became Presidents of the United States or Governors of the Commonwealth of Virginia, who held the office of Chief Justice of the nation's Supreme Court or distinguished positions in intellectual, political or public life or high commands in the Armed Forces.

- CLIFFORD W. CURRIE (1978, 1978), *Librarian*. B.A., University of London; B.A., LL.B. and M.A., Cambridge University; M.A. and B.C.L., Oxford University; Fellow of the Library Association; Diploma in Public Administration, University of London.
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HEALTH SERVICES

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| Mrs. Carol A. Gleason, R.N. | Staff Nurse |
| Mrs. Linda L. Dalton, R.N. | Staff Nurse |
| Mrs. Nancy K. Hakerem, R.N. | Staff Nurse |
| Mrs. Janet Pierce, R.N. | Staff Nurse |
| Mrs. Mary Virginia Polonsky, R.N. | Staff Nurse |
| Ms. Virginia V. C. Davis, R.N. | Staff Nurse |
| Mr. Philip C. Spiggle, B.S. (Pharmacy)
Medical College of Virginia | Staff Pharmacist |
| Mrs. Lois Byrd | Medical Secretary |
| Mrs. Rosa Lee Thomas | Medical Secretary |
| Mrs. Orysia Stefaniw, M.T. | Laboratory Specialist |

Center for Psychological Services

- | | |
|---|---|
| Jay L. Chambers, Ph.D. University of Kentucky | Director, Center for Psychological Services |
| Miriam W. Cardi, Ph.D. The Ohio State University | Clinical Psychologist |
| Leonard G. Holmes, Ph.D. Florida State University | Clinical Psychologist |
| Patricia A. Ondercin, Ph.D. University of Florida | Clinical Psychologist |
| Janice A. Pattis, M.Ed. College of William and Mary | Counseling Psychologist |
| W. Larry Ventis, Ph.D. University of Tennessee | Clinical Psychologist |
| Neill P. Watson, Ph.D. Harvard University | Clinical Psychologist |
| Marsha M. Wendle | Secretary |

II. ADMISSION TO THE COLLEGE

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

UNDERGRADUATE ADMISSION

Application forms and Admissions viewbooks, which contain detailed information regarding undergraduate admission, including a profile of recent entering students, may be obtained by writing to: Office of Admissions, College of William and Mary, Williamsburg, Virginia, 23185.

Applications for regular admission should be submitted by January 15 for the fall semester and November 15 for the spring semester. Early Decision applications to the freshman class should be submitted by November 1 of the final year in secondary school. Applications submitted after these dates will be evaluated in terms of the admissions positions available at the time of application. No one will be admitted as a degree candidate later than one week prior to registration.

Since more students apply than can be accommodated, the College uses a selective process of admission. Through this process the applicant's total education record is considered in relation to other students applying in an attempt to admit those with the strongest credentials. Since all applicants are considered in relation to each other, all notification letters are sent at the same time; Early Decision letters will be mailed by the Office of Admissions on December 1; regular decision letters will be mailed on April 1. Letters to spring semester applicants will be mailed December 15.

Tests of the College Entrance Examination Board.

Freshman applicants are required to take the College Entrance Examination Board Scholastic Aptitude Test. In addition, it is strongly recommended that freshman applicants take three achievement tests of the College Entrance Examination Board; these may be a factor in the admissions decision. Students who wish exemption from the college writing requirement on the basis of scores must take the English Composition Achievement Test, preferably the English Composition Test with Essay given only in December. Students can meet the college foreign language requirement either by completing the fourth level of one foreign language in secondary school or by scoring 600 or above in the achievement test in a modern foreign language or 650 or above in Latin (this is not an admissions requirement). Applicants intending to continue the foreign language begun in secondary school must take the reading achievement test in a foreign language. Students who have not taken the achievement test in secondary school will be required to take it during freshman orientation week at the College. The placement of entering students in foreign language courses will be made on the basis of these test scores. Students who have completed secondary school courses in chemistry or physics and who wish to be placed in advanced sections of these courses should take the achievement tests in these areas.

Admission of Undergraduate Transfer Students

Transfer students are admitted for both the fall and the spring semesters. In order to be considered for admission, transfer applicants must be in good standing and eligible to return to their last institution of full-time attendance. Although students who have completed fifteen or more semester hours of work at an accredited institution are not normally required to take the Scholastic Aptitude Test of the College Entrance Examination Board, scores from this test are of substantial assistance in the evaluation of applications. Therefore, transfer students who have taken the Scholastic Aptitude Test should have their scores sent to the College. In addition those who have not taken the Scholastic Aptitude Test within three years from the time of application are encouraged to do so and report their scores to the College. Students who have not fulfilled the College's language requirement are required to take the reading achievement exam if they plan to continue in a language previously begun—(Students who have taken language courses in college are not required to take this exam). The placement of students in the required language courses is determined on the basis of these test scores. Transfer students should apply by November 1 for admission to the spring term and by March 15 for admission to the fall term. Letters to fall semester applicants will be mailed May 1.

Early Admissions

The College is willing to admit as freshmen a limited number of students with outstanding records at the end of their junior year in high school. Such students are encouraged to seek diplomas from their secondary schools after completing their freshman year and may be requested to visit on campus for a personal interview.

Concurrent Courses

In addition to full early admission, the College allows qualified local students to take courses for college credit concurrently with their secondary school program. Initial approval for this privilege should be requested through the school administration prior to the filing of the unclassified application which may be secured from the Office of Admissions.

Admission as a Part-time Degree Student

Applicants may be eligible for admission as part-time degree students if they live in the Williamsburg area, meet the usual admissions standards of the College, and can show compelling reasons why full-time status is not feasible. In determining whether part-time status is warranted, consideration will be given to the applicant's background. Normally, admission as a part-time degree student will not be granted if the applicant was a full-time student during the preceding academic year. A part-time degree student must earn a minimum of twelve hours each year (September through August) and must complete all degree requirements in effect at the time of entrance as a part-time degree student and all concentration requirements in effect at the time of the declaration of concentration.

A maximum of 20 part-time degree students will be admitted in any one year, each assigned to an advisor who will stress the importance of building a coherent program. Part-time degree students will not be eligible for residence hall accommodations unless space is available after all full-time students have been considered. Students who wish to apply for part-time degree status should specify this in requesting application forms from the Office of Admissions.

Admission to Unclassified Status

A student who does not intend to pursue a degree but wishes to take courses for credit during the day session may apply for admission as an Unclassified student. Students admitted to Unclassified status who later wish to become candidates for an undergraduate degree must submit a petition to the Office of Admissions before completing 30 semester hours, the maximum number applicable in this status. The requirement for admissions is the same as for those seeking degree status. A student once admitted as a degree candidate at the College is not eligible for admission as an unclassified student. Those seeking unclassified status should specify this in requesting application forms from the Office of Admissions.

Readmission

Students who are in good standing with the College but have not been in attendance in the day session for one or more semesters must submit an application for readmission and be readmitted by the Office of Admissions before they are permitted to register for classes in the day session. Former students who apply before February 1 for the fall semester and before December 1 for the spring semester will be given priority consideration for available space. Students who are not in good standing with the College should refer to the section on academic standing (page 46.).

Delayed Enrollment for Admitted Freshmen

Students who are offered admission to the freshman class may postpone their enrollment for one year. Admitted freshmen who choose this option must submit a form by February 1 requesting that their application be reopened for the fall semester. These students will be guaranteed space if they satisfy previous requirements made as conditions of their original admission. They must have an honorable record in the intervening

ADMISSION TO THE COLLEGE

year. Assurance of future admission does not apply to students who enroll in a college or university during the intervening period; in such cases, it will be necessary to consider the student as a transfer applicant.

Admission to Audit Status

Students who wish to audit courses in the day session with no credit should contact the office of the Dean of the Faculty of Arts and Sciences to obtain the appropriate forms for permission to audit.

Admission to the Evening College and Summer Sessions

Applicants should write to the Assistant Vice President for Academic Affairs for a catalog and application form. The admission to one of these divisions of the College does not entitle the student to admission to the regular day session or degree status unless an application is submitted and approved by the Office of Admissions.

III. FINANCIAL ASSISTANCE, ACADEMIC AND SPECIAL SCHOLARSHIPS, AND STUDENT EMPLOYMENT

The Office of Student Financial Aid administers two types of financial awards to undergraduates — financial assistance based on financial need and a limited number of academic and special scholarships. Information regarding financial assistance is contained in the brochure *Student Financial Assistance at the College of William and Mary*. Requests for this brochure and all correspondence regarding financial awards except ROTC should be addressed to:

Director of Student Financial Aid
College of William and Mary
Williamsburg, Virginia 23185

The Department of Military Science provides scholarships and other financial assistance for students enrolled in the College's Army ROTC Program. (see page 000). Requests for information should be directed to:

Department of Military Science
College of William and Mary
Williamsburg, Virginia 23185

FINANCIAL ASSISTANCE

Financial assistance is available to undergraduates who need additional resources to meet the costs of an education at the College. Demonstrated need is established through the analysis of the Financial Aid Form (FAF) processed by the College Scholarship Service (CSS). Virginia undergraduates may normally expect sufficient support to enable them to attend the College for four years while out-of-state undergraduates may expect partial to full support depending upon the availability of funds.

Assistance is offered for one year only but may be renewed for each succeeding year if need continues and the undergraduate otherwise qualifies. Renewal requires an institutional application and the completion of the FAF for each succeeding year.

Applicants for financial assistance at the College of William and Mary must also apply for the Federal Pell Grant and for their State Grant Program when available.

Financial assistance is "packaged" to include the offer of part-time employment, the offer of a student loan, and grant (scholarship), singly or in combination.

Entering students include early decision, special decision, regular decision, and transfer students. Early decision students should file the appropriate FAF with CSS as soon after January 1 as possible. Special, regular, and transfer students should file between January 1 and February 15. Returning students should file by April 15.

ACADEMIC AND SPECIAL SCHOLARSHIPS

Academic scholarships are awarded solely on the basis of academic achievement at William and Mary to the nineteen ranking scholars of the College. These scholarships are not available to entering undergraduates.

Special scholarships are awarded by various departments to undergraduates who demonstrate outstanding achievement within the College. These awards are not usually available to entering undergraduates.

Foreign Exchange Scholarships: The College of William and Mary has an agreement with Exeter University in England and the University of St. Andrews in Scotland for an annual exchange of students. Under this plan an outstanding William and Mary student is given the opportunity to study at one of the universities for one year. One student will be selected for each university. The Exeter scholarship is open to students who are rising juniors or who are members of the graduating class; the St. Andrews is available only to rising juniors. All college fees (tuition, registrations, room and board) will be waived for these exchange students. They will live in one of the Residence Halls of Exeter or St. Andrews. One student from Exeter and one from St. Andrews will come to the College of William and Mary for the same period.

The College offers a student exchange scholarship with the University of Muenster in

West Germany. Under this exchange plan one William and Mary student is given the opportunity to study at Muenster for one academic year. All university fees (tuition, room and board) are paid by the University of Muenster. The scholarship is open to William and Mary students beyond the freshman year who are in good standing and who possess a high proficiency in the German language. One student from Muenster enrolls at the College for the same period.

The College also makes available to William and Mary student participants scholarships for the Cambridge Summer Program and the Junior Year in France Program.

STUDENT EMPLOYMENT

Part-time employment includes jobs at the College and in the city of Williamsburg. Colonial Williamsburg provides part-time employment through the Student Financial Aid Office. In order to maintain a proper balance between hours of employment and academic loads, the College requires that all student employment on the campus or in the city be assigned by the Student Employment Coordinator in the Student Financial Aid Office. The normal work load is ten to fifteen hours per week.

Employment for spouses of regularly enrolled students is also available as part of the College's overall financial assistance program. Inquiries concerning this type of employment should be directed to the College's Director of personnel rather than the Student Financial Aid Office.

THE FINANCIAL ASSISTANCE PACKAGE

The financial assistance offer is packaged to include a grant (scholarship), loan, and part-time employment, singly or in combination. A grant is "gift" assistance which is not earned or repaid. The loan must be repaid following graduation while part-time employment provides earnings during the academic session.

PRIMARY ASSISTANCE SOURCES

Federally funded programs include the PELL GRANT, the NATIONAL DIRECT STUDENT LOAN, the GUARANTEED STUDENT LOAN, 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. The application deadline is April 15.

In addition to funding the College Scholarship Assistant Program (CSAP), the General Assembly of Virginia appropriates funds to public institutions for scholarships, grants, and institutional part-time work opportunities.

Endowed scholarship funds made possible through the generosity of friends and alumni of the College provide grants for needy students, a limited number of special scholarships awarded by academic departments, and for the William and Mary Ranking Scholars Program.

OTHER SOURCES

Programs for Federal and State beneficiaries are administered by the College for eligible students. Included is educational assistance for veterans, disabled veterans, survivors, and dependents. Other programs include Virginia War Orphans and Social Security Educational Benefits. Persons who are eligible should work out the details with the appropriate Federal or State agency prior to registration at the College.

IV. 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.

ACCOUNTS AND REFUNDS

Payment of Accounts

Charges for the tuition and general fee, as well as fees for room, board and applied music, are payable in advance by the semester. Registration is not complete until all fees due the Treasurer's Office are paid. Any unpaid balance on an individual's account could result in cancellation of Registration. Remittance being made by check should be drawn to the College of William and Mary. Checks returned by the bank for any reason will constitute nonpayment of fees and will result in subsequent cancellation of Registration.

Refunds to Students Who Withdraw from College

Subject to the following regulations and exceptions, all charges made by the College are considered to be fully earned upon completion of registration by the student. Due to administrative procedures, refunds will not be processed until six (6) weeks after classes begin.

1. A student who withdraws within the first five-day period immediately following the first day of classes is entitled to a refund of all charges, with the exception of \$50 which shall be retained by the College to cover the costs of registration, subject to Item #5, below. (Such refunds shall not include any deposits or advance payments which may have been required by the College as evidence of the student's intention to enroll.)
2. A student who withdraws at any time within the next following 25 days after the first day of classes shall be charged 25% of the tuition and general fee plus 25% of the semester's room rent, subject to Item #5, below.
3. A student who withdraws at any time within the second thirty-day period after the first day of classes shall be charged 50% of the tuition and general fee, plus 50% of the room rent for a semester, subject to Item #5, below.
4. A student who withdraws at any time after sixty calendar days following the first day of classes shall be charged the full tuition and general fee, room rent, and board for semester, subject to Item #5, below.
5. No refunds will be made to a student who has been required by the College to withdraw, regardless of the date of withdrawal.
6. No refunds will be made to a student who withdraws unofficially.
7. A registration fee of at least \$50 will be deducted from the amount due and paid by a part-time student who withdraws within sixty calendar days immediately following the first day of classes, except in the case of an in-State student who is registered for only one credit hour. In such case, the student will receive no refund.

If the total amount due and paid is more than \$100, a maximum of 50% of that total will be refunded. The graduated refund policy noted for full-time students will not apply to part-time students.

No refund will be granted to a part-time student who withdraws after sixty calendar days immediately following the first day of classes; or who has been required by the College to withdraw, regardless of the date of withdrawal; or who withdraws unofficially.

A part-time student at the undergraduate level is defined as one who is enrolled for 11 credit hours or less. At the graduate and/or law school level, a part-time student is one who is enrolled for 8 credit hours or less.

8. In cases of official withdrawal, not required by the College, during the first sixty calendar days following the first day of classes, charges for board shall be calculated on a pro-rata basis, determined by the date of official withdrawal, provided the Dining Commons Card is surrendered at the Treasurer's Office on this date. The board plan "week" covers the period of Thursday through Wednesday, days inclusive.

TUITION AND OTHER EXPENSES

Credits on Accounts of holders of Scholarships

Students holding scholarships are required to pay all fees less the value of the scholarships which they hold. In cases where scholarships exceed total charges, refunds will be processed upon written request of the student beginning six (6) weeks after classes begin.

Withholding of Transcripts and Diplomas in Cases of Unpaid Accounts

Transcripts or any other information concerning scholastic records will not be released until college accounts are paid in full. Diplomas will not be awarded to persons whose college accounts are not paid in full.

TUITION AND GENERAL FEE

The tuition and General Fee (\$888 per semester for full-time State students and \$2345 for full-time out-of-State students) is a payment towards the general maintenance and operating costs of the College including recreational and health facilities. (Board and room charges are additional.)

Any student registered for nine hours or more in 500-level courses or above, or for twelve hours or more at any level, is considered a full-time student and will be charged those full-time rates.

Tuition for part-time students, at both the undergraduate and graduate levels, is as follows:

\$57 per semester hour for Virginia students

\$146 per semester hour for out-of-State students

Regularly enrolled degree-seeking students of the College will be charged these rates during the regular session for part-time work, based on their established domiciliary status.

Rates for students who enroll in Evening College or in Summer Session will be charged on the same basis.

Part-time students who are not regularly enrolled at the College of William and Mary, and for whom, therefore, no domiciliary status previously has been determined, will be charged on the basis of their satisfactorily established domiciliary status. (See statement below regarding in-State, out-of-State classification for fee purposes.)

Auditing fees are the same as those specified for part-time students, unless the auditor is a full-time student.

The legislative Act affecting residence is as follows:

Be it enacted by the General Assembly of Virginia, that the domicile of an unemancipated minor may be the domicile of either parent; provided, however, that if one parent has custody, the domicile of an unemancipated minor shall be the domicile of the parent having custody. If there is no surviving parent or the whereabouts of the parents are unknown, then the domicile of an unemancipated minor shall be the domicile of the legal guardian of such unemancipated minor if there are no circumstances indicating that such guardianship was created primarily for the purpose of conferring a Virginia domicile on such unemancipated minor.

No person in attendance at a State institution of higher education shall be entitled to reduced tuition charges unless such person is and has been domiciled in Virginia for a period of at least one year immediately prior to the commencement of the term, semester or quarter for which any such reduced tuition charge is sought.

A person who enrolls in any such institution while not domiciled in Virginia does not become entitled to reduced tuition charges by mere presence or residence in Virginia. In order to become so entitled, any such person must establish that, one year before the date of alleged entitlement, he or she was at least eighteen years of age or, if under the age of eighteen was an emancipated minor, and had abandoned his or her old domicile and was present in Virginia with the unqualified intention of remaining in Virginia for the period immediately after leaving such institution and indefinitely thereafter.

A person who is classified or classifiable at the date of his or her marriage as eligible to receive the privileges herein described, may receive or continue to receive such privileges

until he or she abandons his or her Virginia domicile other than through any presumption of law attaching to the ceremony of marriage.

A student who is not a member of the armed forces and who is not otherwise eligible for reduced tuition charges and whose spouse or parent is a member of the armed forces stationed in this State pursuant to military orders shall be entitled to reduced tuition charges if such spouse or either parent, for a period of at least one year immediately prior to and at the time of the commencement of the term, semester or quarter for which reduced tuition charges are sought, has resided in Virginia, been employed full time and paid personal income taxes to Virginia. Such student shall be eligible for reduced tuition charges through such parent under this section only if he or she is claimed as a dependent for Virginia and federal income tax purposes. Such student shall be entitled to reduced tuition charges so long as such parent or spouse continues to reside in Virginia, to be employed full time and to pay personal income taxes to Virginia.

Entitlement to reduced tuition charges must be established by convincing evidence and the burden of establishing entitlement shall be on the person claiming such entitlement.

IN-STATE TUITION ELIGIBILITY

Procedure for Determination of In-State Tuition Eligibility

I. Application for In-State Tuition Eligibility

The Registrar or his delegate shall provide appropriate forms to be completed by all persons who wish to claim eligibility for in-state tuition. Such forms shall be prepared and from time to time revised in consultation with the Chairman of the Status Appeals Board.

A. Entering Students — Such forms shall be furnished to entering students claiming eligibility for in-state tuition prior to their matriculation, and shall be completed and returned by them to the Registrar's Office. A student to whom such a form was sent who fails to complete and return such form not later than fifteen calendar days after the first day of classes of the semester for which in-state status is sought shall be deemed to have waived classification as an in-state student for the semester involved. A student claiming entitlement to in-state tuition to whom such a form was not furnished and to whom a bill for non-resident tuition was mailed or given, shall request such form, complete and return it not later than fifteen calendar days after the first day of classes of the semester for which the change in status is sought. Failure to do so shall likewise be deemed a waiver of classification as an in-state student for the semester involved.

B. Matriculated Students — Matriculated students who have been classified as ineligible for in-state tuition shall remain in that classification until changed. A student desiring a change in classification shall request the appropriate form from the Registrar's Office, complete and return it not later than fifteen calendar days after the first day of classes of the semester for which the change is sought. Failure to do so shall be deemed a waiver of classification as an in-state student for the semester involved.

C. Re-enrolling Students — Students who are returning to the College after being absent for one or more regular semesters and who claim entitlement to in-state tuition shall request, complete and return the appropriate form to the Registrar's Office not later than fifteen calendar days after the first day of classes of the semester for which in-state status is sought. Failure to do so shall be deemed a waiver of classification as an in-state student for the semester involved.

II. Initial Evaluation of Application for Classification

The Registrar or his delegate shall initially evaluate all requests for in-state tuition classification or re-classification according to Section 23-7 of the Code of Virginia, and shall inform the student of his classification by letter. Where the student's eligibility for in-state tuition is not clear, the Registrar or his delegate may refer the matter to the Status Reviewing Officer. A student who receives an adverse decision

by the Registrar or his delegate may, within ten calendar days by written request, seek a review by the Status Reviewing Officer.

III. Review by the Status Reviewing Officer

The Status Reviewing Officer, who shall be appointed by the President and shall be legally trained, shall consider all status determinations referred to him pursuant to Section II above, and make such determinations as he may deem proper under Section 23-7 of the Code of Virginia, and shall communicate such determination in writing to the student with a copy to the Registrar's Office. If the determination be favorable to the student, the Registrar's Office may have five calendar days in which to request an appeal, which request shall be addressed to the Chairman of the Status Appeals Board. If the determination is unfavorable to the student he may, within 10 calendar days, request in writing an interview with the Status Reviewing Officer, which shall be awarded him, and at which time the student may be accompanied by counsel and may present such evidence or explanations as he deems appropriate. The Status Reviewing Officer shall thereupon, or as soon thereafter as is reasonably possible, and with due regard to matters brought out at the interview, affirm or modify his previous determination and inform the student of his action. If the matter is again determined adversely to the student, the Status Reviewing Officer shall inform the student of his right to appeal to the Status Appeals Board, which appeal must be made within 10 calendar days of the date of the final determination by the Status Reviewing Officer. Failure of any student notified of an adverse determination to request an interview or make an appeal within the time limits provided herein shall be deemed a waiver of classification for in-state tuition for the semester involved, unless a satisfactory excuse for the delay is presented and accepted by the Chairman of the Status Appeals Board.

IV. Appeal

The Status Appeals Board shall consist of three persons of faculty rank, none of whom shall be employed by the offices of the Vice President for Business Affairs. They shall be appointed by the President, who shall also designate a Chairman. Appeals to the Board shall be in writing and addressed to the Chairman, and need take no particular form. The Chairman shall, upon receipt of an appeal, schedule a hearing at a time convenient to the parties, and shall, in addition to consideration of whatever documents are deemed relevant, consider such statements as the appellant may wish to make and such evidence, oral or otherwise, as he may present. The hearing shall not be a review of the findings of the Status Reviewing Officer, but a hearing de novo. A student appellant may be represented by counsel. However, the Chairman may invite the Status Reviewing Officer to appear and communicate his evaluations and observations and/or may request a written statement from the Status Reviewing Officer regarding the reasons for his determinations. Upon completion of the hearing, the Board shall make such determination as is deemed proper and communicate the same in writing to the appellant with reasons therefor. The determination of the Board shall be dispositive of the matter unless, in the case of a student appellant, an appeal is made in writing to the President within 5 calendar days of the determination by the Appeals Board. The President, or his impartial delegate acting in his behalf, in considering the appeal shall review only the documentary data involved unless an interview with the student is deemed appropriate. The President or his delegate shall thereupon decide the matter and make the final decision.

BOARD

The College operates two cafeterias, the Dining Commons and the Wigwam Cafeteria, together seating over 1300 persons.

All students who are officially classified as freshmen¹ and who are housed in student residences will be charged for board at the rate of \$700 per student per semester.

Each freshman will be issued a Dining Commons Card which entitles that student to 19 meals per week during the semester. The Christmas and Thanksgiving recesses during the

¹For boarding purposes, "Freshmen" is interpreted to mean those students in their first year of residence in college who are housed in residence halls for freshman students.

TUITION AND OTHER EXPENSES

first semester and the spring recess in the second semester are not included in the period for which board is charged. The Dining Commons Card will be useable in the Wigwam Cafeteria on an announced basis.

Freshmen are required to board in the Dining Commons on a nineteen-meal plan. It is optional for students not living in student residences and students other than freshmen as to whether or not they board in the College Dining Commons. All others may elect to board in the Dining Commons by the semester, in which case the charge for board will be \$700 per student for the nineteen-meal plan; or \$620 per student per semester for any fifteen meals per week; or \$445 per student per semester for any ten meals per week. All students who desire to do so, except freshmen who are required to board, may change board plans or cash in their meal tickets through the drop/add period, plus two school days, in any semester. After this deadline, no board refunds or changes in board plans will be permitted for the remainder of the semester, unless the student withdraws from the College. Such meal ticket refunds or board plan changes will be prorated on a weekly basis. The board plan "week" covers the period of Thursday through Wednesday, days inclusive.

In cases of withdrawal from the College during the first sixty days following the scheduled registration period, the student will be given a refund calculated on a pro rata basis determined by the date of official withdrawal, provided the Dining Commons Card is surrendered to the Treasurer's Office on this date. Students who wish to purchase meal tickets after the drop/add period, plus two school days, may do so at any time, with the understanding that they will continue with the meal plan chosen throughout the semester, with no refunds available, except in the case of withdrawal, as noted above.

Owing to uncertain conditions prevailing with respect to the cost of food supplies and of food service, the College reserves the right to change its rates for board at any time throughout the year to meet such additional costs.

ROOM RENT

Room rent in student residences varies from \$665 to \$750 per semester depending on factors which include: the size of the room, the inclusion of a bath, the location on the hall, etc. Living in student residences is mandatory for freshmen but optional for sophomores, juniors, and seniors.

The College student residences are not open for occupancy during the Christmas holiday period. During the Thanksgiving and Spring Recesses selected buildings are open on a limited basis for students who need to remain in the area.

Students withdrawing from College facilities: A student who continues enrollment in College, but who withdraws from the College housing at any time following the date of semester registration, whether or not the student occupies the room, will receive no refund for the semester's room rent unless the total occupancy of the College residences is unaffected. This regulation will apply to all students regardless of the reasons why they withdraw from College housing.

INCIDENTAL EXPENSES

It is impossible to estimate the exact cost to students of clothing, travel and incidental expenses. These are governed largely by the habits of the individual. The cost of books depends on the courses taken.

Money for books cannot be included in checks covering college expenses; book expenses should be paid in cash or by separate check when purchased. Checks for books should be made payable to the William and Mary Bookstore.

NON-RECURRING FEES

Application fee	\$ 20.00
Enrollment Deposit	150.00
Room Deposit	100.00
Room Damage Deposit	75.00
Room change penalty fee	25.00
Diploma fee	20.00

TUITION AND OTHER EXPENSES

Cap and gown, bachelor and master candidates	12.00
Cap and gown rent, doctoral candidates	14.00
Academic hood rent to Seniors and Graduate students	5.00

Application fee — A non-refundable processing fee of \$20.00 is required with undergraduate freshmen and transfer applications for admission to the College. This fee is not credited to the student's account. Students applying for admission from Richard Bland College are excluded from payment of this fee.

Enrollment Deposit — For new students a deposit of \$150.00 is required by the College to confirm the student's intention to enroll.

Room Deposit — For returning students a non-refundable deposit of \$100 is required by the College for a student to request a room. This payment is made to the Treasurer's Office and is applied to the student's account. Although payment of this deposit by returning students does not guarantee a place on campus, the College makes every effort to accommodate all undergraduate students who desire College housing. This deposit may be made by students already enrolled at any time after the beginning of second semester but must be paid before the designated date in March. No rooms will be reserved for students who have not paid a room deposit by this specified date.

Entering freshmen are not required to make a room reservation deposit until they have been notified of their admission to the College. Transfer and Former students, however, are required to pay \$100 deposit upon assignment to College housing.

Room Damage Deposit — A \$75 Room Damage Deposit is required before occupancy. This deposit is refundable upon leaving College housing subject to damage assessments. Room assessments for students and changes in rooms are made through the Office of Residence Life.

Room Change Penalty Fee — Students who change rooms without the approval of the Office of Residence Hall Life will be charged a penalty of \$25.

Diplomas — The charge for diplomas for all degrees is \$20.00. This is payable on or before April 30.

Academic Costumes — Senior and Graduate students may procure caps and gowns from the College rental supplier just prior to graduation. The fee, payable to the supplier, is \$12.00 for bachelor and master candidates, and a \$14.00 rental fee for doctoral candidates. Academic hoods will be provided to all degree recipients by the College just prior to graduation at a rental fee of \$5.00. All fees are payable upon receipt of the items mentioned.

SPECIAL FEES

Special additional fees are charged for Applied Music courses and certain physical education courses such as Scuba Diving, Karate, and Horseback Riding. The current fee for Applied Music is \$110 per semester for one 30-minute lesson per week and \$220 per semester for one hour lesson per week. Students at the 400 level are exempt from paying the Applied Music fee up to the limit of four credit hours. Fees for other special courses are determined by the demand and by the arrangements which are necessary to support such demand. None of the special fees is refundable.

V. REQUIREMENTS FOR DEGREES AND ACADEMIC REGULATIONS

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 (A.B.), Bachelor of Science (B.S.), Master of Arts (M.A.), 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, English, government, history, marine science, mathematics, physics, psychology and sociology; the M.S. in applied science, mathematics and physics; the Ph.D. in history, marine science and physics.

School of Business Administration: Bachelor of Business Administration (B.B.A.), and Master of Business Administration (M.B.A.).

School of Education: Master of Arts in Education (M.A.), Master of Education (M.Ed.), and Doctor of Education (Ed.D.).

School of Law: Juris Doctor (J.D.), and Master of Law and Taxation (L. & T.M.).

School of Marine Science: Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.).

The requirements for the baccalaureate degree of Bachelor of Business Administration will be found on page 164 of 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.

REQUIREMENTS FOR DEGREES

DEGREES OF BACHELOR OF ARTS AND BACHELOR OF SCIENCE

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 each undergraduate to plan, with the help of a faculty advisor and within the framework of broad general degree requirements, a program of liberal education suited to his 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 his particular program of liberal education within broad basic limits. In this planning, a student and his advisor should build upon his previous preparation. A freshman should pursue at least one study in which he has interest and competence at the highest level his preparation allows. As early as possible he should explore some studies with which he is unfamiliar, in order to open up new interests and opportunities. Finally, he should take care to lay the foundations for his 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 for himself the cultural as well as practical values of foreign language study. Since students entering college differ widely in their previous preparation in these respects, the proficiency requirements of the College establish only basic minimums; but each student is encouraged to proceed beyond these minimums to whatever extent his interests and abilities suggest.

The Area and Sequence Requirements guide a student in selecting courses (usually during the first two years) that contribute to a liberal education by being distributed broadly and by allowing some exploration in depth of a particular field outside the area of the student's concentration. Each student must take courses whose introductory natures illuminate disciplines in each area of arts and sciences: the humanities, the social

REQUIREMENTS FOR DEGREES AND ACADEMIC REGULATIONS

sciences, and the natural sciences and mathematics. Outside the area of concentration, the student continues the study of a subject by taking a logical sequence of advanced courses which build upon the introductory ones. When combined with the thoroughness of study in a concentration and the freedom of exploration in electives, these requirements help to develop the breadth of knowledge that characterizes the liberally educated person.

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

The Faculty of Arts and Sciences of the College determines the degree requirements for the A.B. 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 semester credits which are based upon the satisfactory completion of courses of instruction. Usually one semester credit is given for each class hour a week through a semester. Not less than two hours of laboratory work a week through a semester will be required for a semester credit.

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.

REQUIREMENTS FOR THE DEGREES OF A.B. AND B.S.

GENERAL REQUIREMENTS

One hundred and twenty-four semester credits are required for graduation. Of these one hundred and twenty-four semester credits, one hundred and twenty must be in academic subjects and four in a program of activities in Physical Education. A minimum of 240 quality points in academic subjects is required. A student must make a minimum quality point average of 2.0 for all courses at William and Mary in the field of concentration for which he receives a grade of A,B,C,D or F.

No degree will be granted by the College until the applicant has made a minimum of sixty semester credits in residence at the College in Williamsburg. This period must include the last two semesters in which credits counted toward the degree are earned.

A student must fulfill the general degree requirements set forth in the catalog at the date of entrance to the College, and he must fulfill the concentration requirements in effect when the choice of concentration is declared. A student who fails to graduate within six calendar years of the date of entrance to the College relinquishes the right to graduate under the requirements set forth in the catalog at the time of entrance, and must fulfill the requirements set forth in the catalog under which he re-enters the College for the final time prior to graduation. If a student has not been enrolled at the College for 5 calendar years or more since the end of his last semester of registration at William and Mary, his record is subject to re-evaluation under regulations available in the office of the Dean of the Faculty of Arts and Sciences.

A student must complete degree requirements within ten semesters. A fall or spring semester during which a student attempts 12 or more academic credits counts as one semester under the ten semester rule. Summer Session, transfer credits, and underloads are counted as follows: the total number of academic credits attempted during Summer Session is divided by 15, the normal course load during a regular semester. For example, 6 hours attempted during Summer Session count as 6/15 of a semester. Academic credit transferred to the College from other institutions and underloads approved by the Committee on Academic Status for fall or spring semesters are counted proportionally in the same manner as Summer Session credits.

Normally only one introductory statistics course can be counted for degree credit unless written permission for credit in two departments has been obtained from both department chairmen. This restriction applies to Business Administration 331, Economics 307, Geology 403, Mathematics 401-402, Psychology 331, and Sociology 307.

However, a student may count both Mathematics 401-402 and another statistics course toward a degree if Mathematics 401-402 is taken after the other statistics course.

Students requesting exemption from any of the requirements for the degrees of A.B. and B.S. must petition the Committee on Degrees. A student who wishes to initiate a petition should contact the Office of the Dean of the Faculty of Arts and Sciences. In exceptional cases, a student, by petition to the Committee on Degrees, may be released from normal requirements and permitted to devise his own program in consultation with his advisor and subject to the approval of the Committee.

PROFICIENCIES, AREA REQUIREMENTS, CONCENTRATION

The credits for a degree must be completed in accordance with the following specific requirements.

1. Proficiencies

- A. **Foreign Language:** Unless a student has completed the fourth year level in high school of an ancient or modern foreign language, or demonstrates proficiency by achieving a score of 600 on the College Board Achievement Test in French, German, Russian or Spanish, or a score of 650 on the Test in Latin, he must satisfactorily complete a fourth semester course (or above) in a language in College.
- B. **Writing:** A student whose combined SAT Verbal and English Achievement scores fall below 1300 must satisfactorily complete, normally during his first year at the College, a one-semester course in English composition, unless he (1) presents at entrance Advanced Placement Test scores of 4 or 5, or (2) applies to take and demonstrates satisfactory performance on a writing test administered during his first year at the College. A student whose combined scores are 1300 or better may take a course in writing but is not required to do so.

In addition, all students must satisfy the Concentration Writing Requirement described by each department or school. 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 an Honors paper, a Senior paper, or the like, it may be completed as late as the end of the graduating semester.

The Concentration Writing Requirement will apply to all first year students entering for the first time in the fall of 1983 and thereafter, and to transfer students entering in the fall of 1984 and thereafter.

- C. **Physical Education:** A student must acquire four semester credits in a physical education program. Each of the four requirements may be satisfied by electing a semester course in an activity offered by the Departments of Physical Education, by participating for a season in a varsity sport, or by passing one of the skills tests offered. An individually designed program of adapted activities, Physical Education 193, is provided for students who cannot, because of physical disability or injury, take part in the regular required physical education activities courses. Such students are not automatically exempted from the physical education requirement and where possible are expected to satisfy the four course requirement by enrolling in Physical Education 193. It is recommended that a student begin physical education in the first semester of residence and continue in the program until the requirements have been satisfied.

2. Area-Sequence Requirements

A student must satisfactorily complete eleven courses distributed among the following:

Area I. Classical Studies, Comparative Literature, Dance, English, Fine Arts, Modern Languages, Music, Philosophy, Religion, Theatre and Speech.

Area II. Anthropology, Economics, Government, History, Psychology, Sociology.

Area III. Biology, Chemistry, Geology, Mathematics and Computer Science, Physics.

(1) Area requirement—A student must take at least three courses, two in the same department and a third in another department, in each of the three areas. In Area III, at

least one course must include a laboratory course which is designated for area laboratory credit. Courses within the department of concentration may be used to satisfy the area requirement. The courses must be designated for area credit unless the sequence requirement is also completed in that area; in that case, area requirements may be fulfilled with courses which have sequence designation.

(2) Sequence requirement—The sequence requirement is fulfilled by completing two courses designated for sequence credit. These courses must be in an Area which does not include the department of the student's primary concentration. Two of the courses fulfilling area requirements and the two courses fulfilling sequence requirements must form a logical sequence of courses in the same department or a logical combination of courses on an interdisciplinary topic. Approval for an interdisciplinary sequence must be obtained from the Office of the Dean of the Faculty of Arts and Sciences upon the recommendation of the chairmen of the departments concerned. In the case of fulfilling area-sequence requirements in modern languages, all courses must be taken in the same language.

(3) For the purpose of meeting the above regulations, Business Administration sub-programs and concentrations in Education and Physical Education are considered to be in Area II.

(4) Each student is responsible for choosing courses which satisfy area and sequence requirements. Designations of courses are contained in the "Explanation of Course Descriptions" on p. 54.

(5) The rules stated above are written with disciplinary concentrations in mind. Those interested in interdisciplinary concentrations should contact the chairman of the Committee on Interdisciplinary Studies.

3. Concentration

Before the end of the sophomore year each student shall select either a departmental or an interdisciplinary concentration. While new concentrations may be declared after that time, an application for interdisciplinary concentration must be submitted to the Interdisciplinary Studies Committee before the beginning of preregistration for the first semester of the student's senior year.

A student may declare two concentrations. For purposes of meeting area and sequence requirements, either concentration may be selected as the primary concentration. Usual rules for area and sequence credit are applied. A course may be counted toward an area or sequence requirement and also toward the second concentration.

A. Departmental concentrations are offered (for the Bachelor of Arts degree) in Anthropology, Classical Civilization, Computer Science, Economics, Education, English Language and Literature, Fine Arts, French, Geology, German, Government, Greek, History, Latin, Mathematics, Music, Philosophy, Physical Education, Psychology, Religion, Sociology, Spanish, Theatre, and (for the Bachelor of Science degree) in Biology, Chemistry, Computer Science, Geology, Mathematics, Physical Education, Physics and Psychology.

A candidate for the B.S. degree, in addition to satisfying the Area III requirement, must complete three additional courses in Area III.

No student shall be permitted to apply toward a degree more than forty-eight semester credits in a subject field. The subject fields include: Anthropology, Biology, Chemistry, Classical Civilization, Economics, Education, English, Fine Arts, French, Geology, German, Government, Greek, History, Latin, Mathematics and Computer Science, Music, Philosophy, Physical Education, Physics, Psychology, Religion, Sociology, Spanish, and Theatre and Speech.

A student may not apply more than 33 credits in Elementary Education or 24 credits in Secondary Education toward a degree.

B. Interdisciplinary concentrations are supervised by a Committee on Interdisciplinary Studies. Any student may submit a plan for interdisciplinary concentration for the approval of this committee. Applications are available in the office of the Registrar.

C. In addition to the required concentration, 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 by the Committee on Interdisciplinary Studies in the case of an

interdisciplinary minor. Courses completed for a minor may also satisfy area and sequence requirements but may not 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 from the office of the Dean of the Faculty of Arts and Sciences.

A student who intends to complete a minor must declare this intention to the department or Committee on Interdisciplinary Studies. This should be done before the end of the sophomore year, and must be done before registration for the final semester of the senior year. Upon completing a minor, a student must present the list of appropriate courses to the department or Committee on Interdisciplinary Studies for certification and to the Registrar for verification and for posting of the permanent record card at the time of graduation.

A student who does not complete a minor may declare two concentrations. For purposes of meeting area and sequence requirements, either concentration may be selected as the primary concentration. Usual rules for area and sequence credit are applied. A course may be counted toward an area or sequence requirement and also toward the second concentration.

ACADEMIC REGULATIONS

COURSE OF STUDY

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.

Since 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. They should take the initiative in making appointments with the advisor for academic and other counsel.

Before registering for the freshman year, each student meets with his or her advisor 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 studies. Most students retain the same advisor during the sophomore year. Juniors and seniors are assigned advisors by the department or school in which they are completing a concentration or sub-program.

STUDENT'S PROGRAM

A full-time degree student must register for a least 12 and not more than 18 credits each semester, excluding required physical education courses. The normal load for a student planning to graduate with a degree in four years is 15 academic credits per semester, or 30 credits each academic year. An academic year is comprised of the first semester plus the second 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, but it does not count in the application of continuance standards in any academic year.

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 preferably within a period of 5 days before the first day of registration for the semester in question, but not later than 2 days before the close of the period allowed for course changes without penalty. Only to exceptionally able students, however, will the Committee of Academic Status grant permission to carry more than 18 academic credits.

Courses in Arts and Sciences and in Education may be taken for undergraduate credit on a Pass/Fail basis. This option is limited to one course in each full semester of the junior

REQUIREMENTS FOR DEGREES AND ACADEMIC REGULATIONS

and senior years. This option, which is irrevocable after it is exercised, may be arranged with the Office of the Registrar during the period for course changes. Courses taken on a Pass/Fail basis may not be used to satisfy proficiency, area-sequence, or concentration requirements.

An undergraduate course may be audited by a student after obtaining permission of the instructor on a form supplied by the office of the Dean of the Faculty of Arts and Sciences. If the student meets the requirements for auditors prescribed by the instructor, the course will be included on his transcript with the symbol 'O'.

An undergraduate student at the College of William and Mary may offer courses at the College numbered 500 or above for credit 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 and department chairman, the Graduate Dean of Arts and Sciences, and the Degrees Committee, and
5. The student shall not receive graduate credit for the course.

An undergraduate student of the College who has a grade point average of at least 3.0 may take for graduate credit in his 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 student obtains the written consent of the instructor, the head of the department or Dean of the School of Marine Science, the chairman of the Degrees Committee, and the Graduate Dean of Arts and Sciences, at the time of registration. Such a student will be considered the equivalent of an unclassified (post-baccalaureate) student as far as the application of credit for these courses toward an advanced degree at the College is concerned.

In order for a regular degree student to enroll in an evening college course, the following conditions must be met:

- 1) a student may enroll only if the course is not offered during the day and the student is a senior
- 2) the course is never offered during the day and the department considers the course integral to its program

Request forms for permission to enroll in evening college courses are available in the Office of the Dean of the Faculty of Arts and Sciences. Courses taught through the School of Business in the evening but not listed in the Evening College Bulletin are not Evening College courses.

CHANGES IN REGISTRATION

For a period of two weeks after the beginning of classes a student may add or drop courses. The procedure for adding and dropping courses is initiated by making application to the Office of the Registrar, and must be completed by the last day of the registration adjustment period. Unless a course change has been made in this manner it has no official standing and will not be recognized as valid by the College. Courses dropped during the adjustment period are not entered on the student's academic record.

A student may add a course after the adjustment period only in the most unusual circumstances. A petition to add a course must have a written recommendation from the student's advisor, as well as the consent of the instructor of the course to be added, before it is considered by the Committee on Academic Status. The procedure for adding courses is initiated by making application to the Office of the Dean of Students, and the advisor's recommendation should be sent directly to that office.

WITHDRAWAL FROM A COURSE

A student may withdraw from a course after the adjustment period and receive a "W" if (a) his withdrawal from the course, regardless of his academic standing in that course,

REQUIREMENTS FOR DEGREES AND ACADEMIC REGULATIONS

occurred during the 2 weeks following the add/drop period, or (b) his withdrawal from a course occurred at any time through the last day of classes if the instructor reports that the student is passing the course at the time of withdrawal. As long as graded material, including class participation, has not fallen due, the student will be considered passing. However, in either case the grade of W will be awarded only if the student remains registered for at least 12 academic credits after the course withdrawal and upon official notification to the Office of the Registrar. A student may not change from credit to audit status in a course, or vice-versa, after the adjustment period. Exceptions to the foregoing policy may be granted by the Committee on Academic Status. Students are strongly urged to confer with their advisor and with the instructor of any course which they contemplate dropping. A student should inform the instructor of a course which he drops. Any semester in which a student who is pursuing a full-time academic load drops all of his courses after the registration adjustment period for other than medical reasons is designated an "attempted semester" and is counted as one semester for purposes of administering the ten-semester rule for the completion of degree requirements.

CLASS ATTENDANCE

An education system centered upon classroom instructions 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, particularly their last scheduled class in each of their courses preceding and their first scheduled class in each of their courses following the Fall, Thanksgiving, Christmas, 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 Office of the Dean of Students.

ACADEMIC STANDING

CLASSIFICATION OF STUDENTS

A sophomore student must have completed at least 24 credits. A junior student must have completed at least 54 credits. A senior student must have completed 85 credits.

CONTINUANCE IN COLLEGE

The standards which are set forth below are considerably less than those which are necessary to insure completion of degree requirements within four academic years.

There is no minimum number of academic credits that a student must earn in each semester, except in the case of a student who is placed on academic probation by the Committee on Academic Status. However, minimal progress and continuance in College require that a student maintain the following schedule of accumulated academic credits (exclusive of work earned during a summer session, through transfer, or through advanced placement): 15 semester credits and 30 quality points at the end of the first academic year, 39 semester credits and 78 quality points at the end of the second academic year, 66 semester credits and 132 quality points at the end of the third academic year, and 93 semester credits and 186 quality points at the end of the fourth academic year.

Students permitted to continue in College on probation and students readmitted to the College on probation are required to meet certain additional standards as established by the Committee on Academic Status. The normal probation period is one academic year. A student who is continuing on probation or who is returning to the College on probation must register for at least 15 academic credits of course work in each semester and must successfully complete all work attempted. A student who is placed on probation and who during this period is permitted to attend summer session must complete successfully all work attempted during the session. In other words, during a period of probation a student is precluded from electing to drop with a designation of F any course for which he registers, and he may not register for less than 15 academic credits.

An unclassified student enrolled for 12 or more academic hours must meet the

continuance standards applicable to the regularly enrolled student. The record of a student not meeting these standards will be reviewed by the Committee on Academic Status.

WITHDRAWAL FROM COLLEGE

Students who desire to withdraw from the College should apply to the Office of the Dean of Students for permission to withdraw. The permanent record card of any student who withdraws from the College without permission from the Dean will carry the notation "Withdrew Unofficially."

The Committee on Academic Status reserves the right to determine the status of students who have withdrawn from the College after the drop/add period in either semester.

REINSTATEMENT

Students who are not in good standing with the College but who wish to seek readmission to the College of William and Mary or to transfer to another institution must submit a petition for reinstatement to good standing to the Committee on Academic Status. Applications should be made well in advance of registration for the fall and spring terms. For information on specific procedures, write to 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 Admissions respectively. A student who is asked to withdraw in January for academic deficiency may apply no earlier than April of the same year for reinstatement and for readmission to be effective in September. A student who is asked to withdraw in May or during the Summer Session may apply no earlier than November for reinstatement and for readmission to be effective in January. It is extremely unlikely that a student who is dropped twice from the College for academic deficiencies by the Committee on Academic Status will ever be reinstated to good standing.

ADVANCED PLACEMENT AND CREDIT BY EXAMINATION

Entering students interested in receiving academic credit and/or advanced placement for college level work undertaken before entering William and Mary should take the College Board Advanced Placement Examination. Advanced Placement Examinations may be taken in American history, biology, classical languages, chemistry, English, European history, history of art, mathematics, modern languages, music, and physics. These examinations are graded by the College Entrance Examination Board on a 5 point scale.

The policies in each department governing credit and/or advanced placement for scores on AP 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 advanced placement examinations are reviewed by the faculty in the appropriate department at William and Mary to determine whether advanced placement and/or academic credit is warranted, using the content of the College's introductory course as a guide. Examinations in classical languages, history of art, and music with grades of 4 or 5 are reviewed by the department.

BIOLOGY:

A score of 5 is awarded 4 credits for Biology 101, and the essay portion of the test will be evaluated to determine if additional advanced placement or credit should be given. A student with a score of 4 is exempt from Biology 101, and the essay portion will be evaluated to see if credit or additional advanced placement should be given.

REQUIREMENTS FOR DEGREES AND ACADEMIC REGULATIONS

CHEMISTRY:

A score of 5 on the Chemistry examination is awarded 8 credits for Chemistry 103-151 and 308-354. A score of 4 will be given 4 credits for Chemistry 103-151.

ENGLISH:

A score of 4 or 5 on the English Composition and Literature examination is routinely awarded three hours of credit equivalent to English 201 and exemption from 101. A score of 4 or 5 on the English Language and Composition examination is awarded only exemption from English 101.

HISTORY:

A score of 5 in European History or American History is awarded 6 credits for History 101-102 or History 201-202. A student with a score of 4 in European History receives 3 credits for History 102 and is exempt from History 101; one with a score of 3 is exempt from 101, 102. A student with a score of 4 in American History is given advanced placement without credit for History 201-202.

MATHEMATICS:

In the case of the Calculus BC examination, a score of 3 or better is routinely awarded six credits for Mathematics 111-112, and a score of 2 is awarded three credits for Math 111. For a score of 4 or better on the Calculus AB examination, students are routinely granted six credits for Mathematics 111-112, while a score of 3 warrants 3 credits for Mathematics 111.

MODERN LANGUAGES:

For French, German, or Spanish Language examinations, a score of 5 is awarded six credits for the 205-206 courses in that language, while a score of 4 is given credit for the 205 course. A 4 or 5 in the Literature examination will be given credit for French 207, German 208, or Spanish 205. All tests with scores of 3 will be read individually to determine what, if any, advanced placement and/or credit should be awarded.

PHYSICS:

A score of 4 or 5 on the Physics B examination will be given 8 credits for Physics 103-104. Tests with scores of 3 will be evaluated on an individual basis. If a student takes only Physics C: Mechanics or Physics C: E&M, tests will be examined for scores of 3, 4, and 5. If a student takes both Physics C examinations, a score of 4 or 5 on both parts is worth 8 credits for Physics 101-102. If either score is a 3, the test will be reviewed.

Credit received through the advanced placement program may be applied toward degree requirements, including proficiency, area-sequence and concentration requirements.

In addition, students at the College may request academic credit for courses by examination. Interested students should petition the Degrees Committee to receive 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.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

Transfer credit is granted for any course taken at an accredited college or university in which the student has earned a grade of "C" or better (or, in the case of a course taken on a "Pass/Fail" basis, a grade of "P"), provided that the course is comparable to a course offered for academic credit at the College. A course is deemed comparable to a course

offered for academic credit at the College if either (a) the course is similar to a course offered for academic credit at the College, or (b) it is of such a nature that it would carry academic credit if it were offered by the College. Thus, it is not necessary that a course exactly match, or be similar to a course offered at the College in order to be granted transfer credit. Equivalence credit is granted for courses satisfying condition (a). Elective transfer credit is granted for courses satisfying condition (b). For institutions on the quarter system two-thirds of the credits will be transferred to the College. Courses given equivalent status, even though transferring as few as two credits, may be used to satisfy proficiency, area/sequence, or concentration requirements. 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, area-sequence, or concentration requirements unless approval has been granted by the College's Committee on Degrees.

Transfer credit will not be granted for courses which belong in one or more of the following categories: (a) courses in professional, vocational or sectarian religious study, (b) courses below the level of introductory courses at the College, (c) freshman English courses of more than one semester which are devoted primarily to writing or composition, (d) applied music courses not accompanied or preceded by course in music theory, (e) college orientation courses. The College does not grant credit for attendance in service schools or training programs in the Armed Forces unless it can be demonstrated that such attendance is the equivalent of a course or courses offered at William and Mary. Academic courses taken while on military service at accredited colleges, universities or language institutes may be transferred in the normal manner. No credit will be granted for general military training, or for work done while a student is not in good standing.

Evaluations of credits earned from other institutions are made after a student has been selected for admission and has indicated an intention to enroll. No student may assume that credit will be given for credit at other institutions until he has a written statement as to what credit will be accepted. Each transfer credit reduces the College requirement by one credit and two quality points. Transfer grades do not affect degree requirements, quality point averages, or class rank. While there is no limit to the number of courses which may be transferred, William and Mary requires that at least sixty semester credits be earned in residence at the College in Williamsburg.

The policy of the School of Business Administration is to grant transfer credit for business administration courses which are equivalent to courses offered in the School of Business Administration. No transfer credit is granted for courses not offered by the School of Business Administration.

SUMMER SCHOOL ELSEWHERE

Any student of the College who proposes to attend a summer session elsewhere must have written permission in advance from the Committee on Degrees in order to insure that credit will be transferred. Forms are available in the office of the Dean of the Faculty of Arts and Sciences. After a student enrolls at the College, courses taken in a summer session elsewhere may not be used to satisfy proficiency, area-sequence, minor or concentration requirements unless special approval has been granted by the Committee on Degrees.

EVALUATION OF STUDENTS

SYSTEM OF GRADING

Completed academic work is graded A, B, C, D or F, unless it is taken on a Pass/Fail basis. These grades have the following meanings: A — excellent, B — good, C — satisfactory, D — minimal pass, F — failure. For each semester credit in a course in which a student is graded A, he receives 4 quality points; B, 3; C, 2; D, 1. F carries no credit and no quality points. Courses taken on a Pass/Fail basis and work in required Physical Education are graded P (pass) or F (failure).

In addition to the grades A, B, C, D, and F, the symbols "W," "G," and "I" are used on grade reports and in the College records. "W" indicates: a) a student's withdrawal from a course, regardless of his academic standing, during the two weeks following the add-drop

period, or b) a student's withdrawal from a course at any time through the last day of classes if the instructor reports that the student is passing the course at the time of withdrawal. As long as graded material, including class participation, has not fallen due, the student will be considered to be passing. In either case, the "W" would be given only if the student remains registered for at least 12 academic hours after the course withdrawal. Exceptions to the foregoing policy may be granted by the Committee on Academic Status.

"I" 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. An extension may be granted for one semester if the instructor concludes that there are unusual reasons which prevent the student from completing the assigned work. "I" automatically becomes "F" if the work is not completed; this occurs at the end of the regular semester following the course if no extension is given, or at the end of an additional semester if an extension is given.

"G" indicates that the instructor has deferred reporting the student's grade since there is not sufficient evidence on which to base a grade.

A student who believes that a final course grade has been unfairly assigned may request a review of the grade, no later than 4 weeks after the beginning of the next regular semester. Grade Review Procedures are available in the office of the Dean of the Faculty of Arts and Sciences.

EXAMINATIONS

The examinations given at the end of each semester take place at the times announced on the examination schedule, which is coordinated by the Office of the Dean of the Faculty of Arts and Sciences and attached to the class schedule. Students are required to take all of their examinations at the time scheduled, unless excused on account of illness or other sufficient reasons by the Office of the Dean of Students. Students should present their reasons for an expected absence to the dean in advance of the examination. No excuse on the ground of illness will be accepted unless it is approved by the College physician.

Deferred examinations are scheduled by the Office of the Dean of the Faculty of Arts and Sciences for students who have been excused by the Office of the Dean of Students from taking their examinations at the regular time. Members of the faculty are not authorized to grant deferred examinations. The deferred examinations are given early in the following semester.

Except under very exceptional circumstances students are not permitted to postpone the taking of a deferred examination beyond the first occasion thus regularly provided; and in no case will permission to take a deferred examination be extended beyond a year from the time of the original examination from which the student was absent.

The College does not authorize re-examinations.

SPECIAL PROGRAMS

HONORS PROGRAMS

Honors study at the College includes Psychology 211-212, and special sections of History 201-202, Philosophy 102, and Physics 101-102, as well as the interdisciplinary Honors 201-202 (see page 000) and upper-level departmental programs.

The departmental Honors Program provides special opportunities through independent study for the intellectual stimulation and development of superior students in certain departments and interdisciplinary studies. Departments participating in the program are Biology, Chemistry, Classical Studies, Economics, English, Fine Arts, Geology, Government, History, Mathematics and Computer Science, Modern Languages and Literatures, Music, Philosophy, Physics, Psychology, Religion, Sociology, and Theatre and Speech.¹ Students in this program may, as the result of distinguished work, be awarded a degree with "Honors," "High Honors," or "Highest Honors."

¹For more detailed statements of departmental requirements, consult catalog entries by department and also separate instructions issued by each department.

REQUIREMENTS FOR DEGREES AND ACADEMIC REGULATIONS

I. Eligibility, Admission and Continuance in the Program

- A. Eligibility is contingent upon (1) a 3.0 cumulative quality point average, or (2) a 3.0 quality point average for the junior year alone, or (3) special permission of the Committee on Honors and Experimental programs, which will consider appeals only when initiated by the Department as well as by the student in question.
- B. A student who wishes to pursue honors work and who has good reason to believe that he will qualify under paragraph "A" above should declare his interest as early as possible to the Chairman of his Department. Such declaration should be made in the spring semester of his sophomore year when he declares his field of concentration but may be made as late as the last semester of his junior year. Application for admission to honors must be made in the last semester of the Junior year. A student will be admitted to candidacy when (1) his eligibility is certified by the Office of the Dean of the Faculty of Arts and Sciences; (2) his written thesis or project proposal is accepted by a Department committee preferably by the last semester of his junior year and no later than the end of the drop/add period during registration for the first semester of his senior year; (3) his candidacy is accepted by a Departmental Committee subject to considerations of teaching staff availability.
- C. The continuance of a student in the Honors Program is contingent on his maintaining what his major department judges to be a sufficiently high standard of work.

II. Minimum Requirements for a Degree with Honors

- A. Satisfactory completion of a program of reading and research supervised by a faculty member designated by the head 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.
- B. Satisfactory completion of the general requirements for the degree of A.B. or B.S.
- C. Presentation of an Honors Essay or completion of an Honors Thesis acceptable to the major department. This requirement must be met by April 15 of the student's senior year.
- D. Satisfactory performance in a comprehensive examination on the thesis and related background. The examination may be oral or written or both.

III. Examining Committee

- A. 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.
- B. Examining committees shall be nominated by the Chairman of the Department and approved by the Office of Dean of the Faculty of Arts and Sciences during the first month of the candidate's final semester.

IV. Standards

- A. The award of "Honors," "High Honors," or "Highest Honors" shall be determined by the student's examining committee.
- B. The committee shall take into account the recommendation of the advisor as well as its own judgment of the examination and essay or project.
- C. When a student's work does not, in the opinion of the Committee, meet the minimum requirements for honors, the faculty member supervising the student's Honors work will determine what grade should be granted. A student may be dropped from honors work at the end of the first semester.

STUDY ABROAD

The college encourages students to supplement a liberal arts program through study abroad. A junior year abroad program is available at the University of Montpellier in France. A summer foreign study program is held at Christ's College, Cambridge University in England, the University of Montpellier in France, Linguaviva School for Foreigners in Florence, Italy, and the University of Muenster in Germany. Each year several students are selected to participate in programs at Exeter and St. Andrews Universities in

the United Kingdom, and the University of Muenster in Germany. Students interested in learning about these programs and other foreign study opportunities should see the Associate Dean for International Studies. Students should consult with the Associate Dean for International Studies before completing their academic program plans for credit at a foreign university. Normally, the maximum number of transfer credits awarded is 15 credits per semester.

PRE-PROFESSIONAL PROGRAMS

Students may follow programs at William and Mary within a liberal arts framework which 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 concentrate in any department. Although medical and dental schools in general have no preference as to 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 laboratory science courses: biology, inorganic chemistry, organic chemistry, and general physics. The calculus is rapidly assuming the same importance. At William and Mary, the above courses are Biology 101-102 Chemistry 103-206, Chemistry 307-308, Physics 101-102, and Mathematics 111-112. Science courses in addition to these minimal requirements are required by some schools and viewed with favor by many others. In any case, the student's choice of courses should be balanced and should reflect his overall intellectual development.

Since 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. Every pre-medical student is encouraged to seek academic guidance early in his career through scheduled consultations with Dr. Randolph Coleman in the Chemistry Department or Dr. Mitchell Byrd in the Biology Department, coordinators for pre-medical advising, and with the student's concentration advisor.

COMBINED PLANS WITH ENGINEERING SCHOOLS

Engineering schools are searching for students with the appropriate background from liberal arts colleges. William and Mary has "combined plans" with the engineering schools of Case Western Reserve, Columbia University, Rensselaer Polytechnic Institute, and Washington University in St. Louis. Under the "3-2 plan," a student spends three years at William and Mary and receives a bachelor's degree from each institution. The degree from William and Mary is awarded after successful completion of the degree requirements of the College and one full year in the professional program. Under the "4-2 plan," a student receives a master's degree from the engineering school. For details, consult Prof. Roy Champion, chairman of the Department of Physics. Academic programs of those who participate in the combined plan must be approved in advance by the Committee on Degrees.

FORESTRY AND ENVIRONMENTAL SCIENCE

The College offers a special program in cooperation with the School of Forestry and Environmental Science of Duke University. A bachelor's degree is awarded by the College after successful completion of the degree requirements of the College and one full year in

the professional program. Upon completion of a five-year coordinated course of study, the student will have earned the professional degree of Master of Forestry or Master of Environmental Management from Duke University. The student devotes the last two years of his program to the professional curriculum of his choice at Duke, where courses are open only to seniors and to graduate students. Information about curriculum planning for entry into the program with Duke is available through consultation with Dr. Martin C. Mathes, Professor of Biology.

TEACHING PREPARATION PROGRAMS

Students interested in preparing to teach should contact Mr. Paul N. Clem, Director of Undergraduate Studies, in Morton Hall (ext. 4467, 4334). See the School of Education Section of this catalog for specific information on programs.

VI. FIELDS OF CONCENTRATION, SUBPROGRAMS, AND COURSE DESCRIPTIONS

The chapters in this section describe, in alphabetical order, the requirements for concentration in the various fields and subprograms offered by the College according to the departments 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 area and sequence requirements are indicated by symbols as described below.

Also described in the chapters are the requirements for departmental honors study, when that is provided.

EXPLANATION OF COURSE DESCRIPTIONS

(A) This course satisfies area requirements.

(S) This course satisfies sequence requirements.

(AS) This course satisfies area and sequence requirements.

(L) This course satisfies area laboratory requirements.

(*) Starred courses may be taken only with the consent of the instructor.

(†) Daggered courses may be taken only with the consent of the chairman of the department or dean of the school concerned.

Pairs of numbers (201, 202) indicate continuous courses. A hyphen between numbers (101-102) indicates that the courses must be taken in the succession stated.

Courses involving laboratory or studio activity are so labeled. All others are classroom courses.

Semester hour credit for each course is indicated by numbers in parentheses.

FACULTY OF ARTS AND SCIENCES DEPARTMENTS OF INSTRUCTION

Anthropology

PROFESSORS BARKA (Chairman), ALTSHULER, BALLINGALL, SUTLIVE, and ZAMORA. ASSOCIATE PROFESSORS BRUSH and REINHART. ASSISTANT PROFESSOR YENTSCH. VISITING ASSOCIATE PROFESSOR AYISI. LECTURERS MOYER and TURNER.

The department offers work in all sub-fields of anthropology and all major geographic areas. Field and laboratory training in archaeology, physical anthropology, and ethnography is provided in a variety of courses, as well as through individual research at the senior level. In conjunction with other departments and schools within the College, the department is developing programs in tropical studies, third world studies, historical archaeology, and comparative colonial studies. The department conducts research at prehistoric and historical sites, and offers training and courses in summer archaeological field schools, and manages the William and Mary Archaeological Conservation Center.

A minor in Anthropology is fulfilled by satisfactory completion of 18 semester credits including Anthropology 201 and 202.

REQUIREMENTS FOR CONCENTRATION

Concentration in Anthropology requires 33 semester credits in anthropology, including Anthropology 201, 202, 301, 302, 400 or 410, and 401, or 402.

DESCRIPTION OF COURSES¹**201. Human Origins.** (A) Fall (3) Staff.

A general introduction to the study of human origins and the development of culture. Particular attention will be given to recent archaeological discoveries concerning human evolution of the Primate Order, the development of agriculture, and the beginnings of civilization.

202. Cultural Anthropology. (A) Spring (3) Staff.

An introduction to the study of contemporary human societies and cultures, using anthropological principles and theories; including ecology, economic relations, marriage, kinship, politics, law, religion, and current problems.

211. The Study of Language. Fall and Spring (3) Staff.

(Same as English 211)

An introduction to the scientific study of the elements of language, including sound and writing systems, grammatical approaches, social and regional language, differences, and the backgrounds of American English. No prerequisites.

301. Methods in Archaeology. Fall (3) Mr. Barka, and Mr. Reinhart.

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

302. Methods of Ethnography. Spring (3) Staff.

An introduction to field study including the collection and interpretation of data. The course will also include a review of techniques developed by ethnographers for the study of living communities.

304. Primitive Economic Systems. (S) Spring (3) Mr. Ayisi.

A study of representative economic systems of both prehistoric and modern non-industrial cultures. The course explores the evolution of technology and subsistence techniques, the development of the market system, and the interrelationship of economic organization and other aspects of culture.

305. Peasant Societies. (S) Spring (3) Mr. Brush.

This course will explore the nature of peasants and their place in modern societies, the rise of peasants in western and nonwestern societies, problems such as agrarian reform, peasant revolutions, and economic development in third world nations.

306. The Descent of Woman. (S) Spring (3) Ms. Ballingall.

Field and laboratory studies of non-human primates as well as human cross-cultural data will be examined in order to focus on the condition of women in several societies including modern U.S.A.

307. Social Anthropology. (S) Fall (3) Ms. Ballingall.

An introduction to the study of the major social features of non-industrial peoples from a functional point of view. Topics considered are; incest and exogamy, marriage, the family, kinship, descent and descent groups, age and sex as associations stratification.

308. Primitive Religion. (S) Fall (3) Mr. Sutlive.

This course will examine the religious systems of primitive societies. Topics to be considered include myth and ritual, sorcery and witchcraft, nativistic movements, magic, and shamanism. The course will also examine the effects of modernization on primitive belief systems.

309. Biological Anthropology (Hominids). (S) Fall (3) Ms. Ballingall.

A study of the evolution of the family Hominidae through biological adaptations. The course focuses on fossil and living human populations. Prerequisite: Anthropology 201 recommended.

311. Archaeology of North America. (S) Spring (3) Mr. Reinhart.

An introduction to the prehistory of North America north of Mexico from the earliest peopling to the historic period. The dynamics of culture development and the relation of prehistoric cultures to historic tribes will be analyzed.

¹Course work at the 200 level is ordinarily a prerequisite for upper level courses.

314. Indians of North America. (S) Spring (3) Mr. Reinhart.

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.

316. Archaeology and Early American Life. (S) Spring (3) Ms. Yentsch.

Archaeological and documentary evidence will be used to consider long-range trends of culture change and continuity in the material culture of America from 1607 to 1860. English antecedents and Anglo-American folk cultures, as well as Afro-American and native American material culture will be considered.

321. Archaeology of Mesoamerica. (S) Spring (3) Mr. Reinhart.

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

323. Native Cultures of Latin America (S) Fall (3) Mr. Brush.

A descriptive survey of native and prehispanic peoples and cultures of South America. The course will focus on the tribal cultures of the Amazon Basin and the rise of indigenous civilization such as the Inca. (Not offered 1983-84).

324. Contemporary Peoples and Cultures of Latin America. (S) Spring (3) Mr. Brush.

A descriptive survey of post-Conquest peoples and cultures of South America. Peasant and urban cultures of the continent will be examined with particular attention given to social distinctions based upon class, ethnicity, race, language, land tenure and religion.

330. Peoples and Cultures of the Caribbean. (S) Spring (3) Staff.

An introduction to the peoples and cultures of the Caribbean with particular attention given to social distinction based upon class, ethnicity, race, language, land tenure, and religion. (Not offered 1983-84).

331. Peoples and Cultures of Africa. (S) Fall (3) Mr. Ayisi.

An introduction to peoples and cultures of Africa. The ideological, social, political, and economic aspects of representative cultures are examined. Emphasis is placed on learning how to apply information gathered from particular African peoples to problems of general interest in the social sciences.

340. Peoples and Cultures of Insular Southeast Asia. (S) Fall (3) Mr. Sutlive.

A descriptive survey of the ethnic groups of Insular Southeast Asia, analyzed in terms of ecology, social structure, technology, and cultural pattern. The course concerns itself with insular southeast Asia of the ethnographic present and the present day.

342. Peoples and Cultures of Mainland Southeast Asia. (S) Spring (3) Mr. Sutlive.

A descriptive survey of the major ethnic groups of Mainland Southeast Asia, analyzed in terms of ecology, language, social structure, and cultural configuration. The course concerns itself with southeast Asia in the ethnographic present and the present day. (Not offered 1983-84).

344. Peoples and Cultures of Oceania. (S) Spring (3) Ms. Ballingall.

In any given semester the course will focus on one or more major structural or cultural phenomenon, such as trade networks, the feud complex, cargo cult, parliamentary government, plantation economy, which has long been or has recently become of moment for Australian or Melanesian societies.

346. Peoples and Cultures of South Asia. (S) Fall (3) Mr. Zamora.

An ethnographic survey of the peoples and cultures of South Asia, with emphasis on India, Pakistan, Bangladesh, and Sri Lanka. The course will focus on contemporary issues and problems in theory, method and application in South Asian cultural anthropology.

352. Archaeology of Europe. (S) Fall (3) Staff.

A survey of the prehistoric and early cultures of Europe, covering the Paleolithic, Neolithic, Bronze, and early Iron Ages. Comparisons will be made with the cultural development of Asia, the Middle East, and Africa. (Not offered 1983-84).

360. Anthropology of Law, Politics and Diplomacy. (S) Fall (3) Mr. Zamora.

An introduction to the anthropology of law, politics, and diplomacy, with special emphasis on cross-cultural comparison between non-western societies and cultures.

362. Personality in Cultures. (S) Spring (3) Mr. Altshuler.

The relationship of culture and personality as viewed by scholars in psychology, sociology, philosophy and anthropology will be examined.

364. Tropical Ecology. (S) Fall (3) Mr. Sutlive.

A survey of the tropical world, its distinctive features and constituents, resources, human responses, and problems of development.

366. Culture and Tradition in Pre-Colonial Africa. (S) Fall (3) Mr. Ayisi.

A survey of the development of African culture from the rise of the great Sudanic Kingdoms until the partition of Africa by the European powers following the Berlin conference of 1884-85. (Not offered 1983-84).

400. Anthropological Theory. Fall (3) Mr. Altshuler.

A seminar for senior concentrations in anthropology which deals with theories concerning the relationship of man, society and culture presented by anthropology and related disciplines.

401, 402. Anthropological Research. Fall and Spring (3, 3) Staff.

Under the direction of a faculty advisor each student will be required to complete a senior research project. In addition to the required three hours (401), students may elect to continue for an additional three hours (402).

409. Anthropology, Primate Behavior. (S) Spring (3) Miss Ballingall.

A study of the adaptive strategies of the living species of the Order Primates. Specific adaptations are examined in the light of phylogenetic potentials, ecological opportunities and imperatives. Prerequisite: Anthropology 201 Recommended.

410. History of Anthropology. (S) Spring (3) Mr. Sutlive.

The course will cover the development of the field of anthropology in the 19th and 20th centuries. The student will read original works by major contributors to anthropological literature such as Morgan, Tylor, Kroeber, and Levi-Strauss.

417. Special Topics in Anthropology.

Industrial Anthropology. (S) Fall (3) Mr. Altshuler.

Contemporary Issues in Contemporary Africa. (S) Fall (3) Mr. Ayisi.

Issues in Anthropology. (S) Fall (3) Mr. Zamora.

Third World Anthropology: The Founding Fathers. (S) Fall (3) Mr. Zamora. (Not offered in 1983-84).

Political Anthropology. (S) Spring (3) Mr. Ayisi.

Anthropology in Business, Management, and Communication. (S) Spring (3) Mr. Zamora.

Cultural Resource Management. (S) Spring (3) Mr. Turner.

430. Descriptive Linguistics. (S) Fall (3) Ms. Reed. (Same as English 405).

A study of contemporary linguistic theory and some practical methods of language analysis, including a comparison of the structures of diverse languages. Prerequisites: 211, English 212, or 304 or consent of instructor.

432. Historical Archaeology. (S) Spring (3) Mr. Barka.

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 17-18-19th centuries will be examined from an anthropological viewpoint through archaeological and documentary evidence.

440. Introduction to Historical Linguistics. (S) Spring (3) Ms. Reed. (Same as English 406).

This course surveys the major results of Indo-European Historical Reconstruction. Some consideration is given to the contributions of recent Generative Phonology and Indo-European. The course also includes some investigations into non-Indo-European Reconstruction. Prerequisites: English 212 or 304 or consent of instructors.

450. Anthropology and Medicine. (S) Fall (3) Mr. Altshuler.

The medical system of the United States will provide the basic unit of comparison for a review of the ways in which different societies cope with problems of ill-health. The

focus will be upon cultural variation in definitions of "illness" and "therapy" and the manner in which such definitions and practices are interrelated with other aspects of culture.

460, 461. Independent Study. Fall and Spring (1 to 3 credits per course). Staff.

A program of independent study involving reading, research, and the writing of a paper. The student must obtain permission from the Chairman of the Department and the faculty member under whom he is to work before registering for this course. Anthropology 460 and 461 cannot be used to satisfy the 401, 402 requirement for Anthropology concentrators.

SUMMER FIELD SCHOOL IN ARCHAEOLOGY

The Department of Anthropology will offer a Summer Field School (in both prehistoric and historical archaeology) at a Virginia plantation and/or St. Eustatius, Netherlands Antilles. Students accepted for the Field School will take one of two courses during the six-week period. These courses are:

Anthropology 225: An introduction to archaeological field and laboratory methods through participation in a field archaeological project. Archaeological survey and recording, artifact processing and analysis, and related topics will be covered in field and laboratory work in lectures. No prerequisites. 6 credits.

Anthropology 425: 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. Prerequisites: Anthropology 301 or equivalent and field experience, or by permission of instructor. 6 credits.

GRADUATE PROGRAM

The department offers the degree of Master of Arts in Anthropology with specialization in Historical Archaeology. For degree requirements and a full description of graduate courses, write to the Director of Graduate Studies, Department of Anthropology, for a Graduate Catalog and information.

Biology

ASSOCIATE PROFESSOR WISEMAN (Chairman). PROFESSORS ACETO, BLACK, BROOKS, BYRD, COURSEN, GRANT, HALL, MANGUM, MATHES, TERMAN AND WARE. ASSOCIATE PROFESSORS BRADLEY, CAPELLI, FASHING, HOEGERMAN, SCOTT and VERMEULEN. ASSISTANT PROFESSOR BECK. ADJUNCT ASSOCIATE PROFESSORS ERWIN AND WARE.

The program of the Department of Biology is organized to provide concentrators with a sound introduction to the principles of biology and develop an appreciation for the diversity and complexity of living things. The Department attempts to provide concentrators 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 Concentration requirements below have been designed with these objectives in mind.

REQUIREMENTS FOR CONCENTRATION

A minimum of 38 credits is required for concentration in Biology. Chemistry 307-308 and associated labs are required, and up to 8 hours of this Chemistry may be counted toward the 38 hours in the concentration when completed with a minimum grade of "C." In addition to Biology 101, 201 and 202, a concentrator must take at least one course from each of the following five subareas.

- A. *Biology of Organisms*: 209; 211; 315; 316; 412; 416; 428.
- B. *Populations and Communities*: 311; 401
- C. *Genetics*: 302
- D. *Cell and Development*: 213; 406
- E. *Physiology*: 419; 432; 440

A concentrator must complete at least one course in any two of the following three categories: botany (B), microbiology (M), and zoology (Z). The B, M or Z designation is included in the course description. It should be noted that a course can simultaneously satisfy both this requirement and one of the above subarea requirements (e.g., Biology 419 is both a physiology course and a botany course). At least four courses above the 202 level must include laboratory work in addition to the lecture-discussion period.

It is strongly recommended that Biology concentrators complete two semesters in both mathematics and physics. Students who intend to pursue graduate work in biology should take a modern foreign language (German, French, or Russian) through 202.

REQUIREMENTS FOR MINOR

The minor in Biology consists of 22 credits, of which Biology 101, 201 and 202 are required. The remaining 10 credits must include a laboratory course. Biology 105, 307, 308, 403 or 495-496 are not applicable toward the minimum requirements.

DESCRIPTION OF COURSES

101. Principles of Biology. (A,L) Fall (4) Ms. Beck and Mr. Wiseman.

An introduction to living things and processes. Topics covered include biochemistry and metabolism, cell biology, genetics, developmental biology, population genetics and evolution, and ecology. *Three Class Hours, Three Laboratory Hours.*

105. Perspectives in Modern Biology. Fall and Spring (Credits to be arranged) Staff.

Course content will center around the topics which are related to an understanding and appreciation of the biological world that surrounds us. Topics will include a variety of organisms and approaches and will be offered as opportunity and demand arises. Designed as an elective for students who have little or no training in biology and do not intend to become biology majors or minors.

201. General Botany. (A,L,S) Spring (4) Ms. Beck, Mr. Ware and Mr. Mathes. Prerequisite: *Biology 101.*

An examination of major groups of aquatic and terrestrial plants, as well as viruses, bacteria and fungi. The structure, reproduction, cytology, physiology and taxonomy of plants will be presented as well as the interrelationships of plants with their environment. *Three Class Hours, Three Laboratory Hours.*

202. General Zoology. (A,L,S) Spring (4) Ms. Beck and Mr. Capelli. Prerequisite: *Biology 101.*

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.*

209. Anatomy of Land Plants. (S) Fall (4) (B) Mr. Hall. Prerequisite: *Biology 201.*

A systematic survey of the major cell, tissue and organ types of the bryophytes, pteridophytes, gymnosperms and angiosperms. Taxonomy, life-cycles, paleobotany and evolutionary history of each group are discussed. *Three Class Hours, Six Laboratory Hours.* (Alternate years; not offered 1983-84).

211. Comparative Anatomy of Vertebrates. (S) Fall (4) (Z) Mr. Byrd. Prerequisite: *Biology 202.*

Consideration of the evolution of the larger taxonomic groups of chordates with a comparative study of their gross morphology. *Three Class Hours, Six Laboratory Hours.*

213. Developmental Biology. (S) Spring (3) Mr. Wiseman. Prerequisites: *Biology 201 or 202.*

An introduction to embryonic and postembryonic developmental processes in animals and plants, emphasizing cellular differentiation, the generation of form and shape, growth regulation, cellular recognition and communication, and molecular control mechanisms of gene expression.

214. Developmental Biology Laboratory. (S) Spring (1) Mr. Wiseman. Prerequisite or corequisite: *Biology 213.*

Development of, and experimentation upon, frog and chick embryos and selected plants.

301. Microbiology. (S) Fall (4) (M) Mr. Vermeulen. Prerequisite: Biology 101.

Homologies are stressed in the study of life using the elementary systems of selected bacteria and other microorganisms. With the ultimate goal of an understanding of current research, the areas covered included classical and modern techniques, biochemistry, sexual and asexual genetics. Two Class Hours, Eight Laboratory Hours.

302. Genetics. (S) Fall and Spring (3) Mr. Grant, Fall Semester; Mr. Hoegerman, Spring Semester. Prerequisite: Biology 201 or 202. Chemistry and Mathematics are recommended.

A comprehensive survey of genetics, including three broad areas, classical mendelism; gene structure and function; and population genetics.

303. Genetics Laboratory. Fall and Spring (1) Mr. Grant, Fall Semester Mr. Hoegerman, Spring Semester. Prerequisite or Corequisite: Biology 302.

A laboratory course designed for students intending to pursue advanced studies in biology. Topics include cytogenetics, classical genetics and population genetics. The handling of living material is emphasized through experimental work with *Drosophila*, flowering plants and microbes. Three Laboratory Hours.

307. Human Physiology. Spring (3) Mr. Aceto. Prerequisite: Biology 101. Biology 202 is also recommended.

Detailed study of the manner in which different organ systems of the human body function. An elective course not applicable towards the minimum requirements for concentration or minor in Biology. Students who have taken Biology 432 may not register for this course. Two Class Hours, Three Laboratory Hours.

308. Human Anatomy. Fall (3) Staff. Prerequisite: Biology 101.

Gross and histological study of the human organism with particular emphasis on the neuro-muscular systems as related to physical and health education. An elective course not applicable towards the minimum requirements for concentration or minor in Biology. Two Class Hours, Three Laboratory Hours.

311. General Ecology. (S) Fall and Spring (4) Mr. Ware, Fall Semester; Mr. Brooks, Spring Semester. Prerequisites: Biology 201, 202; one may be concurrent registration.

Discussion of interactions between organisms and their physical, chemical and biological environments; factors controlling the structure and distribution of populations, communities, and ecosystems. Three Class Hours, Three Laboratory Hours.

315. Vertebrate Biology. (S) Fall (4) (Z) Mr. Brooks. Prerequisite: Biology 202.

A study of the ecology, taxonomy, behavior and physiological ecology of vertebrates, with special emphasis on the lower vertebrates. Three Class Hours, Four Laboratory Hours.

316. Invertebrate Biology. (S) Fall (4) (Z) Ms. Mangum. Prerequisite: Biology 202.

Ecology, taxonomy, morphology, physiology and behavior of invertebrate organisms. Phylogenetic relationships are emphasized. Three Class Hours, Six Laboratory Hours.

320. Fundamentals of Mycology. (S) Fall (3) (M) Mr. Coursen. Prerequisites: Biology 201; knowledge of chemistry recommended.

Designed to consider the general features common to most fungi by expounding the broad trends in structure, function, and behavior which can be discerned in the group. Selected model systems which illustrate these features at the subcellular, cellular, and organismal level are examined. (Alternate years; not offered 1982-83).

321. Mycology Laboratory. Fall (1) Mr. Coursen. Prerequisite or Corequisite: Biology 320.

A laboratory course designed for students interested in broadening their microbial knowledge and acquiring laboratory skills needed to understand and investigate fundamental processes in fungi. Students will conduct a small, independent experimental problem in the latter part of the semester. Three Laboratory Hours. (Alternate years; not offered 1982-83).

324. Plant Development. (S) Fall (3) (B) Mr. Mathes. Prerequisites: Biology 201.

Discussion of cell growth, auxin balance, nutrition, and cell division as factors which contribute to the determination of developmental pathways in plants. Three Class Hours.

325. Plant Development Laboratory. Fall (1) Mr. Mathes. Prerequisite or Corequisite: Biology 324.

Designed to supplement and complement the materials present in Biology 324. Emphasis is placed on demonstrations involving plant structure and development. Plant diversity (field trip), germination, stems, roots, leaves, and water, plant reproduction and hormones in plant growth are investigated. Three Laboratory Hours.

401. Biological Evolution. (S) Spring (3) Mr. Grant. Prerequisite: Biology 302 or permission of instructor.

The course is designed to consider evolution as a process: basic population genetic theory; sources of variation; natural selection; isolating mechanisms and speciation.

***403. Research in Biology.** Fall and Spring (Credit to be arranged) Staff. Prerequisite: Permission of departmental committee on Honors and Undergraduate Research.

Independent laboratory or field research under the supervision of a faculty member. No more than 3 hours may be applied toward the minimum 38 required for a biology concentration. Hours to be arranged.

404. Topics in Biology. Fall and Spring (Credits to be arranged). Staff. Prerequisites: Biology 101, 201 and 202.

Areas of special current research interest presented by resident and visiting faculty members as opportunity and demand arise. Hours to be arranged.

406. Cell Biology. (S) Fall (3) Mr. Scott, Mr. Black. Prerequisites: Biology 201, 202; Chemistry 307, 308.

An introduction to the ultrastructure and function of cells and subcellular organelles, as well as light and electron microscopy, cell metabolism, cell division and control of gene expression. Three Lecture Hours.

407. Cell Biology Laboratory. Fall (1) Mr. Scott, Mr. Black. Prerequisite or Corequisite: Biology 406.

An introduction to the use of light and electron microscopy, histological procedures and biochemical techniques, including electrophoresis, centrifugation, respirometry and isotopes. Three Laboratory Hours.

409. Virology. (S) Spring (3) Mr. Vermeulen. Prerequisite: Biology 301, 406 or 414.

The mechanisms of infection and replication of selected animal, plant and bacterial viruses are discussed with special attention being directed at the type of genetic material involved—DNA or RNA. Virally induced tumors and cancers are discussed at some length.

410. Animal Behavior. (S) Spring (3) (Z) Mr. Terman. Prerequisites: Biology 202 and two advanced other courses in biology. Psychology 201, 202 recommended.

Description of the known behavior patterns of selected invertebrate and vertebrate groups with emphasis on adaptive significance. The involvement of genetic, ontogenic, physiological and ecological influences on animal behavior will be examined.

411. Animal Behavior Laboratory. Spring (1) Mr. Terman. Prerequisite or corequisite: Biology 410.

Designed to illustrate principles of animal behavior through laboratory and field experimentation and observation. Four Laboratory Hours.

412. Biology of Vascular Plants. (S) Spring (4) (B) Mr. Hall. Prerequisite: Biology 201.

A study of the major families of vascular plants, emphasizing comparative morphology and evolutionary trends, ecological relationships, economic importance, classification and research methods. Three Class Hours, Six Laboratory Hours.

414. Biochemistry. Spring (3) Mr. Coleman. Prerequisites: Chemistry 308 or 210 or consent of the instructor. This course is the same as Chemistry 414.

A study of the molecular basis of living processes: The chemistry of the important constituents of living matter, biosynthesis, bioenergetics, metabolism; enzyme kinetics; metabolic control, transport mechanisms.

415. General Endocrinology. (S) Spring (4) (Z) Mr. Bradley. Prerequisites: Biology 202 and Chemistry 307, 308; Biology 432 recommended.

The role of hormones in homeostasis, control of metabolic processes, and reproduction.

This is an introductory course and is a prerequisite for Experimental Endocrinology. *Three Class Hours, Four Laboratory Hours.*

416. Introduction to Ornithology. (S) Spring (4) (Z) Mr. Byrd. Prerequisite: Biology 202, 201.

Introduction to the biology of birds; lecture and laboratory work on morphology, classification, migration, distribution, and breeding biology; field work on identification and general ecology. *Three Class Hours, Eight Laboratory Hours.*

418. Experimental Biochemistry I. Spring (2) Mr. Vermeulen. Prerequisite or Co-requisite: Biology 414 or 405 or Chemistry 308 or consent of the instructor.

An introduction to experimentation with biochemical systems, processes, and compounds of biochemical importance; identification and quantitative measurements of such constituents and of biological transformations. *Six Laboratory Hours. Alternate years; not offered 1982-83.*

419. Plant Physiology. (S) Spring (4) (B) Mr. Mathes. Prerequisites: Biology 201; Chemistry 307, 308 recommended.

Mechanisms of absorption, translocation, synthesis and utilization of materials. The role of internal and external factors in plant growth. Selected laboratory experiments are used to illustrate physiological principles. A research problem is required. *Three Class Hours, Four Laboratory Hours.*

424. Introduction to Radiation Biology. (S) Fall (3) Mr. Aceto. Prerequisite: Biology 202; Physics 101-102, or 103-104 recommended.

A study of the biological effects of radiation. Interaction of radiation with matter, basic mechanisms of radiation injury, biological manifestations of radiation damage.

425. Radiation Biology Laboratory. Fall (1) Mr. Aceto. Pre- or co-requisite: Biology 424.

Primarily designed to supplement and complement the materials presented in Biology 424. Laboratory experiments will serve to demonstrate biological effects of radiation at the molecular, cellular, and organismic level. *Four laboratory hours.*

426. Aquatic Ecology. (S) Fall (4) Mr. Capelli. Prerequisites: Biology 201, 202.

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.*

428. General Entomology. (S) Fall (4) (Z) Mr. Fashing. Prerequisite: Biology 202.

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.*

431. Environmental Physiology of Plants. Fall (2) Mr. Mathes. Prerequisite: Biology 201.

Consideration of the effects of environment on the growth, physiology, and distribution of plants. The factors which determine the adaptability of plants to various habitats will be discussed (Alternate years; not offered 1983-84).

432. Principles of Animal Physiology. (S) (Z) Fall and Spring (4) Mr. Bradley, Mr. Black, Ms. Mangum or Mr. Aceto. Prerequisites: Biology 202; Chemistry 307, 308; Physics 101, 102 recommended.

The function of the animal as a whole as indicated by the physiology and inter-relationships of different organs and organ systems. The emphasis is on vertebrates, with comparative examples from selected invertebrates. *Three Class Hours, Three Laboratory Hours.*

435. Colloquium in Developmental Biology. Fall (1) Mr. Black and Mr. Wiseman. Prerequisite: Biology 213.

A consideration of specific major areas, problems, and current research efforts in developmental biology. Course may be repeated; contents will vary but the credit each time will be the same (one hour). (Not offered 1983-84).

440. Mechanisms of Microbial Activity. (S) Spring (4) (M) Mr. Coursen. Prerequisite: *Biology 201*. Prerequisite or Corequisite: *Chemistry 307*.

Examines physiological and biochemical processes associated with activities of selected microbes, including studies in cellular metabolism, synthesis, and mechanism of action of antibiotics and toxins, chemotaxis and motility, spore formation and activation, comparative photosynthesis, nutrition and cell death. Three Class Hours, Four Laboratory Hours.

442. Molecular Biology of the Gene. (S) Spring (3) Mr. Black. Prerequisite: *Biology 302*. *Biology 406* or *414* recommended.

Molecular genetics of microbial and higher organisms. Replication and repair of DNA, synthesis of RNA and protein, control of gene expression, genetic engineering. Three Lecture Hours.

***495-496. Honors.** Fall and Spring (3, 3) Staff. Prerequisite: Senior standing, an overall gradepoint average of 3.0 and permission of departmental committee on Honors and Undergraduate Research.

Independent laboratory or field research for biology concentrators 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.¹

GRADUATE PROGRAM

The department offers the degree of Master of Arts. For degree requirements, and a full description of graduate courses in biology, write to the department chairman for a Graduate Catalog.

Chemistry

PROFESSORS SCHIAVELLI (Chairman), DJORDJEVIC, HILL, KIEFER, KRANBUEHL, ORWOLL, THOMPSON, and TYREE. ASSOCIATE PROFESSORS COLEMAN, KNUDSON. ASSISTANT PROFESSORS BUNNELLE and DeFOTIS. INSTRUCTOR PUTNAM.

The student concentrator in Chemistry is afforded a variety of options upon graduation. Many go directly into professional chemistry as employees of private industry, governmental agencies, or educational institutions. Others go on to medical school, dental school, graduate school in chemistry or biochemistry, chemical engineering, materials science, law, or business. Departmental alumni are medical doctors, lawyers, dentists, executives of large corporations, directors of research, secondary school teachers, university professors, research scientists and administrators.

A number of concentrators engage in research projects for credit in association with a member of the departmental faculty. Normally this is begun during the second semester of the junior year and continued through the senior year. Opportunities exist for some students to work on projects in the summer between their junior and senior years.

REQUIREMENTS FOR CONCENTRATION

The minimum number of semester credits required for concentration in Chemistry is 37. Two core sequences may lead to a concentration in Chemistry.

	Core Sequence A		Core Sequence B
First Year		Chemistry 103 Chemistry 151 Chemistry 206 Chemistry 252	
Second Year	Chemistry 209 Chemistry 353 Chemistry 305 Chemistry 354	or	Chemistry 307 Chemistry 353 Chemistry 308 Chemistry 354

¹For college provisions governing the admission to honors, see page 50.

Third Year

Chemistry 301
 Chemistry 391
 Chemistry 302
 Chemistry 392
 Chemistry 309

The remaining 9 semester credits required to complete the concentration are electives chosen from advanced level chemistry courses numbered 400 and above.

Core Sequence A is recommended for students expecting to concentrate in Chemistry. The first two years of Core Sequence B are the recommended and required courses for Biology concentrators. Premedical students expecting to concentrate in Chemistry may choose either Core Sequence as desired. Students requiring one year of General Chemistry should enroll in Chemistry 103 and Chemistry 308 along with the appropriate laboratory courses. For Physics and Geology concentrators, Chemistry 305 may be substituted for Chemistry 308.

Students wishing to fulfill the College laboratory course requirement are encouraged to enroll in Chemistry 105 and 151 or Chemistry 106 and 252. Chemistry 105 and 106 also may be taken without lab as electives.

NOTE: Preference for enrollment in the lab courses Chemistry 151, 152, 353 and 354 will be given to students concurrently enrolled in the appropriate lecture courses.

Chemistry 105, 106, 409, 410, 495 and 496 may not be included in the minimum 37 credits required for a concentration. No more than seven semester credits in Chemistry 409, 495 and 496 may be applied toward a degree.

In a typical program concentrators will have completed Chemistry 103 and the sequence Chemistry 206-209-305 or 206-307-308 plus Mathematics 111, 112 and 212 and Physics 101-102 before enrolling for Chemistry 301 in their junior year. The laboratory courses Chem 151, 252, 353, 354, 391 and 392 are taken concurrently with the appropriate lecture courses. Mathematics 211 is strongly recommended.

The department is listed among those accredited by the American Chemical Society. A student may earn an ACS certified degree by taking the courses required for a Chemistry concentration plus Chemistry 405 or 409 (3 credits) or 495-6. Further, the Committee on Professional Training of the ACS recommends including courses such as 402, 412 and 414. A reading knowledge of German, French or Russian also is recommended.

A minor in Chemistry requires the following 19 semester credits, Chemistry 103, 151, 206, 252, 209 or 307, 305 or 308, 353, 354 and 301. A declaration of intent to minor form is available in the department office.

DESCRIPTION OF COURSES

103. General Chemistry I. (A) Fall (3) Staff.

A study of the nature of atoms and molecules, stoichiometry, states of matter, solutions, reactions, kinetics, equilibrium, thermodynamics and electrochemistry. Intended for students concentrating in science.

105, 106. Chemistry: A Cultural Approach. (A) Fall and Spring (3,3) Staff.

A course dealing with concepts in chemistry and designed for the non-science concentrator. Topics studies include: general chemical principles and their relation to the nature of science, history of science, matter, synthetic materials, energy, environment and living systems. This course may not be used as a prerequisite for any other course in chemistry. Permission of the instructor must be obtained if any college chemistry courses have been taken previously. Students wishing to fulfill the college laboratory requirement may take 105 and 151 or 106 and 252.

151. Chemistry Laboratory I (General). (L) Fall Staff. Corequisite or Prerequisite: Chemistry 103 or 105.

Laboratory techniques in chemistry. Four Laboratory Hours.

206. Organic Chemistry I. (A) Spring (3) Staff. Prerequisite: Chemistry 103.

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. (AS) Fall (3) Staff. Prerequisite: Chemistry 206.

A continuation of the development of the chemistry of organic functional groups started in Chemistry 206. Recommended for students expecting to concentrate in Chemistry.

252. Chemistry Laboratory II (Organic). (L) Spring (1) Staff. Corequisite or Prerequisite: Chemistry 151 and 206, or Chemistry 106.

Laboratory techniques in organic chemistry. Four Laboratory Hours.

301. Physical Chemistry I. (S) Fall (3) Staff. Prerequisite: Chemistry 305 or 308. Prerequisite or Corequisite: Physics 101 and Mathematics 212. Mathematics 211 is recommended.

The states of matter, thermodynamics and chemical kinetics.

302. Physical Chemistry II. (S) Spring (3) Staff. Prerequisite: Chemistry 301 or consent of the instructor. Prerequisite or Corequisite: Physics 102.

Chemical kinetics, spectroscopy, quantum mechanics and introductory statistical mechanics.

305. Inorganic Chemistry. (AS) Spring (3) Staff. Prerequisite: Chemistry 103.

A systematic study of the properties and reactions of chemical elements and their compounds.

307. Organic Chemistry II. (AS) Fall (3) Staff. Prerequisite: Chemistry 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 concentrate in the life sciences.

308. General Chemistry II. (AS) Spring (3) Staff. Prerequisite: Chemistry 103.

A continuation of the study of the principles of chemistry begun in Chemistry 103. Topics include thermodynamics, chemical kinetics, descriptive inorganic chemistry, acid-base chemistry, as applied to living systems. Recommended for students expecting to concentrate in the life sciences.

309. Instrumental Analysis. Fall (4) Staff. Corequisite or Prerequisite: Chemistry 301.

Principles and applications of instruments to chemical analysis. Three Class Hours, Four Laboratory Hours.

353. Chemistry Laboratory III (Organic). Fall (1) Staff. Corequisite or Prerequisite: Chemistry 307 or 209. Prerequisite: Chemistry 252.

Laboratory techniques in organic chemistry. Four Laboratory Hours.

354. Chemistry Laboratory IV (General). Spring (1) Staff. Corequisite or Prerequisite: Chemistry 305 or 308. Prerequisite: Chemistry 151.

Laboratory techniques in chemistry. Four Laboratory Hours.

391-392. Physical Chemistry Laboratory. Fall and Spring (1, 1) Staff. Corequisite: Chemistry 301-302.

A series of experiments designed to accompany Chemistry 301-302. Four Laboratory Hours.

401. Advanced Physical Chemistry. Fall (3) Staff. Prerequisite: Chemistry 302.

Quantum chemistry and molecular spectroscopy.

402. Advanced Inorganic Chemistry. Spring (3) Staff. Prerequisite: Chemistry 302 or consent of the instructor.

Principles and applications of symmetry to structural, bonding, and spectroscopic studies. Inorganic biochemistry — the function and structure of metals and inorganic compounds in biological systems. Other selected topics.

403. Advanced Organic Chemistry. Fall (3) Staff. Prerequisite: Chemistry 209 or 307, 301 or consent of the instructor.

A structure-reactivity approach to reaction mechanisms and modern synthetic chemistry.

404. Advanced Analytical Chemistry. Spring (3) Staff. Prerequisite: Chemistry 309. Advanced topics in analytical chemistry. Three Class Hours.

405. Modern Laboratory Techniques. Spring (3) Staff. Prerequisite: Chemistry 309.

A laboratory course providing exposure to modern experimental techniques in chemistry. One Class Hour, Eight Laboratory Hours.

406. Radiochemistry. Spring (3) Staff. Prerequisite: Chemistry 302 or consent of instructor.

A study of radioactive decay, interaction of radiation with matter, nuclear structure, nuclear reactions, radiochemical techniques.

409. Introduction to Chemical Research. Fall and Spring (credits to be arranged). Staff. 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. One hour per week is devoted to the departmental seminar; otherwise, hours are to be arranged.

410. Seminar in Applied Chemistry. Fall (1) Staff.

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. (Alternate years; offered in 1983-4.)

412. Macromolecules. Spring (3) Staff. Prerequisite or Corequisite: Chemistry 302 or consent of the instructor.

A study of the relationships of chemical and physical properties of synthetic and biological polymers to their molecular structure.

414. Biochemistry. Spring (3) Staff. Prerequisite: Chemistry 305 or 308 or consent of the instructor. This course is the same as Biology 414.

A study of the molecular basis of living processes: the chemistry of important constituents of living matter, biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms.

495-496. Honors. Fall and Spring (3, 3) Staff.

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. One hour per week is devoted to the departmental seminar; otherwise, hours are to be arranged.¹

¹For college provisions governing the admission to honors see page 50.

GRADUATE PROGRAM

The Department offers the degrees of Master of Arts and Master of Science in Environmental Chemistry. For degree requirements, and a full description of graduate courses in chemistry, write to the Department Chairman for a graduate catalog.

Classical Studies

ASSOCIATE PROFESSOR BARON (Chairman). PROFESSORS JONES (Chancellor Professor) and LEADBEATER¹. ASSOCIATE PROFESSOR REILLY. ASSISTANT PROFESSOR OAKLEY.

PROGRAM

The principal objectives of the Department of Classical Studies are two:

1. To contribute broadly to the humanistic education of the undergraduate student both 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 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.

AREA AND SEQUENCE REQUIREMENTS

Students electing to meet, in Classical studies, the general College requirement of a sequence of four courses will normally be expected to complete four courses in a single subject field; i.e., Greek or Latin or Classical Civilization. Comparative Literature 201-202 may be combined with two advanced literature courses in Classical Studies to form a sequence.

CONCENTRATION REQUIREMENTS

The Department of Classical Studies offers concentration in three subject fields: Greek, Latin, and Classical Civilization.

A concentration in Greek consists of a minimum of 27 hours taken in the Department of Classical Studies, exclusive of courses in Classical Civilization. A minimum of six hours of Latin is required.

A concentration in Latin consists of minimum of 27 hours taken in the Department of Classical Studies, exclusive of courses in Classical Civilization. A minimum of six hours of Greek is required.

A concentration in Classical Civilization consists of a minimum of 35 hours divided as follows:

- (1) 8 hours of elementary Latin or Greek
- (2) 27 hours from courses listed below under the heading "Classical Civilization" (pp. 70-71) or included in the following list: Anthropology 301, Anthropology 352, Fine Arts 403, Government 303, History 311, Philosophy 331, Philosophy 422 (Aristotle), Religion 331, Theatre 325. Among the courses selected must be 18 hours representing three one-year sequences from three of the following areas: Classical Literature, Classical History, Classical Art & Archaeology, Classical Philosophy.

NOTE: All students concentrating in Greek, Latin, or Classical Civilization will be required to demonstrate on examination a knowledge of Classical literature and of the history of the ancient world. (Requirement may be met by completing satisfactorily Classical Civilization 207, 208, 311, and 312).

A minor in Classical Civilization will consist of 18 credits in the area of Classical Civilization. A student may follow one of two tracks.

¹On leave of absence, second semester.

Track I (Technical track)

REQUIRED COURSES: Class. Civ. 311 (Ancient Greece) and 312 (Ancient Rome) and twelve additional credits from the following:

- Class. Civ. 101 (Pompeii and Herculaneum)
- Class. Civ. 217 (Greek Archaeology and Art)
- Class. Civ. 218 (Roman Archaeology and Art)
- Class. Civ. 314 (The Ancient City)
- Class. Civ. 402 (The Ancient Historians)
- Class. Civ. 490 (Special Topics)

Track II (Literature track)

REQUIRED COURSES: Class. Civ. 207 (Introduction to Greek Literature), 208 (Introduction to Latin Literature), 311 (Ancient Greece), 312 (Ancient Rome) and six additional credits from the following:

- Class. Civ. 205 (Greek and Roman Mythology)
- Class. Civ. 401 (Ancient Epic)
- Class. Civ. 403 (Classical Tragedy)
- Class. Civ. 404 (Ancient Comedy)
- Class. Civ. 405 (Later Greek Philosophy)
- Class. Civ. 490 (Special Topics)

DESCRIPTION OF COURSES

GREEK

101-102. Elementary Greek. *Fall and Spring (4, 4) Mr. Leadbeater.*

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. (A) *Fall (3) Ms. Reilly. Prerequisite: Greek 102.*

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. (A) *Spring (3) Ms. Reilly. Prerequisite: Greek 201.*

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.

***Greek Literature Cycle.** *Fall or Spring (3) Mr. Leadbeater and Ms. Reilly. Prerequisite: Greek 202 or permission of the instructor.*

The following courses are offered as the needs and wishes of students in the Department in any year may demand and as staff is available.

301. Philosophy — Plato. (AS)

302. New Testament — The Gospels, Acts and Epistles. (AS)

303. Homer — Selections from *Iliad* and *Odyssey*. (AS)

304. Philosophy — Aristotle. (AS)

402. Herodotus. (AS)

403. Thucydides. (AS)

404. Greek Lyric Poetry. (AS)

405. Greek Tragedy — Aeschylus, Sophocles, Euripides. (AS)

406. Greek Comedy — Aristophanes and Menander. (AS)

490. Topics in Greek — Course may be repeated if readings differ. (S)

LATIN

Students who have taken Latin in high school and wish to continue it at the College will be placed in the level appropriate to them on the basis of their achievement test scores in Latin. No student who has acquired four credits of high school Latin will be allowed to take Latin 101-102 for credit.

101-102. Elementary Latin. *Fall and Spring (4, 4) Mr. Oakley.*

This course is designed to equip the student with a mastery of the structure of the Latin language and with a 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. (A) *Fall (3) Mr. Oakley. Prerequisite: Latin 102 or placement on the basis of achievement test score.*

There will be review of forms and syntax after which some major prose author will be read at length.

202. Introduction to Latin Poetry. (A) *Spring (3) Staff. Prerequisite: Latin 201 or placement on the basis of achievement test score.*

A major poet will be read at length or numerous brief selections from Classical and medieval Latin poetry will be covered.

***Latin Literature Cycle.** *Fall or Spring (3) Mr. Jones, Mr. Baron. Prerequisite: Latin 201, 202 or equivalent.*

The following courses are offered as the needs and wishes of students in the Department in any year may demand and as staff is available.

301. Cicero's and Pliny's Letters. (AS)

302. Latin Lyric: Catullus and Horace. (AS)

303. Cicero's Orations. (AS)

304. Elegiac Poets: Propertius, Ovid, Tibullus. (AS)

305. Roman Comedy: Plautus and Terence. (AS)

307. Roman Private Life: A study based on the Latin authors. (AS)

308. Latin Composition based upon a Classical Model.

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.

310. Medieval Latin — Prose and Poetry. (AS)

401. Horace's Satires and Epistles. (AS)

402. The Latin Historians. (AS)

404. Vergil — The Latin Epic. (AS)

405. The Teaching of High School Latin. Same as Education S305. Development of the Latin curriculum, methods of presentation, audio-visual aids, materials.

406. Satires of Juvenal and Epigrams of Martial. (AS)

407. Lucretius — De Rerum Natura. (AS)

408. The Latin Novel: Petronius or Apuleius. (AS)

490. Topics in Latin. — Course may be repeated if readings differ. (S)

GRADUATE COURSES — GREEK AND LATIN

500. Special Topics. Summer only (3) Staff. This course may be repeated if the topic is basically different.

A. Seminar in Greek Literature. Intensive study of individual Greek authors or genres, varying from year to year in accordance with the student's needs;

B. Seminar in Latin Literature. Intensive study of individual Latin authors or genres, varying from year to year in accordance with the student's needs.

Latin 510T. The Programmed Latin Course. Summer only (2) Staff.

CLASSICAL CIVILIZATION

For the following courses, a knowledge of Latin or Greek is not required. Courses numbered in the 200's are open to *all* students of the College. Courses numbered in the 300's and 400's are open to *sophomores, juniors, and seniors.*

Classical Civilization 101. Pompeii and Herculaneum. (A) Fall or Spring (3) Mr. Jones.

An introduction to the buried cities of Vesuvius; a vivid recreation of the life of Pompeii, Herculaneum, and Stabiae. This course is intended for freshmen.

Classical Civilization 205. Greek and Roman Mythology. (A) Fall and Spring (3) Mr. Baron.

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 twentieth century A.D.

Classical Civilization 207. Greek Literature. (A) Spring (3) Mr. Baron.

A survey of the literary developments of ancient Greece which have influenced the form and content of European literature down to the present day. Areas studied include epic and lyric poetry, tragedy and comedy, historiography and rhetoric, and the philosophical dialogue.

Classical Civilization 208. Latin Literature (A) Fall (3) Mr. Baron.

A survey of Latin literature from the Roman Republic through the Middle Ages. Topics include Roman comedy, the Latin epic, Classical and medieval lyric, satire, and ancient and medieval prose forms.

Classical Civilization 217. Greek Archaeology and Art. (AS) Fall (3) Mr. Oakley.

An archaeological consideration of the Minoan, Mycenaean, Archaic and Classical periods of Greek civilization. Architecture, sculpture, painting and the minor arts are included.

Classical Civilization 218. Roman Archaeology and Art. (AS) Spring (3) Mr. Oakley.

The architecture, painting and sculpture of Hellenistic Greece and of Rome until the 4th c. A.D. from the archaeological viewpoint. Byzantine art as found in Greece and Italy will also be included.

Classical Civilization 301. Classical Foundations of Medical and Scientific Language. Fall or Spring (3) Mr. Leadbeater.

A linguistic and conceptual study of the classical foundations for medical and other scientific language. Students will be introduced to those facets of the Greek and Latin languages that have become important in the classification and description of scientific phenomena. Readings from selected Greek and Latin authors who have been primarily responsible for the genesis of scientific language. This course may not be used as part of a concentration in Classical Civilization.

Classical Civilization 311, 312. Ancient History. (AS) Fall or Spring (3, 3) Mr. Jones.

Ancient Civilization from prehistoric times to the downfall of the Roman Empire. The first semester deals with the ancient Orient and Greece; the second semester with Rome. This course is the same as History 301, 302.

NOTE: Students who wish to continue the study of ancient history in the department of Classical Studies should plan to enroll in Classical Civilization 402 (see below).

Classical Civilization 314. The Ancient City in Greece and Italy. (S) Fall or Spring (3) Mr. Oakley.

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.

Classical Civilization 331. Greek Philosophy (S) Fall (3) Mr. Cobb¹. Prerequisites: Two courses in Philosophy or consent of the instructor.

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle. This course is the same as Philosophy 331.

Classical Civilization 401. Greek and Latin Epic. (S) Fall (3) Mr. Baron.

Careful reading, in English, of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, Lucan's *Pharsalia*. Discussion of the character and structure of the Classical epic and its influence on European epic and novel. This course is the same as Comparative Literature 301.

Classical Civilization 402. The Greek and Roman Historians. (S) Spring (3) Mr. Jones.

The study, in translation, of the major historians of Greece and Rome, including Herodotus, Thucydides, Livy and Tacitus, with particular regard to content, literary and historical technique, and historical perspective.

Classical Civilization 403. Classical Tragedy and Its Influences. (S) Spring (3) Mr. Oakley.

Readings, in English, and discussion of the major works of Aeschylus, Sophocles, Euripides, and Seneca. Parallel readings in the theories of tragedy and of representative works, illustrating the influence of Classical Tragedy on subsequent literary history. This course is the same as Comparative Literature 305.

Classical Civilization 404. Ancient Comedy and Its Influence. (S) Fall or Spring (3) Staff.

A study, in translation, of representative works in Aristophanes, Menander, Plautus, and Terence. Parallel readings in the theories of comedy and of representative works illustrating the influence of Ancient Comedy on subsequent literary history. This course is the same as Comparative Literature 306.

Classical Civilization 405. Later Greek Philosophy. (S) Fall or Spring (3) Mr. Leadbeater.

A study of the later aspects of Greek philosophy as they took form in Neo-Platonism and the Second Sophistic Movement. The course is intended to be an examination of Platonism as it developed in the philosophies of Plotinus, Iamblichus, Julian, and others. Emphasis will be placed on the mysticism of the age and the reaction of and influence on Christian thought as revealed in selected readings from the Church Fathers.

Classical Civilization 490. Special Topics in Classical Civilization. (S) Fall or Spring (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.

Classical Civilization 500T. The Classical Humanities in the High School curriculum. Summer only (3) Mr. Leadbeater.

¹Professor of Philosophy.

HONORS STUDY

495, 496. Honors. *Fall and 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 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 a comprehensive oral examination in the field of Greek and Latin Literature.¹

College Courses

College courses are interdisciplinary courses or courses not falling under the usual departmental offerings. These courses are taught by individual instructors or by a group of instructors who wish to explore a subject outside the present departmental programs.

College Course 321. Library Resources for the Humanities. *Fall* (2) D. Johnson. Prerequisites: two area courses in any two humanities departments.

An introduction to the organizational characteristics of reference works in the humanities, bibliographic control of data, and research strategies for obtaining information on a desired topic. Lecture 2 hours per week for a 9 week period.

College Course 323. Library Resources for the Social Sciences. *Spring* (2) D. Johnson. Prerequisites: two area courses in any two social sciences. An introduction to the organizational characteristics of reference tools in the social sciences, bibliographic control of data, and research strategies for obtaining information on a desired topic. Lecture 2 hours per week for a 9 week period.

College Course 408. Energy Resources and Geopolitical Futures. *Spring* (3) Mr. Munday.

Energy resources, reserves, depletion rates, and alternatives. Global and national energy policy and conservation strategy. Predicting and planning the future. Impact on international relations, particularly between the Middle East nations and the big powers.

THE KENAN DISTINGUISHED PROFESSORSHIP

A generous gift from the William R. Kenan, Jr., Charitable Trust supports the Kenan Distinguished Professorship at the College. The Professorship, in the humanities, is occupied annually by a visiting professor with a preeminent reputation and has the primary purpose of encouraging excellence in teaching at the undergraduate level.

College Course 357. Religion and the American Imagination. *Fall* (3) Mr. Gunn.

A survey of the impact of religious ideas, values, and vexations on American imaginative writing, principally from the Romantic period to the present. (Same as Religion 357) (May satisfy an interdisciplinary sequence only)

College Course 481. American Cultural Interpretation and Criticism. *Fall* (3) Mr. Gunn.

A seminar designed to explore representative theories and methods of cultural interpretation and criticism through a study of classic texts by such critics and historians as D. H. Lawrence, V. L. Parrington, James Agee, Lionel Trilling, Edmund Wilson, Henry Nash Smith, and others.

¹For college provisions governing the admission to honors, see p. 50.

Comparative Literature

PROFESSOR LEADBEATER (Chairman of the Committee); ASSOCIATE PROFESSORS HALLETT and MACCUBBIN.

Courses in Comparative Literature fulfill Area and Sequence requirements in Area I. Students may complete a sequence in Comparative Literature by taking Comparative Literature 201, 202 and two of the courses on the 300 level listed below or any two advanced literature courses in the departments of Classical Studies, English, or Modern Languages, including courses in literature in translation. Both upper level courses need not be taken in the same department. An interdisciplinary concentration in Comparative Literature is available upon petition to the Committee for Comparative Literature and the Committee on Interdisciplinary Study.

English concentrators who do not offer courses in Comparative Literature in satisfaction of Area I requirements may include Comparative Literature 201 and 202 in the first 36 credits of their concentration program.

A minor in Comparative Literature requires 21 credits which must include:

- 1) Comparative Literature 201-202.
- 2) Either one 300 level or — with the permission of the chairman of the Comparative Literature Program — one 400 level Comparative Literature course.
- 3) Two literature courses at the 300 or 400 level from among those offered by the Departments of English, Classical Studies, or Modern Languages. Both courses may not be in the same department, but they may be in the original language or in translation, depending on the student's proficiency.
- 4) Two 300 or 400 level literature courses in a foreign or classical language in the original.

Advanced grammar, conversation, and writing courses are excluded from the minor.

201, 202. Concepts in Comparative Literature. (A) *Fall and Spring* (3, 3) Mr. Leadbeater.

An introduction through the critical examination of selected literary works of major importance from various periods, to the major modes and techniques of comparative literature. Modes such as genre, literary devices, and chronological development of literary concepts will be examined from a comparative point of view.

203, 204. The Literature of East Asia. (A) *Fall and Spring* (3, 3) Mr. Canning.

An introduction to major works in Chinese and Japanese literature. Fall semester: traditional and modern Chinese literature, including the Confucian classics, poetry, drama, short stories and the novel. Spring semester: traditional and modern Japanese literature, with special emphasis on the novel from *The Tale of Genji* (11th century) to modern works by Mishima, Kawabata, Tanizaki and other leading authors.

301. Greek and Latin Epic and Its Influences. (S) *Fall or Spring* (3) Mr. Baron. (Same as Classical Civilization 401)

Careful reading, in English, of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, and Lucan's *Pharsalia*. Discussion of the character and structure of the Classical Epic and its influence on European epic and novel.

302. Epic and Romance. (S) *Fall* (3) (Same as English 435) Staff.

An intensive study of the development of these major genres, with illustrative works drawn from ancient, Medieval and Renaissance authors.

303. The World Novel. (S) *Spring* (3) Mr. Meyers. (Same as English 436)

An intensive study of selected works of fiction primarily by European authors from the eighteenth century to the present.

304. Contemporary French Novel and Its Influences. (S) *Spring* (3) Staff. (Same as French 388)

A study, in English translation, of trends in the Modern French Novel and their influence on contemporary literature.

305. Classical Tragedy and Its Influences. (S) *Spring* (3) Mr. Leadbeater. (Same as Classical Civilization 403)

Readings, in English, and discussion of the major works of Aeschylus, Sophocles, Euripides, and Seneca. Parallel readings in the theories of tragedy and of representative works, illustrating the influence of Classical Tragedy on subsequent literary history.

306. Ancient Comedy and Its Influence. (S) Fall (3) Mr. Leadbeater. (Same as Classical Civilization 404)

A study, in translation, of representative works of Aristophanes, Menander, Plautus, and Terence. Parallel readings in the theories of comedy and of representative works illustrating the influence of Ancient Comedy on subsequent literary history.

307. Contemporary French Theatre and Its Influence. (S) Fall (3) Staff. (Same as French 387)

A study, in English translation, of trends in Modern French theatre and their influence on contemporary drama.

308. Survey of French and Spanish American Literary Relationships. (S) Spring (3) Mr. Fraser and Mr. St. Onge. (Same as Modern Languages 301)

The course presents a panorama of French and Spanish American literary relationships from the time of the discovery of America through the twentieth century. Topics include "The Myth of Wildness," "Civilization or Barbarism," "Romanticism," "Naturalism," "Decadentism," "Surrealism," and "Existentialism."

309. Dante and the Medieval Tradition. (S) Fall (3) Mr. Triolo. (Same as Italian 309)

Commencing with consideration of representative works in Courtly Love and Scholastic traditions, the course will focus on a study of Dante's literary, aesthetic and historical milieu as filtered through and evident in his works: *Vita nuova*, *Convivio*, *De vulgari eloquentia*, *De monarchia*, and the *Commedia*.

401. Lyric Poetry. (S) Fall and Spring (3, 3) Mr. Leadbeater.

An intensive study from a comparative point of view of the development of lyric poetry. Emphasis will be on lyric from the Classical through the Renaissance periods, although some lyric from other periods will be included as the needs of the course demand.

490. Special Topics in Comparative Literature. (S) Fall or Spring (3) Staff.

A study in depth of some particular aspect of Comparative Literature. The course may be repeated if the topic is basically different.

Economics

ASSOCIATE PROFESSOR BARRY (Chairman). PROFESSORS GARRETT, MATTHEWS and SCHIFRIN.¹ ASSOCIATE PROFESSORS ARCHIBALD,¹ BAKER, FINIFTER, HAULMAN, HAUSMAN, and MOODY. ASSISTANT PROFESSORS ABEGAZ, C. ELLIOTT, E. JENSEN, and ROBERTS.

The program in Economics is designed to offer courses of study that provide foundations for enrollment in professional programs such as Law and Business, for advanced work in Economics, and for careers as economists after completion of the B.A. degree.

REQUIREMENTS FOR CONCENTRATORS

Concentration in Economics requires a minimum of thirty semester hours of courses in Economics beyond Economics 101, 102. All concentrators are required to take the following courses:

303. Intermediate Economic Theory: Microeconomics

304. Intermediate Economic Theory: Macroeconomics

307. Principles and Methods of Statistics

Special programs may be arranged in which these required courses can be waived by permission of the Department.

¹On leave, 1983-1984.

REQUIREMENTS FOR MINORS

A minor in Economics requires 21 semester hours of courses in Economics including Economics 101, 102. The remaining fifteen semester hours are to be assembled from one of the following categories:

Microeconomics: Economics 303 and twelve semester hours from: Economics 321, 361, 403, 409, 451, 309 or 446.

Macroeconomics: Economics 304 and twelve semester hours from: Economics 303, 311, 409, 411, 412, 309 or 446.

Quantitative Economics: Economics 303 and twelve semester hours from: Economics 304, 307, 308, 407, 431, 435.

International Economics: Economics 303 and/or 304 and the remainder of the fifteen semester hours from: Economics 471, 472, 482, 483.

History and Development: Economics 303 and/or 304 and the remainder of the fifteen semester hours from: Economics 341, 342, 444, 455, 472, 483.

Industrial Economics: Economics 303 and/or 304 and the remainder of the fifteen semester hours from: Economics 308 or 407, 311, 361, 462.

Political Economy: Economics 303 and/or 304 and the remainder of the fifteen semester hours from: Economics 309, 321, 341, 342, 409, 446.

Public Policy: Economics 303 and/or 304 and the remainder of the fifteen semester hours from: 311, 321, 345, 361, 412, 422, 444, 451, 452, 455, 462, 472, 308 or 407.

Special programs for minors which do not meet the requirements of any of the above categories may be submitted to the Department for approval. Any such special program must include either Economics 303 or 304. The student's transcript will show simply Minor in Economics regardless of the category from which the minor is assembled.

DESCRIPTION OF COURSES

101, 102. Principles of Economics. (A) Fall or Spring (3, 3). This course is a prerequisite to all courses in Economics except 307. Staff.

An introduction to the analytical tools commonly employed by economists in the study of the determination of the composition of output, prices, and the aggregate level of economic activity. Problems related to these subjects are considered, and alternative courses of public policy are evaluated.

303, 304. Intermediate Economic Theory. (S) Fall and Spring. Mr. Archibald, Mr. Barry, Mr. Finifter, Mr. Haulman, Ms. Elliott, Mr. Matthews, Mr. Moody, and Mr. Roberts. Prerequisite: Econ. 101, 102.

Econ. 303 is devoted to the theory of resource allocation in a market economy.

Econ. 304 is devoted to the theory of national income determination.

307. Principles and Methods of Statistics. Fall and Spring (3) Mr. Archibald, Mr. Jensen, Mr. Moody, and Mr. Hausman.

A study of the principles and uses of frequency distribution, measures of central tendency and dispersion, statistical inference, sampling, correlation and regression analysis.

308. Applied Econometrics. (S) Spring (3) Mr. Moody and Mr. Jensen. Prerequisites: Econ. 101, 102, 307 and either Econ. 303 or 304. This course cannot be taken after Econ. 407.

A survey of the econometric methods which 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.

309. Marxian Economic Theory. (S) Fall (3) Mr. Roberts. Prerequisites: Econ 101, 102 or permission of the instructor.

An introduction to Marxian economic analysis and methodology, focusing on class relations and social distribution, the theory of value and surplus value, capital accumulation, reproduction, and economic crises.

311. Money and Banking. (S) Fall and Spring (3) Mr. Haulman and Mr. Matthews. Prerequisite: Econ. 101, 102.

An analysis of the monetary system with emphasis upon financial institutions, determination of the money supply, and the relationship between money and economic activity.

321. Economics of the Public Sector. (S) Fall and Spring (3) Mr. Baker and Ms. Elliott. Prerequisites: Econ. 101, 102.

Theory and principles of public finance with emphasis on federal expenditures and taxes, intergovernmental relations, voting models, cost-benefit analysis, and case studies on selected topics such as education, crime, housing, water resources and health.

341. American Economic History. (S) Fall (3) Mr. Hausman. Prerequisites: Econ. 101, 102 or permission of the instructor.

A study of the major trends and developments in the American economy from colonial times through the New Deal. The use of economic theory to explain the past is emphasized.

342. European Economic History. (S) Spring (3) Mr. Hausman. Prerequisites: Econ. 101, 102 or permission of the instructor.

A study of the economic development of Europe from Medieval times to the present. Emphasis is on economic organization, structural change, fluctuations, and growth.

345. Urban Analysis. (S) Fall (3) Mr. Garrett and Mr. Finifter. Prerequisite: Econ. 101, 102.

An economic analysis of contemporary urban problems including structure and growth, housing, transportation, fiscal issues, urban labor markets, and central city and ghetto development.

361. Industrial Organization: Theory, Evidence, and Cases. (S) Fall and Spring (3) Mr. Schifrin. Prerequisites: Econ. 101, 102.

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 the private sector to protect market competition.

403. Topics in Microeconomic Theory. (S) Spring (3) Ms. Elliott. Prerequisites: Econ. 303 and Math 111 or permission of the instructor.

A survey of theoretical extensions of economic models of perfectly competitive markets and rational consumers. Topics include oligopoly theory, strategic game theory, interdependent utility, consumer and producer decision-making over time and under uncertainty, and the economics of insurance and information.

407. Econometrics. (S) Fall (3) Mr. Moody. Prerequisites: Econ 101, 102, 307 and either Econ. 431 or Math 211.

An introduction to econometric methods which are used to estimate and test economic models. The course will deal with problems such as autocorrelation and simultaneous equations which arise in applied economics. Calculus and linear algebra are required.

409. Theoretical Controversies in Political Economy. (S) Spring (3) Mr. Roberts. Prerequisites: Econ. 303, 304, or permission of the instructor.

A critical evaluation of the philosophical bases, theoretical consistency and practical consequences of some aspects of conventional economic modeling. Topics include distribution theory and capital theory, with emphasis on those contemporary alternatives which draw on Classical, Marxian, and Keynesian roots.

411. Macroeconomic Adjustments: Inflation and Unemployment. (S) Fall (3) Mr. Archibald. Prerequisites: Econ. 303, 304.

A critical survey of the current state of macroeconomic model building including discussions of neoclassical, Keynesian, and disequilibrium models, emphasizing the microeconomic foundations of the macroeconomic phenomena of inflation and unemployment.

412. Stabilization Policy. (S) Spring (3) Mr. Barry. Prerequisites: Econ. 101, 102, 304 or permission of the instructor.

A theoretical and empirical analysis of current controversies in the field of stabilization policy. Issues typically considered include the unemployment inflation trade-off, the effectiveness of monetary and fiscal policies, and the desirability of fine-tuning.

422. Environmental and Natural Resource Economics (formerly titled Economics of the Environment). (S) Spring (3) Mr. Baker. Prerequisites: Econ. 101, 102.

The application of efficiency and equity criteria to environmental issues. Topics include policies for environmental protection, renewable resources, exhaustible resources and unique natural environments.

423. Seminar in the Economics of Energy. (S) Spring (3) Mr. Archibald. Prerequisites: Econ. 303, 307 and permission of the instructor.

This course focuses on current and future demands and supplies of various energy sources with particular attention to analysis of government energy policies. Seminar format is used emphasizing student research and participation. (Not offered 1983-84)

431. Introduction to Mathematical Economics (S) Fall (3) Mr. Moody. Prerequisites: Econ. 101, 102.

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.

435. Topics in Mathematical Economics. (S) Spring (3) Mr. Moody. Prerequisites: Econ. 431 or permission of the instructor.

A survey of selected topics in mathematical economics including growth theory, general equilibrium analysis and duality theory.

444. Regional Economic Development: Emphasis on the South. (S) Spring (3) Mr. Garrett. Prerequisites: Econ. 101, 102.

The course begins with an analysis of the economic growth of the South prior to the Civil War and proceeds to an analysis of differential regional growth rates. Subregional or local growth and planning are studied in a contemporary context.

446. History of Economic Thought. (S) Spring (3) Mr. Haulman and Mr. Hausman. Prerequisites: Econ. 101, 102.

The development of economic analysis with emphasis upon Classical and Neo-Classical economics.

451. Labor Market Analysis. (S) Fall (3) Mr. Finifter. Prerequisites: Econ. 101, 102, 303 or permission of the instructor.

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, unemployment insurance, and unemployment-inflation trade-offs.

452. Income Distribution and Human Resources. (S) Spring (3) Mr. Finifter. Prerequisites: Econ. 101, 102.

An analysis of the distribution of income and wealth and of poverty. The human capital model is studied with applications to education, training, health, and migration investments. Discrimination by race, sex, and age is analyzed. Public policy issues are examined, e.g., social security, welfare reform, affirmative action.

455. Population Economics. (S) Fall (3) Mr. Jensen. Prerequisites: Econ. 101, 102.

Economic analysis is used to examine the determinants and consequences of population change. Topics typically considered include the economics of population growth in developing countries, population aging in developed countries, and illegal migration into the United States.

462. Government Regulation of Business. (S) Fall and Spring (3) Mr. Baker. Prerequisites: Econ. 101, 102.

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.

467. Seminar in the Economics of Health Care. (S) Fall (3) Mr. Schifrin. Prerequisite: Econ. 101, 102 and the permission of the instructor.

A survey of current issues in health care and financing, emphasizing the use of economic and statistical methods to analyze the health care sector and to evaluate alternate policy proposals relating to these issues. Seminar format with individual subjects. (Not offered 1983-84)

471. International Economics. (S) Fall (3) Mr. Matthews. Prerequisites: Econ. 101, 102.

This course develops the theory of international trade from the Mercantilists to the modern economists. The objective is to give the student basic knowledge of analytical tools used by economists in the study of international economic problems.

472. International Trade and Policies. (S) Spring (3) Mr. Matthews. Prerequisites: Econ. 101, 102.

This course analyzes historically problems in tariffs and other protectionist devices, the effect of economic development on the pattern of world trade, and problems in balance of payments equilibrium, foreign exchange, and international finance.

482. The Centrally Planned Economy. (S) Fall (3) Mr. Abegaz. Prerequisites: Econ. 101, 102.

The development and operation of planned Soviet-type economies as alternative systems of resource allocation and income distribution. Variations discussed range from the centrally planned (U.S.S.R., China) to the reformed (Hungary) and the labor-managed (Yugoslavia) economies.

483. Development Economics. (S) Spring (3) Mr. Abegaz. Prerequisites: Econ. 101, 102.

Survey of theories which seek to explain the pattern and tempo of development and underdevelopment in LDCs. Emphasis is on the link between the economy and institutions. Topics covered include growth patterns, income distribution, trade, finance and role of government.

400. Seminar. (S) Fall and Spring (3) Staff.

Small seminar classes limited to 15 students, typically junior or senior economics concentrators, focusing on specific topics in economic theory or policy. Seminars are offered on a rotating basis and cover a wide range of topics.

490. Topics in Economics. Fall and Spring (3) Staff. Prerequisites: Concentration in Economics, Senior standing and permission of instructor.

A directed readings/research course conducted on an individual or group basis on various topics in economics.

495, 496. Honors. Fall and Spring (3) Staff.

Students admitted to the Economics Honors program will be enrolled in this course during both semesters of their senior year. Students are responsible for (a) reading of 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 Economics 490.¹

English Language and Literature

ASSOCIATE PROFESSOR CONLEE (Chairman). PROFESSORS BALL, DAVIDSON, DAVIS, DOLMETSCH, DONALDSON,² ELLIOTT, FEHRENBACH, JENKINS, McCULLY, NETTELS,³ SCHOLNICK, SMITH, and WILLIS.³ ASSOCIATE PROFESSORS HEACOX, MACCUBBIN, MEYERS, REED, SAVAGE, WENSKA, and WIGGINS. ASSISTANT PROFESSORS DEMILLE, GRUSIN, LOURDEAUX, NORTH, TAYLOR,³ and TOTAH. INSTRUCTORS BRAXTON⁴ and ROSENWASSER.

¹For college provisions governing the admissions to honors, see page 50.

²On leave, Fall 1983-84.

³On leave, 1983-84.

⁴On leave, Spring 1983-84.

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 minors in literature and linguistics, and it offers courses which provide a broad program of electives for students who are not English concentrators.

In its concentration program the Department serves students who are seeking to teach in the public schools; students who are preparing for graduate study in English; students who desire a liberating experience in advance of professional study in other fields, such as law, medicine, psychology, and theology; 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 program of concentration that also affords the student unusual freedom in choice of courses; the English concentrator is asked to satisfy a pattern of distribution in the Department rather than to take specific courses. During the senior year a student who qualifies may pursue an Honors degree.

AREA AND SEQUENCE REQUIREMENTS

Area and sequence requirements in Area I may be satisfied by choosing courses in either literature or linguistics. Students are advised (though not required) to follow indicated patterns of study:

1. Literature: The area requirement may be met by two literature courses at the 200-level. The Department recommends that most students begin with English 201, "The Art of Literature," and further recommends that the sequence requirement be met by two additional courses chosen from among those numbered above 300 which belong to the same group as the second course elected for the area requirement. Groups are indicated in the course descriptions by the following Roman numerals: I. (English Literature); II. (American Literature); III. (General Literature, including courses in Comparative Literature).

2. Linguistics: The area requirement may be met by two courses from among English 211, "The Study of Language," English 212, "Language in America," English 303, "The History of the English Language," and English 304, "Modern Grammar." The sequence requirement would be met by choosing two additional courses having the Roman numeral designation IV (Linguistics).

NOTE: Because upperclassmen are admitted to 201, 203, 204, 207, and 208 only if space is available after freshmen and sophomores have enrolled, students should satisfy the area requirement in English during their first two years.

THE MINOR IN ENGLISH

A minor in English requires 18 credits in departmental linguistics courses (selected from English 211, 212, 303, 304, 405, 406, 409, 464) or 21 credits in departmental courses (exclusive of English 101), at least 15 of which must be in courses numbered 300 and above, including the following:

- I. One course in the study of a major author, chosen from English 413, 421, 422, 426.
- II. One course in English literature before 1900, chosen from English 312, 323, 324, 331, 332, 341, 342.
- III. One course in the study of a genre, chosen from English 429, 430, 435, 436, 439, 440, 452, 455, 456, 457, 458, 459.

REQUIREMENTS FOR CONCENTRATION

A concentration in English requires a minimum of 36 credits in departmental courses (exclusive of English 101) at least 27 of which must be in courses numbered 300 and above, including the following:

- I. One course in the study of a major author, chosen from English 413, 421, 422, or 426.

- II. Three courses surveying periods of literature, including:
- One course in English literature before 1750, chosen from English 312, 323, 324, 331.
 - One course in English literature after 1750, chosen from English 332, 341, 342, 352.
 - One course in American literature, chosen from English 361, 362, 363, 364.
- III. One course in the study of a genre, chosen from English 429, 430, 435, 436, 439, 440, 452, 455, 456, 457, 458, 459.

English concentrators who do not offer courses in Comparative Literature in satisfaction of Area I requirements may include Comparative Literature 201 and 202 in the first 36 credits of their concentration program.

Concentration courses are chosen in consultation with a departmental advisor on the basis of the student's preparation, background, vocational expectations, and educational interests. A sound concentration 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. Concentrators normally begin their concentration programs with English 203 and 204.

DESCRIPTION OF COURSES COLLEGE COURSES

101. **Writing.** see page 164.

INTRODUCTORY COURSES

The following courses are especially designed for freshmen and sophomores. Upperclassmen may be admitted to 201, 203, 204, 207, and 208 only if space is available or upon consent of the Department Chairman. This restriction, however, does not apply to English 211 and 212.

Most students — depending upon previous training — should take 201 before proceeding to other courses in literature.

201. The Art of Literature. (A,I,II,III) *Fall and Spring* (3) Staff.

An introductory course in critical reading and writing designed to increase the student's understanding and appreciation of the art of literature.

203. Major English Writers, Medieval and Renaissance. (A,I) *Fall and Spring* (3) Staff.

Study of the most important works and authors in English literature before 1700, including Chaucer, Shakespeare, and Milton, viewed in relation to the background of their time.

204. Major English Writers, Eighteenth and Nineteenth Centuries. (A,I) *Fall and Spring* (3) Staff.

Study of five or six major writers of English literature since 1700, chosen from such writers as Pope, Swift, and Fielding in the eighteenth century; Wordsworth, Coleridge, and Keats in the Romantic Period; Dickens, Browning, and Hardy in the Victorian.

207. Major American Writers. (A,II) *Fall and Spring* (3) Staff.

Study of five or six American Authors, emphasizing each writer's conception of his role in American society. One or more continuing themes may also be emphasized.

208. Contemporary Literature. (A,I,II,III) *Fall and Spring* (3) Staff.

Study of selected works of English, American, and European literature written from the 1950's to the present, with emphasis on important themes and the developing genres of fiction, drama, and poetry.

211. The Study of Language. (A,IV) *Fall and Spring* (3) Staff.

An introduction to the scientific study of the elements of language, including sound and writing systems, grammatical approaches, social and regional language differences, and the backgrounds of American English. Same as Anthropology 211.

212. Language in America. (A,IV) *Fall and Spring* (3) Staff.

A study of the origin, development, and present state of American English, including

American Indian languages and other non-English influences, regional varieties, social dialects, and varieties of usage in contemporary America.

ADVANCED COURSES

Before enrolling for any of the following courses, the student should have satisfactorily completed at least one 200-level English course.

301. Advanced Writing. *Fall and Spring* (3) Staff.

Practice in writing papers of various types under supervision, emphasizing style and expository techniques. Sections limited to fifteen students each.

303. History of the English Language. (S.IV) *Fall* (3) Ball.

A study of the history of the English language from Anglo-Saxon to the present. Some attention is given to American English and other variants.

304. Modern Grammar. (S.IV) *Spring* (3) Reed.

This introduction to transformational-generative grammar investigates the structures and operations underlying sentences currently accepted 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.

***305. Creative Writing — Poetry.** *Fall and Spring* (3) Heacox and North.

***306. Creative Writing — Fiction.** *Fall and Spring* (3) DeMille.

An opportunity for the student to develop his abilities in imaginative writing of poetry or fiction under supervision. Sections limited to fifteen students each. Prerequisite: English 101 or exemption from the degree requirement in writing.

312. Medieval Literature. (S.I) *Spring* (3) Davidson.

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. (S.I) *Fall* (3) Fehrenbach.

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. (S.I) *Spring* (3) Wiggins.

A survey of poetry, prose, and dramatic forms from John Donne and Ben Jonson to 1660, including early poems of Milton and Marvel.

331. English Literature, 1660-1744. (S.I) *Fall* (3) Maccubbin.

A survey including poetry, fiction, and drama. Some attention to arts related to literature. Emphasis on comedy and satire. Major figures studied include Dryden, Swift, Pope, Gay, Fielding, Goldsmith, Sterne, Burns, and Blake.

332. English Literature, 1744-1798) (S.I) *Spring* (3) Maccubbin.

A survey including poetry, fiction, and drama. Special attention to the cultural milieu and the development of "sensibility." Major figures studied include Johnson, Collins, Gray, Sheridan, Goldsmith, Sterne, Burns, and Blake.

341. The English Romantic Period. (S.I) *Fall* (3) Elliott.

A survey of the dominant ideas and conventions of romanticism as expressed primarily through the major poets and essayists of the period between 1798 and 1832.

342. The Victorian Age. (S.I) *Spring* (3) Meyers.

A survey of the major writers during the reign of Victoria. Emphasis is on the social and intellectual issues as expressed primarily by leading poets and essayists from Carlyle to Hardy.

352. Twentieth-Century British Literature. (S.I) *Fall and Spring* (3) Demille, Heacox, and North.

A survey from the end of the Victorian era through the modernist period of the 1950's. Selected works by such writers as Conrad, Yeats, Joyce, Lawrence, Woolf, and Thomas are emphasized.

361. American Literature to 1836. (S.II) Fall (3) Dolmetsch.

A survey to Cooper and Poe, emphasizing the cultural backgrounds of such writers as Bradstreet, Taylor, Franklin, and Edwards, and assessing the achievements of early novelists such as Foster, Rowson, Brown, and Brackenridge.

362. The American Renaissance. (S.II) Fall and Spring (3) Davis and Scholnick.

A survey of the mid-nineteenth century, emphasizing the writers of the "Concord Group," Hawthorne, Melville, Whitman, Dickinson, and the Southwest Humorists.

363. American Literature, 1865-1920. (S.II) Fall and Spring (3) Nettels and Wenska.

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 since 1920. (S.II) Fall and Spring (3) Davis, Dolmetsch, North, Rosenwasser, and Wenska.

A survey from the rise of the "Lost Generation" and the Southern Renaissance to the present, emphasizing such writers as Hemingway, Fitzgerald, Faulkner, Steinbeck, Frost, and O'Neill.

***401, 402. Seminar in Creative Writing.** Fall and Spring (3, 3) Jenkins.

Intended for the student who has demonstrated some talent for creative writing. He is encouraged to develop his individual interests and creative capacities. Extensive practice in the several types of writing.

405. Descriptive Linguistics. (S.IV) Fall (3) Reed.

A study of contemporary linguistic theory and the methods of language analysis, with emphasis on the examination of language data drawn from a wide variety of languages. Topics such as language acquisition, psycholinguistics, and sociolinguistics are touched upon. Same as Anthropology 430. Prerequisite: Any of 211, 212, or 304, or consent of instructor.

406. Historical Linguistics. (S.IV) Spring (3) Reed.

A study of the principles, methods, and major results of historical reconstruction, emphasizing Indo-European languages but with some attention to non-Indo-European as well. Same as Anthropology 440. Prerequisite: Any one of 211, 212, or 304, or consent of instructor.

***407. Seminar in Non-Fiction Writing.** Spring (3) Donaldson.

A seminar in writing various kinds of non-fiction, such as interviewing, travel, criticism, and reporting with reading in authors whose works provide models for emulation, such as E. B. White, Perelman, Didion, and some of the "New Journalists." Prerequisite: any writing course beyond English 101 and consent of the instructor.

408. Theory of Literature. (S.I,II,III) Spring (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 will be on modern and contemporary literary theory, but with some concern for the historical tradition.

409. Old English. (S.I,IV) Fall (3) Davidson.

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. (Not offered 1983-84).

410. Beowulf. (S.I) Spring (3) Davidson.

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. Prerequisite: English 409. (Not offered 1983-84).

413. Chaucer. (S.I) Fall (3) Conlee.

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. (S.I) Fall (3) Savage.

A study of the major history plays, including consideration of Renaissance political theory, and of the forms and conventions of Shakespearean comedy. Primarily lecture.

422. Shakespeare. (S.I) Spring (3) Fehrenbach.

A study of approximately twelve tragedies, with emphasis on Shakespeare's development as a verse dramatist. Special attention is given to the nature of tragedy. Primarily lecture.

426. Milton (S.I) 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. Lecture and discussion sections.

429. English Renaissance Drama. (S.I) Fall (3) McCulley.

A study of drama in England, including conventions and currents of ideas, from the origins to the closing of the theatres in 1642, with emphasis on the works of Christopher Marlowe, Ben Jonson, and John Webster.

430. Restoration and Eighteenth-Century Drama. (S.I) Spring (3) Maccubbin.

A study of plays representing various genres and intellectual currents. Background readings in theatre design, acting styles, and production methods as well as social and intellectual history. Some playwrights included: Dryden, Otway, Wycherley, Congreve, Cibber, Vanbrugh, Gay, and Sheridan.

435. Epic and Romance. (S.I,III) Fall (3) Wiggins.

A study of the development of these major genres, with illustrative works drawn from ancient, Medieval and Renaissance, as well as English and Continental authors. Same as Comparative Literature 301.

436. The World Novel. (S.III) Spring (3) Rosenwasser.

A study of selected works of fiction primarily by European and non-Western authors from the eighteenth century to the present. Same as Comparative Literature 302.

439. English Novel to 1832. (S.I) Fall (3) Ball and Staff. (team taught)

The English novel through Jane Austen, with emphasis on the social, intellectual, and literary influences on its development and on Defoe, Richardson, Fielding, Sterne, and Austen as principal figures.

440. English Novel, 1832-1900. (S.I) Spring (3) Smith.

Novels by Charlotte and Emily Bronte, Thackeray, Dickens, Eliot, and Hardy are studied as primary examples of the nature and development of the English novel during the Victorian period.

452. Modern Fiction. (S.I,II) Fall and Spring (3) Jenkins, Rosenwasser and Smith.

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.

455. Topics in Major Genres. (S.I,II,III) Fall or Spring (3) Staff.

Focus on a major literary genre.

456. Modern Poetry to 1930. (S.I,II) Spring (3) Totah.

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.

457. Modern Poetry since 1930. (S.I,II) Spring (3) Totah.

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.

NOTE: 456 and 457 replace 451.

458. Modern Drama to 1940. (S.I,II,III) Spring (3) McCulley.

Antecedents and development of modern English and American drama, with emphasis on the well-made play, naturalism, and hints of later trends: Ibsen, Chekhov, Strindberg, Shaw, Synge, O'Casey, Yeats, Eliot, Hellman, Odets, et al.

459. Modern Drama since 1940. (S.I,II,III) Spring (3) McCulley.

International dramatic forms and later development of English and American drama, with emphasis on naturalism, expressionism, epic theater, the absurd, and metatheater: Brecht, Ionesco, Beckett, Pinter, Shaffer, Leonard, Stoppard, O'Neill, Williams, Miller, Albee, Hansberry, Baraka, Wilson, et al. (Not offered 1983-84).

460. Black Literature in America. (S.II) Fall (3) Braxton.

A study of selected works by the leading Black American writers, with emphasis upon their ethnic concerns and their contributions to the general development of American literary culture. Prerequisite: one course in American literature.

464. Topics in Linguistics. (S.IV) Spring (3) Staff.

Investigation of a major sub-field of linguistics. Prerequisites: Any one of 211, 212 or 304, or consent of instructor.

465. Special Topics in English. Fall or Spring (3) Staff.

Exploration of a topic in literature or in the relations between literature and other disciplines.

***469, 470. Advanced Creative Writing.** Fall and Spring (3, 3) Writer-in-Residence.

An advanced course in creative writing for students of demonstrated promise and achievement.

***475. Seminar in English.** Fall and Spring (3) Staff.

Study in depth of a specialized literary topic. Students write and present research papers for a critical discussion. Non-concentrators may enroll upon consent of the Department Chairman. Strongly recommended for students who plan further formal literary study.

***480. Independent Study in English.** Fall or Spring (3) Staff.

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the departmental Undergraduate Program Committee. Open only to concentrators who have completed at least half of the concentration requirements.

***481. Independent Study in Linguistics.** Fall or Spring (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.

HONORS STUDY

494. Junior Honors Seminar. Spring (3) Staff.

Study in depth of a specialized literary topic, emphasizing student discussion and the preparation of critical papers. This course is restricted to concentrators planning to enroll in Senior Honors. Students are admitted by the departmental committee on Honors.

#495-496. Honors. Fall and Spring (3, 3) Staff.

Honors Study comprises (a) supervised reading in the field of the student's major interest; (b) presentation by April 15 of an Honors Essay 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 494 may be admitted only under exceptional circumstances.¹

¹For college provisions governing the admission to honors, see page 50.

GRADUATE PROGRAM

The department offers the degree of Master of Arts. For degree requirements and a full description of graduate courses in English, write to the Director, Graduate Study in English, for a Graduate Catalog.

Fine Arts

PROFESSOR KORNWOLF (Chairman). ASSOCIATE PROFESSORS COLEMAN, CHAPPELL,¹ HELFRICH, JACK,² and BARNES.³ ASSISTANT PROFESSORS WATKINSON, NEWTON. LECTURER HOUGHLAND, WINTER, HOOD, LOWRY, KING. VISITING PROFESSORS NEWMAN,⁴ CHRISTISON, HERMAN.⁵ VISITING ASSISTANT PROFESSORS JACOBS,⁶ PARDEE.⁵ VISITING INSTRUCTOR FRAZIER.⁶

There are two programs in the concentration of Fine Arts: Art and the History of Art. In each program, the student is required to complete F.A. 111, 112 and F.A. 201, 202. It is to the advantage of the student, particularly those concentrating in Art, to have completed 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 concentrators. Students in Fine Arts have developed careers in art, architecture, art history, museum work, teaching, and public communications. For purposes of double concentrating, art history combines well with history, anthropology, literature, comparative literature, music history, classical studies and philosophy to give a student a breadth of knowledge and experience in comparable methodologies that leads to mutually reinforcing insights in both concentrations. For students in art, productive double concentrations have consisted of combining art and psychology, literature, and the sciences. Students interested in secondary school teaching of art should elect the concentration in art. All members of the Department are ready to offer advice on career plans in Fine Arts.

The Department of Fine Arts offers certain special facilities and opportunities:

The Joseph and Margaret Muscarelle Museum of Art houses the College's art collection and sponsors changing exhibitions of works of art in the Museum and in Andrews Hall throughout the year.

The J. Binford Walford Scholarships for the study at the College of architectural history and design. All students interested in such a study, including incoming Freshmen, are eligible to apply. Information may be obtained from the Chairman.

Study possibilities exist with the art and architectural resources of the Colonial Williamsburg Foundation (See Fine Arts 457-458, 460-01).

A number of work possibilities exist through the Student Aid Program which affords students experience in assisting with the art, art history, and museum programs.

The Creative Arts House exists to provide a residential atmosphere for students concentrating or interested in the creative arts. It sponsors a variety of programs throughout the academic year.

Alumni Society Art Awards are given on the occasion of the annual Student Art Exhibition.

Workshops in various media, usually in connection with exhibitions and symposia, are offered annually.

The Fine Arts Society is the organization of students concentrating or interested in art and art history. It sponsors lectures, exhibitions, excursions to museums, and the annual Beaux Arts Ball.

Students seriously interested in graduate or professional study in art are encouraged to contact the Chairman in order to determine whether they are eligible to enroll in 60 hours of Fine Arts courses.

¹Leave of Absence, 1983-1984.

²Leave of Absence, Spring, 1984.

³Leave of Absence, Fall, 1983.

⁴Professor Emeritus of Fine Arts.

⁵Fall, 1983.

⁶Spring, 1984.

REQUIREMENTS FOR CONCENTRATION

The History of Art requirements are designed to give the student a satisfactory program having breadth, balance, and variety. Students concentrating in the History of Art are required to take F. A. 111, 112 and F. A. 201, 202. In addition to these twelve hours, the student must choose six hours in each of the following three fields:

A. Medieval and Oriental Art and Architecture (Fine Arts 403, 404, 409, 410, 411, and 460-10).

B. Renaissance and Baroque Art and Architecture (Fine Arts 405, 406, 453, 454).

C. Modern Art and Architecture (Fine Arts 307, 308, 402).

An additional six hours must be taken in art history courses of the student's choice.

The Art program is designed to offer the concentrator a variety of courses and the opportunity to work in depth at an advanced level. Concentrators in Art are required to take F. A. 111, 112, F. A. 201, 202; eighteen additional studio credits, of which at least six credits must be at the 400 level; and six additional credits in the History of Art.

All concentrators in Art are required to participate in the Senior Students Exhibition at the end of the academic year and need to notify the Chairman of their intent to do so.

AREA AND SEQUENCE REQUIREMENTS

Area I in Art may be satisfied by Fine Arts 111 and 112. A Sequence in Art may be satisfied by any two of the following courses in two-dimensional Art: Fine Arts 309, 310, 311, 312, 315, 316, 323, 324, or by any two of the following three-dimensional Art courses: Fine Arts 313, 314, 317-01, 317-02, 318-01, 318-02, 321, 322.

Area I in Art History may be satisfied by Fine Arts 201 and 202. A Sequence in Art History may be satisfied by any two of the following courses (Fine Arts 307, 308, 402, 403, 404, 405, 406, 409, 410, 411, 451, 452, 453, 454, 457, 458, and 460-10).

ART HISTORY

150. Freshman Seminar. (3) Ms. Watkinson.

An introduction to art and architecture through discussions of media, techniques, artists, and art criticism.

201. Survey of the History of Art I. (A) *Fall and Spring* (3) Ms. Watkinson and Mr. Newman.

The study of Ancient and Medieval Art. Illustrated lectures and readings.

202. Survey of the History of Art II. (A) *Fall and Spring* (3) Mr. Newman and Ms. Watkinson.

The study of European and American Art from the Renaissance to the present. Illustrated lectures and readings. May be taken singly and before F.A. 201.

307. Modern Art. (S) *Fall* (3) Mr. Kornwolf.

History of earlier Modern Art, c. 1780-1880, in Great Britain, France, Germany, and the United States. Emphasis is placed on the influence of the cultural, social, and industrial revolutions on the major movements of the period — Romanticism and Realism.

308. Modern Art. (S) *Spring* (3) Mr. Kornwolf.

A History of later Modern Art, c. 1880-1970, in Europe and the United States. The continuing influence of the cultural, social, and industrial revolutions on the major movements of the period is given emphasis — the origins of Modernism, its emergence c. 1905-1914; and its demise since 1960.

402. Modern Architecture and Town Planning. (S) *Fall* (3) Mr. Kornwolf.

A History of Modern Architecture and Town Planning from 1780 to the present in Europe and the United States. Emphasis is placed on the influence of the cultural, social, and industrial revolutions on the major modern movements from Romanticism to the crisis of Modernism.

403. Early Medieval Art. (S) *Fall* (3) Ms. Watkinson.

A study of the emergence of Medieval Architecture, Sculpture and Painting in Europe from ca. 450 A.D. to 1100 A.D., concentrating on Barbarian, Carolingian and Early Romanesque Art.

404. Late Medieval Art. (S) Spring (3) Ms. Watkinson.

The development of High Gothic Art from Romanesque antecedents and its relation to more mature styles of the Middle Ages emphasized.

405. Renaissance and Baroque Architecture and Town Planning. (S) (3) Mr. Kornwolf.

A History of Architecture and Town Planning in Italy, France, England, Germany, and Spain from c. 1420 to c. 1780. The various architectural interpretations of Classicism and Humanism in each period are given emphasis. (Not offered 1983-84).

406. Italian Renaissance Art, 1250-1600. (S) Spring (3) Ms. Jacobs.

The development of the Renaissance in painting and sculpture; its beginnings with Giotto; its flowering with Donatello, Brunelleschi, Ghiberti, and Masaccio; the High Renaissance of Leonardo, Michelangelo, Raphael, Correggio, and Titian; and Mannerism. Possible field trip.

409. Asian Art, India (S) Spring (3) Mr. Lowry.

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.

410. Oriental Art, China. (S) (3)

A study of Art and Architecture of China. (Not offered in 1983-84).

411. Oriental Art, Japan. (S) (3)

A study of the Art and Architecture of Japan. (Not offered in 1983-84).

451. Colonial American Architecture and Town Planning. (S) Spring (3) Mr. Kornwolf. Prerequisites: 201, 202, or 405.

A History of Architecture and town planning in the English, Dutch, French, and Spanish colonies north of the Rio Grande from 1580 to 1790 and the founding of Washington, D.C.

452. Colonial American Painting. (S) (3) Mr. Chappell.

American Painting from Colonial to Federal Periods; European influences, with emphasis on British art; and the development of an American artistic tradition; artists such as Smibert, Feke, Wollaston, West, Copley, Peale, Trumbull, and Stuart. College and Colonial Williamsburg collections are resources. (Not offered in 1983-84).

453. Northern Renaissance Painting and Sculpture, 1350-1600. (S) Spring (3) Ms. Jacobs.

The study of the Renaissance, Mannerism, and indigenous artistic traditions in The Netherlands, France, Germany, and Spain; artists such as Jan van Eyck, Sluter, Roger van der Weyden, Durer, Grunewald, Breughel, and El Greco. The development of categories such as the portrait, genre scene, the Renaissance tomb. Possible field trip.

454. Baroque Art. (S) Spring (3) Mr. Chappell.

A survey of European painting, sculpture, and printmaking from 1600-1750. The Baroque is traced from its emergence as a reaction to Mannerism through its different developments to the Rococo; emphasis on Caravaggio, Bernini, Rubens, Rembrandt, Hals, Vermeer, and Velasquez. Possible field trip. (Not offered in 1983-84).

457-458. Decorative Arts in Colonial Virginia. Fall and Spring (3, 3) Mr. Hood.

The decorative arts of the 17th and 18th centuries in the context of Colonial Virginia, using the staff, facilities, and collections of Colonial Williamsburg as resources. Prerequisite: 201 and 202. Recommended: F.A. 451 or F.A. 452 and permission of the chairman. Two hours lecture, two hours laboratory.

460-01. Methods of Art History. Fall (3) Ms. Watkinson.

A survey of the methodological approaches to the study of the history of art, including a study of the historiography of the discipline.

460-02. Independent Study — Medieval.** (3) Ms. Watkinson.460-03. Independent Study — Renaissance.** (3) Mr. Newman.**460-04. Squares, Plazas, and History.** Fall (3) Mr. Herman.

A study of a limited number of squares, plazas, avenues, etc., which shows how and

why some of these areas have been developed into successful stage settings for various human activities from the Athenian Agora to Speer's plans for Hitler for Nürnberg and Berlin. The course touches on art, aesthetics, urban planning, history, and politics.

460-05. Research Problems in the History of Art. (3) Staff.

Study in depth of a selected topic. May be taken as independent study. May also be offered, on occasion, as a seminar devoted to an aspect of the history of art: *Prerequisites: Fine Arts 201, 202, and four additional courses in the History of Art.*

***460-06. Independent Study — Colonial Architecture.** (3) Mr. Kornwolf.

***460-07. Independent Study —Modern.** (3) Mr. Kornwolf.

460-08. Introduction to Art Museology: A Survey. *Fall and Spring* (3) Ms. Christison.

The history of collecting, the development of the art museum, the purpose, mandate, and variety of public and private art institutions, their means of support for capital outlay, maintenance, operation, and art acquisition; the governance and administration of art institutions and their curatorial and educational roles. *Prerequisites: Fine Arts 201, 202.*

460-09. Contemporary Art/Art Criticism. *Fall* (3) Mr. Newton.

An examination of the images, ideas, and critical analyses of modern works of visual art produced in Western Europe and the United States since 1960. Possible field trip.

460-10. Early Christian-Byzantine Art. (S) *Spring* (3) Ms. Watkinson.

The study of the formation of Christian Art beginning in the second century A.D. and the persistence and elaboration of these themes and styles in the Byzantine Empire until 1452 A.D.

460-11. Historic Preservation. (3) Ms. Watkinson.

A study of approaches to historic preservation, including theoretical, historiographic, and practical applications. (Not offered 1983-1984).

***460-02, 460-03, 460-06, 460-07.**

Normally, research and a written report on a topic or topics in the period approved by the advisor.

495-496. Senior Honors in Fine Arts. *Fall and Spring* (3, 3) Staff.

Independent study for Honors in the History of Art or in Studio Art. Application information available from the Chairman.¹

ART

111. Two-Dimensional Foundations. (A) *Fall and Spring* (3) Mr. Barnes, Mr. Coleman, Mr. Helfrich.

Introduction to visual expressive concerns through lectures and projects in drawing, color and design as they function two-dimensionally.

112. Three-Dimensional Foundations. (A) *Fall and Spring* (3) Mr. Frazier, Ms. Jack, Mr. Newton, Ms. Winter.

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. Possible field trip. Six Studio Hours. May be taken before F.A. 111.

309. Life Drawing I. (S) *Fall and Spring* (3) Mr. Barnes, Mr. Helfrich, Mr. Pardee.

Exploration of various drawing concepts using the human figure. *Prerequisites: F.A. 111, 112, Six Studio Hours.*

310. Life Drawing II. (S) *Fall and Spring* (3) Mr. Barnes, Mr. Helfrich, Mr. Pardee.

Continuation of F.A. 309. Six Studio Hours.

311. Drawing. (S) *Fall* (3) Mr. Coleman or Mr. Helfrich.

The problems of visual understanding and expression in drawing using pencil and charcoal and dealing with line, value, proportion, and perspective mainly through the study of set ups. *Prerequisite: F.A. 111 or consent of the instructor. Six Studio Hours.*

¹For college provisions governing the admission to honors, see page 50.

312. Watercolor. (S) *Fall and Spring* (3) Mr. Coleman.

A course exploring the varied possibilities of water color as an expressive medium. Prerequisite: F.A. 111 or consent of the instructor. Six Studio Hours.

313. Architectural Design I. (S) *Fall* (3) Mr. Houghland.

The Discovery of Architecture through Design with emphasis on basic design vocabulary: Drafting, Perspective, Shades and Shadows, Scale, and Proportion. Prerequisite: 111, 112, or consent of the instructor. Six Studio Hours.

314. Architectural Design II. (S) *Spring* (3) Mr. Houghland.

The investigation of the role of architect with specific design problems, and the development of presentation techniques. Prerequisite: 313. Six Studio Hours.

315. Painting I. (S) *Fall and Spring* (3) Mr. Barnes, Mr. Pardee.

The course examines through paint the relational and emotive forces that constitute the language of visual expression. Emphasis is placed on widening the range of visual awareness through a response while absorbed in the character and reality of experiences. Prerequisites: F.A. 111, 112 or consent of the instructor. Six Studio Hours.

316. Painting II. (S) *Fall and Spring* (3) Mr. Barnes, Mr. Pardee.

A continuation of painting problems experienced in F.A. 315, stressing the development of a personal response to the nature of things. Prerequisites: F.A. 315, consent of the instructor. Six Studio Hours.

317-01. Sculpture I. (S) *Fall* (3) Mr. Newton.

An introduction to basic concepts and processes of sculpture, to include instruction in clay modeling, direct building in plaster, heat forming and construction in plastics, introductory metal fabrication, and woodworking, with an emphasis on expression and experimentation. Possible field trip. Prerequisite: F.A. 111, 112 or consent of the instructor. Six Studio Hours.

317-02. Life Modelling. (S) *Fall* (3) Ms. Winter.

A study of the human figure in three dimensions. Figures are modeled directly from life in clay, plaster and wax. Study is made of human anatomy and armature building.

318-01. Sculpture II. (S) *Spring* (3) Mr. Newton.

Continuation of F.A. 317-01. Further investigation of techniques presented in F.A. 317-01, and an introduction to foundry practices and bronze casting. Emphasis on the production of finished works of art. Possible field trip. Prerequisite: F.A. 317-01 or consent of the instructor. Six Studio Hours.

318-02. Life Modelling. (S) *Spring* (3) Ms. Winter. Extension of F.A. 317.02.**321. Beginning Ceramics** (S) *Fall and Spring* (3) Ms. Jack, Mr. Frazier.

Basic principles of working with clay. Problems in handbuilding and wheel-throwing methods are used to introduce a variety of approaches to the medium. Methods of glazing and various firing processes are also introduced. Prerequisite: F.A. 112 and consent of the instructor. Six Studio Hours.

322. Intermediate Ceramics. (S) *Fall and Spring* (3) Ms. Jack, Mr. Frazier.

A continuation of problems in handbuilding and wheel-throwing designed to refine skills as a way of developing visual ideas and images. Participation in various firing processes including raku techniques. Prerequisite: F.A. 321 or consent of the instructor. Six Studio Hours.

323. Printmaking: Intaglio. (S) *Fall* (3) Mr. Helfrich.

Exploration of visual concepts through line etch, drypoint and aquatint. Prerequisites: F.A. 111, 112 or consent of the instructor. Six Studio Hours.

324. Printmaking: Lithography. (S) *Spring* (3) Mr. Helfrich.

Exploration of visual concepts through crayon and tusche on aluminum lithographic plates. Prerequisites: F.A. 323 or consent of the instructor. Six Studio Hours.

330. Art for Teachers. *Fall and Spring* (3) Ms. King. Open to Education majors (concentrators in Fine Arts should take this course as Education 330).

A study of the development of artistic expression in children, together with a hands-on investigation of the materials and methods of art-making best suited to the elementary

and secondary school student. In addition, exposure to selected works of art throughout history, to help the new teacher develop a philosophy of what art is and how it functions in our own culture. Two hours lecture; two hours studio.

417. Advanced Sculpture I. Fall (3) Mr. Newton.

A continuation of F.A. 318-01. Prerequisite: F.A. 317-01, 318-01 or consent of the instructor. Possible field trip. Six Studio Hours.

418. Advanced Sculpture II. Spring (3) Mr. Newton.

A continuation of F.A. 417. Prerequisite: F.A. 417 or consent of the instructor. Possible field trip. Six Studio Hours.

441. Advanced Studio I. Fall (3) Staff.

Advanced work in all media. May be repeated. Prerequisite: Two 300 courses in one media. Six Studio Hours.

442. Advanced Studio II. Spring (3) Staff.

Advanced work in all media. Prerequisite: 441 or consent of the instructor. May be repeated. Six Studio Hours.

All work produced by the students of the studio classes remains the property of the College of William and Mary until released by the appropriate faculty member in charge. The College will not be responsible for theft or damage to such works.

Geology

PROFESSORS GOODWIN (Chairman), BICK, CLEMENT, JOHNSON and INSTRUCTOR MACDONALD.

The program of the Department of Geology is designed to provide each concentrator with a strong, broad background in geology and yet is sufficiently flexible to allow a student freedom to follow his or her own interests. Ample opportunity is available for independent student research. The department considers such research to be an integral part of its curriculum.

The geologic setting of Williamsburg enhances the program in geology and offers a wide variety of areas for field studies. Situated on the Coastal Plain with its excellent exposures of sediments and fossils, the College is only fifty miles from the fall line beyond which occur igneous and metamorphic rocks of the Piedmont. The Blue Ridge and Valley and Ridge areas are within a three hour drive. Thus the field study area includes all major rock types and representatives of most geologic periods from Precambrian rocks to modern sediments.

REQUIREMENTS FOR CONCENTRATION

A concentration in geology requires forty-one credits distributed as follows:

1. A core of nine required semester courses totalling 35 hours which are: Geology 101-102, 201, 202, 301, 302, 401, 402 and either 406 or 496.
2. Two additional courses totalling six hours elected from among Geology 303, 304, 306, 309, 311, 403, 405, 407.

Geology courses which will not be counted toward the concentration are Geology 110, 305, 307, 308, 310, 495.

Either the B.A. or the B.S. degree will be granted. In order to qualify for the B.S., it is required that students take Chemistry 103, 151, 305 and 354 to satisfy the general catalog requirement for the B.S.

It is recommended that a student who wishes to pursue geology at the professional level take the following courses: Geology 403, Mathematics 111, 112, Computer Science 141 and Physics 101, 102. Graduate schools usually require a reading knowledge of French, German or Russian for studies leading to the doctoral degree.

REQUIREMENTS FOR MINOR

A minor in geology requires 6 courses distributed as follows:

1. Geology 101, 102, 201
2. One of Geology 202, 301, 302, 401
3. Two of Geology 303, 305, 306, 308, 309, 311, 403, 405, 407

A course from group 2 may be substituted for one in group 3.

DESCRIPTION OF COURSES

101. Physical Geology. (A,L) Fall (4) Mr. Goodwin and Ms. MacDonald.

The study of the structure and composition of the earth and the processes and agents that modify it. Required field trips. Limited to freshmen and sophomores except by permission of the Chairman. Three class hours, three laboratory hours.

102. Historical Geology. (A,L) Spring (4) Mr. Goodwin and Ms. MacDonald. Prerequisite: Geology 101.

The study of the history of the earth and the development of life through time. Required field trips. Three class hours, three laboratory hours.

110. Physical Geography. (A) Spring (3) Mr. Bick.

An introduction to energy balance, atmospheric and oceanic circulation, weather elements, climates and landscapes.

201. Mineralogy. (S) Fall (4) Mr. Clement. Prerequisite: Geology 101 or permission of the instructor.

An introduction to crystal chemistry and crystallography. Identification of common minerals by their physical properties. Introduction to x-ray diffraction and petrographic techniques. Three Class Hours, Three Laboratory Hours.

202. Igneous and Metamorphic Petrology. (S) Spring (4) Mr. Clement. Prerequisite: Geology 201.

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. Three Class Hours. Three Laboratory Hours.

301. Sedimentary Petrology. (S) Fall (4) Ms. MacDonald. Prerequisite: Geology 202 or permission of the instructor.

The origin and interpretation of sediments and sedimentary rocks. Identification, classification and depositional environments are emphasized. Field Trips. Three Class Hours, Three Laboratory Hours.

302. Paleontology. (2) Spring (4) Mr. Johnson. Prerequisite: Geology 301 and 102 or permission 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. Three Class Hours, Three Laboratory Hours.

303. Geology of the United States. (S) Fall (3) Mr. Bick. Prerequisite: Geology 101.

Descriptive treatment of the major aspects of the geology of the physiographic regions of the conterminous United States. Major emphasis is on the stratigraphy, structure, and development of each region.

305. Environmental Geology. (A/S) Fall (3) Mr. Johnson. Prerequisite: Geology 101.

An introduction to the causes and extent of air and water pollution, and to methods of preventing, reducing, or eliminating problems relating to ground and surface water, air, and solid waste. Field trip required.

305. Marine Geology. (S) Spring (3) Ms. MacDonald. Prerequisite: Geology 101.

The physical geology of the continental margins and ocean basins. Evolution of the ocean basins, oceanic circulation patterns, marine environments and the impact of man are stressed.

308. Economic Geology. (A/S) Spring (3) Mr. Goodwin. Prerequisite: Geology 101.

The origin, distribution, production, utilization and economics of metallic and non-metallic mineral resources.

309. Contemporary Geology: A Global Approach. (A/S) Fall (3) Mr. Bick. Prerequisite: Geology 101.

Major geological and geophysical aspects of the contemporary earth and their relationship to plate tectonics.

310. Regional Field Geology. Summer (3) Staff. Prerequisite: Geology 102 and permission of instructor.

Field techniques and their application in the study of the geology and geologic history of selected regions of the United States. Three-week major field trip.

311. Engineering Geology. (S) Spring (3) Staff. Prerequisite: Geology 101.

Introductory soil and rock mechanics, surface and subsurface exploration techniques, seismic risk analysis and remote sensing. Engineering solutions to problems posed by earthquakes, land subsidence, erosion, expansion soils and mass wasting. (Not offered 1983-84).

401. Structural Geology. (S) Fall (4) Mr. Goodwin. Prerequisite: Geology 301 or permission of instructor.

Theoretical, experimental, and field study of deforming forces and their effects on earth materials. Field Trips. Three Class Hours, Three Laboratory Hours.

402. Stratigraphy. (S) Spring (4) Mr. Bick. Prerequisite: Geology 401 or permission of instructor.

The principles of the use of layered rocks in the organization, interpretation and synthesis of the geologic record. Three class hours, three laboratory hours.

403. Quantitative Geologic Models. (S) Fall (3) Mr. Bick.

The probabilistic basis of geologic processes and its application to geologic hypotheses through quantitative testing of conceptual models. (Not offered 1983-84).

405. Optical Mineralogy. (S) Spring (3) Mr. Clement. Prerequisite: Geology 202.

Introduction to mineral optics and the theory and use of the polarizing microscope. Two class hours, three laboratory hours.

406. Senior Research. Fall or Spring (3) Staff. Prerequisite: permission of research advisor.

Independent study throughout the senior year culminating in a written report. The student may register for either the fall or spring semester.

407. Special Topics in Geology. Spring (3) Staff. Prerequisite: Permission of instructor.

Advanced study of topics not routinely covered by existing courses. Subject, prerequisites and instructor will vary from year to year.

495-496. Honors. Fall and Spring (3, 3) Staff.

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. Hours to be arranged.¹

Geography

Those interested in geography can prepare themselves for further study in the field by selecting suitable courses from among the following while concentrating in a discipline allied to geography:

Physical Geography

Geology 110 — Physical Geography

Geology 305 — Environmental Geology

Economic Geography

Anthropology 304 — Primitive Economic Systems

Geology 308 — Economic Geology

¹For college provisions governing the admission to honors, see page 50.

GOVERNMENT

Human Geography

- Anthropology 202 — Cultural Anthropology
- Anthropology 314 — Indians of North America
- Anthropology 364 — Tropical Ecology
- Sociology 349 — Human Geography

Regional Geography

- Anthropology 323 — Native Cultures of Latin America
- Anthropology 330 — Peoples and Cultures of the Caribbean
- Anthropology 331 — Peoples and Cultures of Africa
- Anthropology 340 — Peoples and Cultures of Insular Southeast Asia
- Anthropology 342 — Peoples and Cultures of Mainland Southeast Asia
- Anthropology 344 — Peoples and Cultures of Oceania

Government

ASSOCIATE PROFESSOR BAXTER¹ (Chairman). PROFESSORS EDWARDS, GRAYSON, HAMILTON, KIM, MORROW, SMITH and WARD. ASSOCIATE PROFESSORS ABRAMOWITZ,² MCCAIN, MCGLENNON AND RAPOPORT.¹ ASSISTANT PROFESSOR SCHWARTZ.

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. A concentration in Government consists of 36 semester credits including the following:

Government 201 (American Politics) and 323 (International Politics) and one course from each of these areas:

Political Philosophy (202, 303, 304, 305, 310)

Comparative government and politics (203, 311, 312, 334, 335, 336, 337, 338)

One course at the 400 level

Economics 101-102

24 credits above the 200 level

It is recommended that concentrators carry their foreign language study beyond the minimum requirements for distribution. Those interested in the systematic analysis of data should consider courses in statistics as well as Government 307.

A minor in Government requires seven courses, of which no more than two may be taken at the 200 level. The course work must include offerings in three of the following areas: (1) political philosophy, (2) comparative government and politics, (3) international relations, and (4) American government and public administration.

Students are admitted to honors in Government with the permission of the Department Chairman.

201. Introduction to American Government and Politics. (A) Fall and Spring (3) Staff. An introduction to the American political system, its institutions and processes.

202. Introduction to Political Philosophy. (A) Fall and Spring. (3) Staff.

An introduction to political philosophy focusing on ideas such as freedom, authority, power, community, rights and leadership.

¹On leave of absence, second semester.

²On leave of absence, 1983-84.

203. Introduction to Comparative Politics. (A) *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 Communist and developing systems, as well as from the more familiar Western countries.

303, 304. Survey of Political Philosophy. (A,S) *Fall and Spring* (3, 3) Mr. Smith, Mr. Schwartz.

The course is developed around two themes, the classical tradition and the modern tradition in political philosophy. In the first semester the political works of Plato and Aristotle are taken as the standards of the classical tradition. Selected works of medieval Christian writers are also included. Machiavelli and Hobbes define the modern tradition as this is taken up in the second semester. The works of Locke, Rousseau, and Burke complete the course.

305. Contemporary Political Philosophy. (A,S) *Fall and Spring* (3) Mr. Smith.

An examination of various approaches to political philosophy from the late nineteenth century to the present.

306. Political Parties. (A,S) *Spring* (3) Mr. Abramowitz.

An examination of the electoral, organizational, and governmental activities of political parties in the American context. Emphasis will be placed on the decline of parties and the consequences of this decline for American democracy.

307. Introduction to Research Methods. *Fall or Spring* (3) Mr. Rapoport.

An introduction to the methods of empirical political analysis. Topics will include the philosophy of science, research design, concept formation, measurement, hypothesis, testing, data analysis (including computer usage), and the logic of causal interpretation.

311. European Political Systems. (A,S) *Fall* (3) Miss Hamilton.

A comparative study of institutions and processes of government in several Western European nations. Historical, cultural, social and economic factors will be given considerable attention.

312. Politics of Developing Countries. (A,S) *Spring* (3) Mr. Baxter.

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.

323. Introduction to International Relations. (A) *Fall and Spring* (3) Mr. Kim, Mr. Ward.

A study of the theory and practice of international relations. The course will consider the international system of states and the bases of national power.

324. U.S. Foreign Policy. (A,S) *Spring* (3) Mr. Ward. *Prerequisite: Government 323.*

A study of American foreign policy with emphasis on the process of policy formulation. Selected foreign policy problems will be considered.

325. International Organization. (A,S) *Fall* (3) Mr. Kim. *Prerequisite: Government 323.*

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. (A,S) *Spring* (3) Mr. Kim. *Prerequisite: Government 323.*

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, intervention, human rights, diplomatic privileges and immunities, use of force, terrorism, environmental problems, and international adjudication.

327. Africa in International Relations. (A,S) *Spring* (3) Staff. *Prerequisite: Government 323.*

A survey of the factors influencing the foreign policies of African states. Topics will include the non-alignment concept, inter-state conflict and cooperation. Pan-Africanism, and regional integration.

334. Soviet Political System. (A,S) Fall (3) Mr. McCain.

A study of the Soviet political system with emphasis on its structures and institutions and on the changes which have taken place since Stalin's death. Current policies, foreign relations, and the dissent movement will also be considered.

335. Comparative Communist Systems. (A,S) Spring (3) Mr. McCain. Prerequisite: Government 334 or consent of instructor.

A comparative analysis of politics and ideologies in the Asian, Eastern European, Soviet, and Cuban models of Communism. The conditions under which Communism comes to power and various possible future lines of development in Communist systems will be examined.

336. Governments and Politics of China and Japan. (A,S) Fall (3) Mr. Kim.

A study of political institutions and political behavior in Communist China and post-war Japan. Emphasis will be placed on dynamic factors of socio-economic and political development in both countries.

337. Politics in Africa. (A,S) Fall (3) Staff.

A study of selected nations of Africa south of the Sahara. Emphasis will be placed on phenomena such as the rise of nationalism, the development of African party and governmental systems, and the role of Africa in international politics.

338. Latin American Politics and Government. (A,S) Fall and Spring (3) Mr. 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.

351. Introduction to Public Administration. (A,S) Fall or Spring (3) Mr. Morrow.

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, politics, and the social environment.

353. The Politics of States and Localities. (A,S) Spring (3) Mr. 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. (A,S) Spring (3) Mr. McGlennon, Mr. Abramowitz.

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.

370. The Legislative Process. (A,S) Fall (3) Mr. Abramowitz.

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. (A,S) Fall (3) Mr. Abramowitz, Mr. Morrow.

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. The Judicial Process. (A,S) Fall (3) Mr. Edwards.

An analysis of the organization and processes of judicial decision-making in the United States, with special emphasis on the U.S. Supreme Court.

373. American Civil Liberties. (A,S) Fall or Spring (3) Mr. Grayson.

An intensive study of the rights of Americans as guaranteed by the Constitution. The changing character of civil liberties problems in the United States will be stressed with

attention given to the legal, historical and political context of the cases studied. Class discussion and reports will be emphasized.

374. Political Behavior. (A,S) Fall or Spring (3) Mr. Rapoport.

A study of those who participate in American politics, and how and why they participate. An attempt will be made to assess the effect of this mass participation on the stability, legitimacy, and policymaking of the American political system.

391. Topics in Government. (A,S) Fall or Spring (3) Staff.

A lecture course in selected topics in Government. The topic to be considered will be announced prior to the beginning of the semester.

401. American Political Thought. (S) Fall (3) Mr. Smith.

Basic problems of political theory will be viewed from the perspective of the American experience.

405. Studies in Political Philosophy: Themes and Problems. (S) Fall and Spring (3) Mr. Smith, Mr. Schwartz.

An examination of a particular theme or problem such as community, authority, justice, freedom, and utopia.

406. Studies in Political Philosophy: Theorists and Movements. (S) Fall and Spring (3) Mr. Smith, Mr. Schwartz.

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.

410. British Government and Politics. (S) Fall or Spring (3) Mr. Ward. Prerequisite: Government 311 or consent of instructor.

A study of political institutions and political behavior in the United Kingdom. Special attention is given comparisons with the parliamentary democracies of the Commonwealth and the Republic of Ireland.

411. French Government and Politics. (S) Spring (3) Miss Hamilton. Prerequisite: Government 311 or consent of the instructor.

A study of political institutions and political behavior in post-war France. Emphasis will be placed on problems related to political and economic modernization.

416. Revolution and Politics. (S) Fall or Spring (3) Mr. Grayson.

A study of social, political and economic conditions underlying revolutionary change. Careful attention is also given to leadership, organization, coalition-building, propaganda and counterrevolutionary strategies. The French, Russian and Cuban upheavals and Italian Fascism are among the revolutions studied.

425. Seminar in Arms Control. (S) Fall (3) Mr. McCain.

An examination of the arms rivalry between the United States and the Soviet Union along with possibilities for curtailing it. The history of arms control negotiations, the political and economic implications, and prospects for future agreements figure prominently.

431, 432. Comparative Political Systems. (S) Fall and Spring (3, 3) Mr. Baxter. Prerequisite: Government 311, 312 or consent of instructor.

A comparative approach to the study of politics. First Semester: Scope and methods of comparative political analysis; individual students prepare and present research proposals. Second Semester: Students execute research proposals and present intermediate and final reports. (Not offered 1983-84).

436. Contemporary International Relations of East Asia. (S) Fall or Spring (3) Mr. Kim. Prerequisite: Government 336 or consent of instructor.

A study of post-war international relations of East Asia with emphasis on the aims, strategies, and tactics of the major powers in East Asia. Selected international problems, will be considered. (Not offered 1983-84).

451. Topics in Public Administration. (S) Spring (3) Mr. Morrow. Prerequisite: Government 351 or consent of instructor.

An examination of selected topics and issues in public administration. Such items as

public budgeting, policy planning, policy evaluation, personnel management, inter-governmental relations, organizational theory and organizational development will be included.

454. The Politics of Metropolitan Areas. (S) Fall (3) Mr. McGlennon. Prerequisite: Government 351 or 353, or consent of instructor.

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.

456. The Development of Public Policy. (S) Fall or Spring (3) Mr. Morrow. Prerequisite: Government 201 or consent of instructor.

A multi-dimensional examination of the factors which combine to develop public policy in the United States. Special attention will be given to the way in which public problems are defined, represented, legitimized, administered, and evaluated.

464. Political Socialization. (S) Fall (3) Mr. Rapoport. Prerequisite: Government 307 or consent of instructor.

An examination of the ways through which political attitudes are acquired and change throughout the life cycle. Topics to be covered include the content and distinctiveness of political attitudes, the effects of generations, subcultures, and sex roles on political attitude acquisition, and political resocialization.

465. Public Opinion and Voting Behavior. (S) Fall or Spring (3) Mr. Rapoport. Prerequisite: Government 307 or consent of instructor.

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.

491. Seminar in Government. (S) Fall or Spring (3) Staff.

Twenty or fewer participants will consider 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.

494. Independent Study. Fall or Spring (3) Staff. Prerequisite: consent of Department Chairman.

A program of independent study involving extensive reading and the writing of an essay. A student must obtain permission from the Chairman of the Department and the faculty member under whom he is to work before registering for this course. Government 494 cannot be used to satisfy the 400-level requirement for concentrators in Government and may not be taken more than twice.

HONORS STUDY

495, 496. Senior Honors. Fall and Spring (3, 3) Staff.

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; (c) satisfactory performance in a comprehensive examination in the field of the student's major interest. Government 495 and 496 cannot be used to satisfy the 400 level requirement for concentrators.¹

GRADUATE PROGRAM

The Department offers the degree of Master of Arts. For degree requirements, and a full description of graduate courses in Government, write to the Department Chairman for a Graduate Catalog.

¹For college provisions governing the admission to honors, see page 50.

History

PROFESSORS CRAPOL (Chairman), AXTELL, COYNER, ECCLES (Harrison Chair, 1983-84), ESLER, FREEMAN, FUNIGIELLO, HOAK, JOHNSON, MCGIFFERT, SELBY, SHEPPARD, SHERMAN, and TATE. ASSOCIATE PROFESSORS CANNING, EWELL, MCARTHUR, MCCORD, STRONG, WALKER, and WHITTENBURG. ASSISTANT PROFESSORS ABDALLA, MERRELL,¹ and RICHTER.¹ LECTURERS BERGSTROM,² CARSON,² GILL,² HEMPHILL,² HOBSON,³ HOEMANN,³ and KELLY.² ADJUNCT ASSOCIATE PROFESSOR SMITH.⁴

AREA AND SEQUENCE REQUIREMENTS

The normal area-sequence combination is History 101-102 and History 201-202.

Among other satisfactory combinations are: History 101-102 and two upper level European history courses (including Russian and English history), History 201-202 and two upper level American history courses, History 205-206 and two upper level Asian history courses, and History 309-310 and two upper level Latin American history courses.

REQUIREMENTS FOR CONCENTRATION

Concentration in History requires 33 semester credits in history, including History 101, 102, 201, 202, and one of the following courses: History 205, 206, 307, 308, 309, 310. One or more of the preceding courses may be waived by the department chairman upon demonstrated proficiency in European, United States, Latin American, African, or East Asian history. Among the courses taken for the History Concentration, at least one must be an upper-level course designated as a Colloquium or a Seminar. The colloquium/seminar courses will be identified with the designation "C" after the normal number (History 445C). Students may take this course in either the junior or senior year. The Colloquium and the Seminar differ in structure and focus, but each is intended to be a small, writing-intensive course. The Colloquium will entail extensive reading on a broad historical topic or theme; students will write several critical essays. The Seminar will enable students to "do history" by preparing a research paper based on primary sources. Each seminar will treat a carefully defined historical problem, topic, or period. Students are advised not to limit their junior and senior year courses to those dealing with the history of any one nation. Foreign languages are recommended for students planning to concentrate in history.

REQUIREMENTS FOR MINOR

A minor in History requires 18 semester credits in history, at least six hours of which must be taken at the 300-400 level.

DESCRIPTION OF COURSES

101, 102. History of Europe. (AS) *Fall and Spring* (3, 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. First semester, the ancient world to 1715; second semester, 1715 to the present.

150. Freshman Colloquium. *Fall and Spring* (3, 3) Staff.

Topic for Fall, 1983: The Southern Woman in Fact and Fiction. Ms. Walker.

An examination of the history of southern women, white and black, from 1607 to the present. The required reading will include diaries, autobiographies, and novels, as well as the standard historical works. Each student will write several short papers.

¹Fellow, Institute of Early American History and Culture.

²Research Department, Colonial Williamsburg Foundation.

³John Marshall Papers.

⁴Museum Operations, Colonial Williamsburg Foundation.

Topic for Spring, 1984: The Art of History. Mr. Axtell.

A study of the variety of ways in which historical knowledge and understanding can be presented, with a focus on early North America: biography, poetry, drama, film, fiction, children's and popular literature, and museums.

201, 202. American History. (AS) *Fall and Spring* (3, 3) Staff.

An introduction to the history of the United States from its origins to the present. First semester 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. Second semester topics include major political, social, and economic developments since 1877, overseas expansion, the two world wars, and the Cold War. (Open to freshmen with Advanced Placement in European history or with permission of the instructor).

***201H, 202H. American History.** (Honors Course) (AS) *Fall and Spring* (3, 3) Ms. Walker.

A small discussion class designed to give the student insight into problems of interpretation and methodology and to acquaint him or her with the literature of American history. Admission by consent of instructor. (Not offered 1983-84).

205, 206. Survey of East Asian Civilization. (AS) *Fall and Spring* (3, 3) Mr. Canning.

An introduction to the political and cultural history of East and Southeast Asia with special attention to China and Japan. First semester: East and Southeast Asia to 1600; second semester: East and Southeast Asia from 1600 to the present.

301, 302. The Ancient World. *Fall and Spring* (3, 3) Mr. Jones.¹

Ancient civilization from prehistoric times to the downfall of the Roman Empire. The first semester deals with the ancient Orient and Greece; the second semester with Rome. (Same as Classical Civilization 311, 312. The course cannot be counted for concentration or a minor in History.)

303. Survey of American Military History. (S) *Fall* (3) Mr. Johnson and Mr. Freeman.

The relationship between American society and the evolution of military institutions, policies, strategic concepts, and the role of the United States as a world power. These themes will be illustrated by reference to specific conflicts and, where appropriate, specific campaigns. (Not offered 1983-84.)

307, 308. Survey of African History. (AS) *Fall and Spring* (3, 3) Mr. Abdalla.

Africa from the earliest times to the present. Emphases include fundamentals of perspective, and African adjustment — intellectual, social, political, and economic — to outside forces: Islam, trade (especially the slave trade), and colonial conquest. The course divides at 1800.

309, 310. Survey of Latin American History. (AS) *Fall and Spring* (3, 3) Ms. Ewell.

The development of Latin America from Pre-Columbian times to the present. Emphasis is on the interaction of European, Indian, and African elements in colonial society, the growth of national consciousness, and the related phenomena of political instability and economic underdevelopment.

311, 312. Europe in the Middle Ages. (AS) *Fall and Spring* (3, 3) Mr. Freeman.

The origins and nature of Medieval civilization. First semester: the newly formed West and the Roman, German, Byzantine, and Arab influences which worked to create it. Second semester: the aggressive expansion of government, the church, business, and city life along with the counter-development of restrictive forces that limited their free expansion. (311 not offered 1983-84.)

313. Renaissance and Reformation Europe. (AS) *Fall* (3) Mr. Hoak.

A survey of European history from 1400 to about 1648, with particular emphasis on the society of Renaissance Florence; the social and political basis of the Reformation; warfare, science, and discovery; the arts and popular culture. (Not offered 1983-84.)

315, 316. The Age of Absolutism and Revolution in Europe, 1648-1871. (AS) *Fall and Spring* (3, 3) Mr. Sheppard.

¹Chancellor Professor of Classical Studies.

HISTORY

An intensive survey of Europe in transition. First semester: 1648-1789, Absolutism, Enlightenment, Enlightened Despotism. Second semester: 1789-1870, Revolution, Industrialization, and the emergence of the modern state.

317, 318. Recent Europe, 1870 to 1974. (AS) *Fall and Spring* (3, 3) Mr. Strong.

First semester covers the background to World War I and the consequent collapse of old Europe. Second semester covers from 1918 down to and including contemporary Europe. Totalitarianism, World War II, and the Cold War are given special emphasis; the course concludes with a discussion of contemporary Europe. Both semesters give special attention to social and cultural factors. (Not offered 1983-84.)

319, 320. History of England. (AS) *Fall and Spring* (3, 3) Mr. McCord.

The political, social, religious, and economic history of England. First semester: Roman occupation through the reign of Elizabeth I. Second semester: 1603 to the present. (Not offered 1983-84.)

321, 322. The History of Russia. (AS) *Fall and Spring* (3, 3) Mr. McArthur.

The political, economic, social, and intellectual development of Russia. First semester to 1855. Second semester, 1855 to the present.

323, 324. Intellectual History of Modern Europe. (AS) *Fall and Spring* (3, 3) Mr. Esler.

Cultural and intellectual development of the western world from the end of the middle ages to the present. First semester: from the renaissance to the enlightenment. Second semester: the nineteenth and twentieth centuries.

331. History of Spain. (AS) *Spring* (3) Ms. Ewell.

A social, economic, and political history of Spain from the fifteenth century to the present.

350. The Invasion of North America. (AS) *Fall* (3) Mr. Axtell.

An introduction to the exploration, exploitation, and colonization of eastern North America by the Spanish, French, English, and Dutch; their cultural interaction with the native Americans in war and peace.

352. Introduction to Afro-American History. (AS) *Spring* (3) Ms. Walker.

A survey of Afro-American history from 1619 to the present. The course will consider political, economic, and social developments within the black community, as well as black-white relations. (Not offered 1983-84.)

361, 362C. Early American History. (S) *Fall and Spring* (3, 3) Mr. Selby.

First semester covers the English settlement of North America, including the West Indies; development of the colonial economy; British imperial administration; and cultural developments through the 1750s. Second semester covers the background of the American Revolution; formation of the United States; and establishment of a national government through the War of 1812. (361 not offered 1983-84.)

365C, 366. The United States, 1877 to 1945. (S) *Fall and Spring* (3, 3) Mr. Sherman.

The emergence of modern America. The focus is on domestic developments. Major topics include: the rise of industry, political trends, economic and social reform movements, and the role of ethnic and racial minorities. The course divides around 1920.

367. The United States Since 1945. (S) *Fall* (3) Mr. Sherman.

Domestic developments since World War II. Topics include political and economic trends, the civil rights movement, and other recent social reform activities. (Not offered 1983-84.)

373, 374. History of American Foreign Policy. (S) *Fall and Spring* (3, 3) Mr. Crapol.

The formulation and development of American foreign policy from 1775 through World War II. The emphasis is on the domestic and international forces which have shaped American foreign policy. Special attention is given to the problems involved in the planning and execution of foreign policy. First semester: 1775 to 1899. Second semester: 1899 to 1945. (Not offered 1983-84.)

401, 402. Independent Study in History. *Fall and Spring* (3, 3) Staff.

A tutorial designed primarily for history concentrators 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 chairman of the department.

403. Colonial and Revolutionary Virginia. (S) Fall (3) Mr. Selby.

A specialized study of the founding and development of the Virginia colony with special emphasis on the evolution of its social and political structure.

409, 410. England Under the Tudors and Stuarts. (S) Fall and Spring (3, 3) Mr. Hoak.
The first semester, 1485-1603; the second semester, 1603-1714.

411C. Constitutional History of Medieval England. (S) Spring (3) Mr. Freeman.

A seminar on English constitutional development from the Conquest to the beginnings of the Tudor monarchy, with special concern for courts and the law, kingship and government, wars and parliament. (Not offered 1983-84).

413C, 414. The Making of Modern England. (S) Fall and Spring (3, 3) Mr. McCord.

An examination of the political, economic, social, and intellectual changes which explain England's transition from an aristocratic to a democratic society. The course divides in the mid-Victorian period. (414 not offered 1983-84).

421, 422. The United States, 1815-1864. (S) Fall and Spring (3, 3) Mr. Johnson.

The origins, development, and outcome of the struggle between the North and South. The course divides with the outbreak of war at Fort Sumter.

429. The American Constitution: Origins and Development. (S) Spring (3) Mr. Hobson.

American constitutional development from the colonial period through the Marshall Court. Special emphasis will be placed on the Convention of 1787 and the emergence of the Supreme Court as the key institution for shaping constitutional development in the new republic.

430. American Constitutional History, 1835 to 1974. (S) Fall (3) Mr. Hoemann.

An examination of the reciprocal relationship between the Constitution and American social forces. Major topics include the Civil War-Reconstruction era, governmental response to economic change, civil rights, minority relations, civil liberties, and the roles of President, Congress, and Supreme Court.

433, 434C. Modern Germany. (S) Fall and Spring (3, 3) Mr. Strong.

First semester: origins and establishment of the modern German state to the collapse of the Second Reich. Second semester: establishment and course of Hitler's Third Reich. (434C offered in Fall; 433 not offered 1983-84).

437, 438. History of France, 1648 to the Present. (S) Fall and Spring (3, 3) Mr. Sheppard.

First semester, 1648-1815. Intensive examination of a pre-industrial society with special emphasis on social, economic, and intellectual problems during the ancien régime, Revolution, and Napoleon. Second semester, 1815-present. Special attention to social and economic problems as well as to the politics of twentieth-century France. (Not offered 1983-84).

441. The Caribbean. (S) Fall (3) Ms. Ewell.

A survey of the colonial history of the region followed by an analysis of the economic, social, and political developments of the nineteenth and twentieth centuries in the major island and mainland states. (Not offered 1983-84).

442. Brazil. (S) Spring (3) Ms. Ewell.

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.

445. History of American Foreign Policy in the Cold War Era. (S) Fall (3) Mr. Crapol.

An intensive analysis of the origins of the cold war, the policy of containment, global conflict since 1945, the strategy of foreign aid, and the ideological contest in the underdeveloped world.

447. The Crisis of European Society, 1400-1700. (S) Spring (3) Mr. Hoak.

Selected aspects of early modern Western society, including (for example) the social

and economic foundations of Renaissance culture; poverty, crime, and violence; revolution and rebellion; death, disease, and diet; humanism and reform; witchcraft, magic, and religion; the new cosmography. (Not offered 1983-84).

459. Problems in Modern History. (S) Spring (3) Mr. Eccles, James Pinckney Harrison Professor of History, 1983-84.

Topic: France in America.

***461C. Early American Social History.** (S) Spring (3) Mr. Whittenburg.

An examination of American social patterns from 1607 to 1800. Special emphasis on long-range trends of change and consistency. Topics will include, but not be limited to, economic, demographic, political, and religious developments.

463. The Old South. (S) Spring (3) Mr. Coyner.

The American South from its colonial origins to secession, including, as major topics, the structure of society, the economy, slavery, the growth of Southern sectionalism, and the Southern mind.

464C. The Emergence of the New South Since 1865. (S) Spring (3) Ms. Walker.

A survey of the political, economic, and social developments in the South since the Civil War. The course examines Reconstruction, the Bourbon regimes, Populism, racism, progressivism, the depression, the New Deal, and post World War II conditions. (Not offered 1983-84).

470. A Synthesis of American History. (S) Spring (3) Mr. Whittenburg.

An overview of American history stressing long-range patterns and emphasizing conflicting schools of interpretation. The course is designed for history majors and people who plan to teach American history. *Prerequisite: 18 hours of history or appropriate teaching experience.* (Not offered 1983-84).

471C. Contemporary Russia: Selected Problems. (S) Spring (3) Mr. McArthur.

A seminar on the Soviet Union, c. 1930-1975. Initial readings deal with the Stalin period, but the major focus is on continuity and changes since Stalin's death. Themes include: dissident intellectuals and the regime, the scientific-technical elite, and foreign relations. (Not offered 1983-84).

472. The Russian Revolution. (S) Fall (3) Mr. McArthur.

The origins, course, and impact of the Bolshevik Revolution. Considerable use will be made of primary materials. A knowledge of the Russian languages is not required, but will be utilized when available. (Not offered 1983-84).

474C. Medieval England. (S) Fall (3) Mr. Freeman.

Special emphasis will be placed on the period from the Norman Conquest through the fourteenth century, when the English were aggressive abroad and creative at home. The social, economic, political, and military explanations for this expansive period will be examined. (Not offered 1983-84).

475. Growth and Development of the American Economy. (S) Spring (3) Mr. Funigiello.

This course surveys the development and structure of the American economy and of business enterprise in response to changing markets and technology from colonial beginnings to the present. Major topics include agriculture, commerce, finance, manufacturing, and transportation.

476. The Rise of Urban America. (S) Fall (3) Mr. Funigiello.

The American city from the colonial period to the present; political and economic institutions, social change, technological innovations, planning theories, and the reactions of sensitive observers to the process of urbanization as expressed in imaginative literature and scholarly studies. (Not offered 1983-84).

477. History of Mexico. (S) Spring (3) Ms. Ewell.

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. (Not offered 1983-84).

481. History of Physical Science: Its Origins, Sixth Century B.C. Through the Renaissance. Spring (3) Mr. McKnight.¹

A study of the Greek and Hellenistic endeavors to explain observed physical phenomena, of Arab science in the Middle Ages, of the revival of academic science during the rise of European universities, and Renaissance beginnings of modern physics and astronomy. (Same as Physics 417. This course cannot be counted for concentration of a minor in History.) (Not offered 1983-84).

482. History of Physical Science: The Classical Period, 1687-1900. Fall or Spring (3) Mr. McKnight.¹

The physical sciences after the publication of Newton's *Principia*. Influences acting on and within the scientific community, the impact of science on society, and the interrelations between the development of science and that of mathematics and philosophy are emphasized. (Same as Physics 418. This course cannot be counted for concentration or a minor in History.) (Not offered 1983-84).

483. Modern Japanese History. (S) Fall (3) Mr. Canning.

A history of Japan from the Tokugawa period (1600-1868) to the present with special emphasis on the 19th and 20th centuries.

484. Modern Chinese History. (S) Spring (3) Mr. 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.

485. The Environmental History of the United States. (S) Spring (3) Mr. Tate.

A study of the relationship of Americans to the natural environment from both a technological and an intellectual approach. Emphasis is on the historic background and origins of the current ecological crisis.

487C. Indian and White in America. (S) Spring (3) Mr. Axtell.

An introduction to the cultural and political relations between native Americans and Euro-Americans, 1492 to the present, from the perspective of ethnohistory.

490C, 491C. Seminar in History. (S) Fall and Spring (3, 3) Staff.

Topic for Fall and Spring, 1983-84: The Veiled and the Unveiled: Women in Contemporary Muslim Societies. Mr. Abdalla.

An attempt to unravel the complex question of women's status in contemporary Muslim societies in Asia and Africa. The social position of Muslim women will be traced and evaluated from medieval times through the modern struggles for emancipation.

Topic for Fall and Spring, 1983-84: The Middle East in the Twentieth Century. Mr. Abdalla.

An in-depth historical review of the modern Middle East with emphasis on the political and economic changes that have occurred in recent decades. In selected countries social and religious factors will be examined closely as well.

493C. Studies in Historiography. (S) Fall (3) Ms. Ewell.

Seminar in historical methods of problems. A study of selected historians and schools of historical thought. Limited to juniors and seniors. Prerequisite: 12 hours in history or consent of the instructor (where a qualified candidate lacks 12 hours credit in history.)

HONORS STUDY

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) a scholarly essay by April 15; (c) a comprehensive oral examination. Admission by consent of the department chairman.²

¹Professor of Physics.

²For college provisions governing the admission to honors, see page 50.

THE JAMES PINCKNEY HARRISON CHAIR OF HISTORY

The generosity of Mrs. James Pinckney Harrison and her son, Mr. James Pinckney Harrison, Jr., has enabled the College to establish an endowed chair in History in honor of James Pinckney Harrison, Sr. The purposes of this endowment are explained by the donors as follows:

The James Pinckney Harrison Chair of History is established to encourage the study of history as a guide for the future, as a field of absorbing interest and pleasure, as a source of the wisdom, charm and gentility exemplified by James Pinckney Harrison. Born in Danville in 1896, he spent much of his life until his death in 1968 in Charles City County, not far from "Berkeley," his ancestral home. Far-ranging travels for business and country led him to an appreciation of many cultures of the world, but also strengthened his love and commitment to Virginia. As Chairman of the Board of Universal Leaf Tobacco Company of Richmond for many years, James Pinckney Harrison served in many civic, philanthropic and business affairs, ever enriching the life of those around him.

GRADUATE PROGRAM

The department offers the degrees of Master of Arts and Doctor of Philosophy. For degree requirements, and a full description of graduate courses in history, write to the department chairman for a Graduate Catalog.

In addition to traditional preparation in teaching and research, the Department of History, in conjunction with the Institute of Early American History and Culture, the Earl Gregg Swem Library, the Department of Anthropology, the Virginia Research Center for Archaeology, and the Colonial Williamsburg Foundation, offers a unique opportunity for students in the master's and doctoral programs to obtain practical experience in other career fields related to history. Apprenticeships for master's and first-year doctoral students and internships for advanced doctoral students are available in archives and manuscript collections, the editing of historical books and magazines, historical archaeology, and the interpretation and administration of historical sites.

Honors Program

Part of Honors study at the College (see page 50) consists of Honors 201-202, a multi-disciplinary and non-departmental approach to learning in small seminars that encourages individual expression. The Program enrolls approximately 120 students, primarily sophomores but including juniors, seniors, and especially recruited, academically distinguished freshmen. Because of the required weekly Forums and the amount of required reading and writing, the course will earn 4 hours of academic credit, in Area I for Honors 201, in Area II for Honors 202. Information and application forms are available through the Office of the Dean of the Faculty of Arts and Sciences.

Honors 201-202. Cultural and Intellectual Traditions. (A) Fall and Spring (4, 4) Staff. Prerequisite: Admission by the Committee on Honors and Experimental Programs.

A year-long study of selected "great books" and works of art, both classic and contemporary, chosen to exemplify such themes in our intellectual tradition as "The Individual and Society," "Human Values: Aesthetic, Moral and Religious," and "Man and Nature."

Interdisciplinary Study

PROFESSOR FRASER (Chairman of the Committee).

The curriculum of the Faculty of Arts and Sciences provides for interdisciplinary concentrations. Under this program, a student formulates an interdisciplinary concentration in consultation with a faculty advisor, and the proposed concentration is submitted to the Committee on Interdisciplinary Study for approval. The responsibility for formulating a sound academic program of interdisciplinary study lies with the

individual student and the advisor. Normally, each student pursuing an interdisciplinary concentration bases his program upon a solid understanding of an established discipline. Programs for the more popular interdisciplinary concentrations have been formulated and requirements are listed below. Application forms and detailed information concerning interdisciplinary study are available from the office of the Registrar or the Chairman of Interdisciplinary Study.

All interdisciplinary programs must be compatible with the degree requirements for Arts and Sciences. No concentration may exceed 42 or comprise less than 30 hours. In addition, an interdisciplinary concentration generally includes 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. Applications for interdisciplinary concentration must be submitted to the Interdisciplinary Study Committee before the beginning of the preregistration for the first semester of the student's senior year.

DESCRIPTION OF COURSES

With the exception of Independent Study and Honors, courses for an interdisciplinary concentration are selected from those available in the curriculum of the various departments and schools, and their descriptions appear elsewhere in the catalog.

***480. Independent Study.** (3)

For concentrators who have completed most of their concentration requirements and who have secured approval of the Committee on Interdisciplinary Study and that of the instructor(s) concerned. An Interdisciplinary Concentration can include no more than six hours of Independent Study.

495-496. Interdisciplinary Honors. (3, 3)¹

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) preparation and presentation by April 15 of an honors essay; (c) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay.

AMERICAN STUDIES

A minimum of 36 credit hours as follows: (a) History 453; (b) at least two courses from English 361, 362, 363, 364; (c) at least one course from Music 369, 391, Fine Arts 475, 458, 451, 452, and Theatre 330, 410; (d) at least two advanced courses in anthropology or sociology relating to American culture; (e) independent study or honors; and (f) a minimum of twelve additional hours chosen to explore in depth one area of American Studies.

COMPARATIVE LITERATURE

A minimum of 33 credit hours as follows: (a) Comparative Literature 201, 202; (b) eighteen hours of comparative literature beyond the introductory level; and (c) nine hours of advanced literature courses (300-400 level) selected from Modern Languages, Classical Studies and English.

ENVIRONMENTAL SCIENCE

A minimum of 40 credit hours as follows: (a) Biology 311, 426; (b) Geology 101, 102, 305; (c) Economics 422; (d) Mathematics 111, 112; (e) Chemistry 103, 206; and (f) at least six additional hours from Biology 315, 316, 412, 416, 428, College Course 408, Geology 306, Government 351, 456, History 485, Interdisciplinary Study 480, 495-496, Marine Science 401, 402, 403, 404, 406, 410, 412, 413, and Physics 265, 266.

¹For college provisions governing the admissions to honors, see p. 50.

HUMAN RELATIONS

A minimum of 36 credit hours as follows: (a) Business 315, 435, 436; (b) Economics 451; (c) Psychology 342; (d) Sociology 352; (e) three hours from Business 331, Economics 307, Psychology 331, or Sociology 307; (f) three hours from Psychology 364 or Sociology 350; and (g) twelve hours from Business 313, 316, 330, 411, 416, Economics 452, Psychology 363, 365, Sociology 328, 329, 438, and Anthropology 360, 417. With the exception of Business 331, a maximum of fifteen hours may be from the School of Business Administration.

LINGUISTICS

A minimum of 30 credit hours as follows: (a) English 211 or Anthropology 211; (b) English 405 or Anthropology 430; (c) English 406 or Anthropology 440; (d) English 304, 464; (e) at least three hours from English 303, French 407, 410, German 406 and Spanish 410; and (f) the remaining hours from English 212, 409, 410, Anthropology 202, Speech 203, 311, Philosophy 300, 301, 336, 404, 406, 422, Psychology 351, 362, 451, 462, Computer Science 442, and Independent Study or Honors. A minimum of fifteen hours from parts (e) and (f) must be from departments other than English.

PUBLIC POLICY

A minimum of 36 credit hours as follows: (a) Economics 307 or Sociology 307; (b) Government 456; (c) Economics 321; (d) three hours from Government 307, Economics 308, or Sociology 305; (e) six additional hours from part d and/or Business 334, Economics 490, Government 494, 351, 451, 353, 370, 371, 372, Mathematics 423, 424, and Sociology 490, 352; and (f) at least twelve hours selected to explore in depth one area of public policy (e.g., Environment and Natural Resources, Public Health, Urban Policy, Government and Industrial Policy, International Policy, or Quantitative Methods).

URBAN STUDIES

A minimum of 30 hours as follows: (a) Fine Arts 402; (b) Government 353, 454; (c) History 476; (d) Sociology 352, 413; (e) Economics 345 or 444; (f) Economics 307 or Government 307 or Sociology 307; and (g) six hours from Economics 321, 422, Geology 305, Government 351, Computer Science 141, and Sociology 328.

International Studies

The curriculum of the Faculty of Arts and Sciences provides for interdisciplinary concentrations in international studies and includes established programs in East Asian Studies, International Relations, Latin American Studies, and Russian Studies as well as individually designed programs with an international emphasis. A prospective concentrator in one of these areas of international study formulates a concentration in consultation with a faculty advisor, subject to the approval of the Committee for International Studies. Application forms are available in the office of the Associate Dean for International Studies. The application for concentration must be submitted to the Associate Dean for International Studies before the beginning of preregistration for the first semester of the student's senior year.

All programs of international study must be compatible with the degree requirements of the Faculty of Arts and Sciences. No concentration may exceed 42 hours or be less than 30 hours. Generally, a concentration in international studies includes courses from at least three departments, with no more than half of the credit hours from any one department.

EAST ASIAN STUDIES

The concentration in East Asian Studies is designed to provide the student a comprehensive multi-disciplinary perspective by examining East Asia from several view-

points: language, history, literature, religion, government, philosophy, art, and anthropology. A minimum of Chinese 101X-102X and 30 additional hours as follows: Comparative Literature 203 and 204, Government 336 and 436, History 205 and 206, History 483 or 484, Religion (two courses) 312, 313, 414. Three additional hours chosen from the following, or from the aforementioned which were not used as required courses: Anthropology 340, 342, 346, Chinese 201X-202X, Fine Arts 410, 411, 460 (East Asian topics only), Philosophy 324.

INTERNATIONAL RELATIONS

The concentration in International Relations is designed to illuminate relations between states and the nature of the system of states. Normally, courses which deal exclusively with the internal affairs of states will not be accepted unless it can be shown that they contribute substantially to an understanding of the relations between nations. A minimum of 30 credit hours as follows: Economics 471 or 472, Government 323, History 444 or 445. At least 21 additional hours chosen from the following, or from the aforementioned courses which were not used as a required course: Government 324, 325, 326. (Consult an advisor for information concerning other suitable electives in the departments of Economics, Government, History, and Modern Languages.)

LATIN AMERICAN STUDIES

The concentration in Latin American Studies features 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 wishes to specialize in Latin American Studies should be prepared to pursue advanced work in a variety of disciplines such as anthropology, economics, fine arts, government, history, and Latin American literature. A minimum of 36 hours, distributed as follows: Anthropology 323 and 324, Government 338, History 309 and 310, Spanish 303 and 304. At least 15 additional hours chosen from the following: Anthropology 304, 305, 321, 330, Economics 482, 483, Fine Arts 408, Government 416, History 441, 442, 477, 490* and 491*, Spanish 305, 310*, 397* and 398*. (*Latin American Topics only.)

RUSSIAN STUDIES

The concentration in Russian Studies is designed to provide the student a broad background in Russian culture and history as well as familiarity with contemporary Soviet affairs. The student who wishes to concentrate in Russian Studies should be prepared to conduct an in-depth exploration of two areas of study: language, literature, and culture; and history, economics, and government. A minimum of 30 credit hours, distributed as follows: Three courses from Russian 207, 301, 302, 387, and 388. Three of the following courses: Economics 309, 482, Government 334, History 321, 322. At least 12 additional hours chosen from the courses aforementioned which were not used as a required course, or other courses recommended by the advisor.

Mathematics and Computer Science

ASSOCIATE PROFESSOR DREW (Chairman). PROFESSORS BYNUM,¹ CATO, and SOUTHWORTH. ASSOCIATE PROFESSORS COLLINS, CONNER, EASLER, FEYOCK,¹ LAWRENCE, MILLER, NOONAN, PROSL, RABINOWITZ, RUBLEIN, SANWAL,¹ SCHAEFER, STANFORD, and STOCKMEYER. LECTURERS BRIGHT, EVANS, M. HOYLE, S. P. HOYLE, REED, SHAW, and STONE. SENIOR RESEARCH ASSOCIATE ANDERSEN. ADJUNCT ASSOCIATE PROFESSOR TUCKER. ADJUNCT ASSISTANT PROFESSORS BRANDENBERGER and MEHROTRA.

¹On leave of absence, 1983-84.

AREA AND SEQUENCE REQUIREMENTS

The basic college requirement concerning Area 3 may be satisfied in the Department of Mathematics and Computer Science by taking any two of the courses Math 106, 107, 111, 112, 211, and 212; or by taking C.S. 141 and C.S. 240. Note that Math 106 or 107 may not be taken after completing either Math 211 or 212.

If the basic Area 3 requirement was satisfied by taking two of Math 106, 107, 111, 112, 211, and 212, then the in-depth or sequence requirement may be satisfied by taking any two other courses labeled Mathematics and designated (S) or (AS). Courses labeled C.S. may not be coupled with Math 106, 107, 111, 112, 211, or 212 to satisfy a sequence requirement.

If the basic Area 3 requirement was satisfied by taking C.S. 141 and C.S. 240, then the sequence requirement may be satisfied by taking any additional two courses labeled C.S. and designated (S) or (AS). The recommended sequence continues with C.S. 242 and 341.

CONCENTRATION PROGRAM

The department's program includes two major tracks: (1) Concentration in mathematics and (2) concentration in computer sciences.

MATHEMATICS CONCENTRATION

Mathematics in its abstract form is a study of relationships between objects. As seen by the modern mathematician, it is both the language of reason and a basic tool of the physical and social sciences.

The mathematics program at William and Mary is designed to provide a broad background in various aspects of the subject, with specific sub-programs aimed at preparing students for graduate school in mathematics, operations research, statistics, or engineering, for teaching at the elementary and secondary level, for careers as industrial mathematicians or actuaries, or for interdisciplinary work in such fields as economics, business, and the social sciences.

The basic concentration requirements are:

1. Math 111, 112, 211, 212, 311, 405, 407.
2. Twelve additional semester hours chosen from courses labeled Mathematics and numbered above 300.

This requires a minimum of 33 semester hours.

COMPUTER SCIENCE CONCENTRATION

Computer Science is the study of computers and the phenomena surrounding them, and is intimately involved with the representation, manipulation and presentation of information. It is also concerned with the organization, application and the theoretical characterization of the properties and limitations of computers. This concentration gives students the training necessary to enter graduate school in computer science and to obtain employment as computer professionals.

A concentration in Computer Science requires 30 credits chosen from Computer Science courses (including Math 413). These 30 credits must include:

1. CS 141, 240, 242, 340, 341, 342, 441.
2. one of CS 431 and 432.
3. and any 6 credits chosen from 300-400 level Computer Science courses (including Math 413 and excluding CS 430).

Because of item 2 above, Math 111, 112, and 211 are also required for a concentration in Computer Science.

MINORS PROGRAM

The department offers a minor in mathematics.

MATHEMATICS MINOR

Twenty-one credits of course work must be completed which conform to the following requirements: Math 111, 112, 211, and 212 plus three courses chosen from: Math 302,

311, or any course labeled Mathematics and numbered above 400 except for 410, 451, 495, and 496.

DESCRIPTION OF MATHEMATICS COURSES

103. Algebra-Trigonometry. *Fall and Spring (3) Staff.*

A study of the real number system, sets, functions, graphs, equations, and inequalities, systems of equations, followed by a study of the trigonometric functions and their properties and a brief introduction to polynomial calculus. This course is recommended for students whose preparation in algebra and trigonometry is inadequate for Math 111. This course may not be applied either towards concentration in mathematics or towards satisfaction of college area requirements. A student may not receive credit for this course after successfully completing a mathematics course numbered above 110.

106. Discrete Mathematics with Applications I. (A) *Fall (3) Staff.*

Finite probability theory and its application to statistical methods. Topics include sample spaces, probability models, random variables and their moments, and some standard distributions. Application will be made to statistical inference with emphasis on underlying principles and assumptions rather than on special techniques. Not open to students who have successfully completed a Mathematics course numbered above 210.

107. Discrete Mathematics with Application II. (A) *Spring (3) Staff. Prerequisite: Math 106.*

Topics include beginning FORTRAN computer programming. Markov chains, linear programming, game and theory and applications of model building in the social and managerial sciences. Not open to students who have successfully completed a Mathematics course numbered above 210.

111. Calculus. (A) *Fall and Spring (3) Staff.*

Inequalities, absolute value; functions, limits, derivatives, Mean Value Theorem; maxima and minima problems; related rates; the definite integral and Fundamental Theorem of Integral Calculus; differentiation of exponential functions and logarithm functions. Proficiency in algebra and trigonometry is required. Those students who lack this preparation should take Math 103 first.

112. Calculus. (A) *Fall and Spring (3) Staff. Prerequisite: Math 111 or equivalent.*

Differentiation of trigonometric functions; techniques of integration; applications to areas; volumes, infinite series, Taylor's theorem with remainder, and power series.

211. Linear Algebra. (AS) *Fall and Spring (3) Staff. Prerequisite: Math 112.*

An introduction to vector spaces, linear transformation, matrices and determinants; eigenvalues and eigenvectors.

212. Introduction to Multivariable Calculus. (AS) *Fall and Spring (3) Staff. Prerequisite: Math 211 or consent of the chairman of the department.*

Functions of several variables, surfaces in three-space, vectors, techniques of partial differentiation and multiple integration with applications.

302. Ordinary Differential Equations. (AS) *Spring (3) Staff. Prerequisite: Math 211 or consent of the chairman of the department.*

First order differential equations, initial value problems, second order linear differential equations, systems of linear differential equations plus material chosen from the following list of topics: Laplace transforms, numerical methods, stability, partial differential equations.

308. Geometry. (AS) *Spring (3) Staff.*

Axioms and deductive reasoning; some advanced Euclidean geometry including cross ratio and axiomatic systems; synthetic and coordinate projective geometry; duality; perspectivity; conics.

309. Nonparametric Statistics. *Fall (3) Staff. Prerequisites: Math 112 and an introductory course in Statistics.*

Problems of estimating and testing hypotheses when the functional form of the underlying distribution is unknown. Asymptotic relative efficiency; rank tests and confidence

procedures based on these tests; nonparametric tolerance limits; Cramer-von Mises and related tests.

311. Advanced Calculus. (AS) Fall and Spring (3, 3) Staff. Prerequisite: Math 212.

A continuation of Math 212. Topics include a brief review of multiple integration and techniques of partial differentiation; line and surface integrals; theorems of Gauss, Green and Stokes; infinite series and uniform convergence; power series. Fourier series.

401-402. Probability and Statistics. (S) Fall and Spring (3, 3) Staff. Prerequisite: Math 212.

Topics include: combinatorial analysis, Bayes' Theorem, discrete and continuous probability distributions and characteristics of distributions, statistical inference theory and applications including sampling from probability distributions, estimation, hypothesis testing, confidence methods, regression analysis, analysis of variance, and non-parametric statistics. See note on page 41 concerning credit for statistics courses.

403-404. Intermediate Analysis. (S) Fall and Spring (3, 3) Staff. Prerequisite: Math 311.

Set theory; the real number system; analysis in metric spaces including continuity and convergence; normed linear spaces; integration and differentiation theory.

405. Complex Analysis. (S) Spring (3) Staff. Prerequisite: Math 311.

The complex plane, analytic function, Cauchy Integral Theorem and the calculus of residues. Taylor and Laurent series: analytic continuation.

407. Abstract Algebra. (S) Fall and Spring (3, 3) Staff. Prerequisite: Math 211.

Groups, rings, fields, isomorphism theorems; polynomials; modules. Additional topics chosen from group theory and ring theory, as time permits.

408. Advanced Linear Algebra. (S) Spring (3) Staff. Prerequisite: Math 211.

Vector spaces, linear transformations, matrices, determinants, Jordan and other canonical forms, quadratic forms.

410. Special Topics in Mathematics. (S) Fall or Spring (1, 2, or 3 credits, depending upon materials) Staff.

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.

412. Introduction to Number Theory. (S) Fall (3) Staff.

An elementary course in the theory of integers, divisibility and prime numbers; a study of Diophantine equations, congruences, number of theoretical functions, decimal expansion of rational numbers and quadratic residues.

413-414. Introduction to Numerical Analysis. (S) Fall and Spring (3, 3) Staff. Prerequisites: Math 212 and C.S. 141.

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. Among the topics covered are roots of equations, systems of linear equations, interpolation and approximation, and numerical integration.

418. Foundations of Mathematics. (S) Fall or Spring (3) Staff. Prerequisite: Phil. 301 or Math 407 or consent of instructor.

This course is jointly listed with Mathematics and Philosophy (Phil. 418), and may be applied toward major requirements in either one of these departments (but only in one). The course offers naive set theory, some paradoxes which it generates, and a variety of ways of eliminating the paradoxes.

423. Introduction to Operations Research I. (S) Fall (3) Staff. Prerequisite: Math 211.

A survey of deterministic operations research techniques including linear programming and applications, network analysis, dynamic programming and game theory.

424. Introduction to Operations Research II. (S) Spring (3) Staff. Prerequisite: Math 401.

A survey of probabilistic operations research models including stochastic processes,

Markov chains, queueing theory and applications, inventory theory, Markovian decision processes, reliability, and decision analysis.

426. Topology. (S) *Fall* or *Spring* (3) Staff. *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 topology.

431. Finite Automata and Theory of Computation. (S) *Fall* (3) Staff. *Prerequisites:* C.S. 341, Math 211.

Theory of sequential machines, finite automata, Turing machines, recursive functions, computability of functions. (Same as C.S. 431).

435. Electronic Network Analysis. (S) *Fall* (3) Staff. *Prerequisites:* Math 111, 112, and 211.

Loop and node system of equations, general network analysis, two and three-terminal networks, network theorems and steady-state response.

This course is primarily aimed at natural science, mathematics and computer science students.

436. Digital Design. (S) *Spring* (3) Staff. *Prerequisites:* Math 111, 112, and 211.

Boolean algebra and logic gates, simplification of Boolean functions, combinatorial and sequential logic.

This course is primarily aimed at natural science, mathematics and computer science students.

451. Survey Sampling. *Fall* or *Spring* (3) Staff. *Prerequisite:* An introductory course in Statistics or consent of the instructor.

Topics include simple random sampling, stratified sampling, cluster sampling, systematic sampling and ratio estimation. Survey problems are emphasized, using applications to political and economic polls, sociological studies, psychological experiments and wildlife management. The course is not open to math concentrators.

†495-496. Honors. *Fall and Spring* (3, 3) Staff.

Students admitted to Honors Study in Mathematics will be enrolled in this course during both semesters of their 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.¹

COMPUTER SCIENCE

C.S. 141. Introduction to Computer Science. (A) *Fall and Spring* (3) Staff.

Fundamental concepts of computer science, including problem solving, algorithms, programming in a higher level language, debugging, characteristics and organization of computers, data structures, and fundamentals of programming style.

C.S. 240. Discrete Structures of Computer Science. (A) *Fall and Spring* (3) Staff. *Prerequisite:* C.S. 141.

Theoretical foundations of computer science, including sets, functions, boolean algebra, first order predicate calculus, trees, graphs, and discrete probability.

C.S. 242. Principles of Advanced Programming. (S) *Fall and Spring* (3) Staff. *Prerequisite:* C.S. 141.

Principles of effective programming, including structured programming, stepwise refinement, assertion proving, style, debugging, control structures, decision tables, finite state machines, recursion, and encoding.

¹For college provisions governing the admission to honors, see page 50.

C.S. 340. Computer Organization. (S) *Fall and Spring* (3) Staff. Prerequisites: C.S. 240, 242.

Organization of computer hardware and software; virtual machines, computer systems organization, machine language, assembler language, and microprogramming.

C.S. 341. Data Structures. (S) *Fall and Spring* (3) Staff. Prerequisites: C.S. 240, 242. Representation of data and algorithms associated with data structures. Topics include representation of lists, trees, graphs, and strings; algorithms for searching and sorting.

C.S. 342. Systems Programming. (S) *Spring* (3) Staff. Prerequisite: C.S. 340.

The emphasis in this course is on the algorithms used in programming the various parts of a computer operating system. These parts include assemblers, loaders, linkage editors, interrupt processors, input/output schedulers, and memory managers.

C.S. 420. Special Topics in Computer Science. (S) *Fall or Spring* (1, 2, or 3 credits, depending upon material) Staff.

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science.

C.S. 430. Computer Languages. *Fall and Spring* (1, Pass/Fail only) Staff. Prerequisite: C.S. 242.

Topics include syntax, semantics, and pragmatics of one computer language, as well as the language's intended areas of applications which influenced its design. There will usually be a programming project in this course. The language studied will vary, and students may repeat the course for different languages.

C.S. 431. Finite Automata and Theory of Computation. (S) *Fall* (3) Staff. Prerequisites: C.S. 341, Math 211.

Theory of sequential machines, finite automata. Turing machines, recursive functions, computability of functions. Same as Math 431.

C.S. 432. Analysis of Algorithms. (S) *Spring* (3) Staff. Prerequisites: C.S. 341, Math 211.

The study of algorithm design methods, such as divide-and-conquer, backtracking, and the greedy method; constructing and analyzing algorithms for knapsack and bin-packing, searching and sorting, and graph problems involving spanning trees, shortest paths, and cycle generation.

C.S. 441. Programming Language Design and Implementation. (S) *Fall* (3) Staff. Prerequisite: C.S. 341.

A study of programming language design, history and implementation. Topics include data and operations, sequence control, data access control, storage management, and operating environment. Possible languages to be studied include FORTRAN, ALGOL, PL/1, COBOL, Pascal, Ada, APL, SNOBOL, and LISP.

C.S. 442. Compiler Construction. (S) *Spring* (3) Staff. Prerequisite: C.S. 340, C.S. 441.

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.

C.S. 443. Information Systems. (S) *Spring* (3) Staff. Prerequisite: C.S. 341.

Design, organization, and implementation of data base management systems: file organization and processing, hierarchical, network, and relational models of data base structure, data definition and data manipulation languages, security and integrity of data bases, and the study of existing data base implementations.

C.S. 444. Operating Systems. (S) *Fall* (3) Staff. Prerequisite: C.S. 342.

This course discusses the various aspects of a computer operating systems including resource allocation, processes, processor allocation, memory management, virtual memory, device management, information and protection and design approaches. One or more case studies will be discussed.

†C.S. 495-496. **Honors.** *Fall and Spring* (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 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.¹

GRADUATE PROGRAM

The department offers the degrees of Master of Arts and Master of Science in Mathematics. For degree requirements, and a full description of graduate courses in mathematics, write to the department chairman for a Graduate Catalog. The Applied Science Program offers the degree of Master of Science in Computer Science. For degree requirements and a full description of graduate courses in computer science, write the Director of Applied Science for a Graduate Catalog.

Department of Military Science

PROFESSOR LIEUTENANT COLONEL GOODHART (Chairman). ASSISTANT PROFESSORS CAPTAIN BURTON, CAPTAIN LOMBARD, CAPTAIN KOZIAR, and CAPTAIN NUTT.

A unit of Reserve Officers Training Corps was established at the College of William and Mary on July 1, 1947, with an assigned mission to qualify men and women for positions of leadership and management in the Armed Forces. By participating in the ROTC Program, a student may earn a commission as a Second Lieutenant in the Regular Army, the United States Army Reserve or the Army National Guard, while pursuing his or her degree. A general Military Science curriculum is offered which qualifies a cadet for assignment to any one of the branches of the Army.

WHAT ROTC OFFERS

1. A minimum of \$2,000 in subsistence allowance to each cadet during the junior and senior years.
2. A commission as a Second Lieutenant in the United States Army.
3. A job opportunity with a starting salary and allowances of over \$17,000 per year or an opportunity to serve in the Army Reserves or National Guard.
4. Extensive leadership and management courses which are applicable to both civilian industry and military service.
5. An opportunity to participate in such confidence-building activities as Orienteering, Survival, Marksmanship, and Ranger Activities.

Scholarships:

Four-, three-, and two-year Army ROTC scholarships are available on a competitive basis. The four-year scholarship is available to outstanding high school seniors and is applied for in the junior or senior year of high school. College freshmen and sophomores who are full-time students and are academically aligned may apply for three- and two-year scholarships respectively. The scholarship will pay for the following:

1. Tuition
2. Books
3. Lab Fees
4. \$100.00 per month (tax-free)

In addition, all non-scholarship cadets enrolled in the Advanced ROTC Program receive a subsistence allowance of \$100 per month during the junior and senior years.

Books and Uniforms:

All books, uniforms and materials needed for participation in the ROTC program are furnished by the Military Science Department at no cost to the student.

Educational Delays:

Newly commissioned officers may delay their entry on active duty in order to pursue graduate studies in a recognized field.

¹For college provisions for admission to honors program, see page 50.

REQUIREMENTS FOR COMMISSIONING:

1. Completion of Military Science (MS) 101 and/or *(MS) 103 as a freshmen.
2. During the sophomore year a cadet must complete Military Science (MS) 301 and Military Science (MS) 202.
3. By the end of the junior year a cadet must complete History 303 and MS 302.
4. Cadets must attend a six-week ROTC Advanced Camp during the summer between the junior and senior years.
5. During the senior year a cadet must complete MS 401 and MS 402.
6. The cadet must be enrolled in a leadership laboratory each semester.

2-year Program

1. During the summer, between the sophomore and junior years, a student must attend ROTC Basic Camp for six weeks to earn placement credit for course work missed during the freshman and sophomore years.
2. During the junior year a cadet must take History 303 and MS 302.
3. Cadets must attend a six-week ROTC Advanced Camp during the summer between the junior and senior years.
4. During the senior year a cadet must take MS 401 and MS 402.
5. The cadet must be enrolled in a leadership laboratory each semester.

*Once enrolled in ROTC, the student must take an ROTC class each semester if he or she desires a commission upon graduation.

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 Basic Military Science. Those meeting the above qualifications, but who have had prior military experience or training, whether in the Armed Forces or in another college, or in junior ROTC in high school, and transfer students desiring to take advantage of previous military courses should consult the Military Science Department when matriculating. Entrance into the Advanced Course (300 & 400 level) is based upon the following.

1. Satisfactory completion of the Basic Course, Basic Camp or advanced placement due to prior military service or high school ROTC.
2. Successful completion of any Army physical examination.
3. Execution of appropriate loyalty statements and contractual agreements.
4. Satisfactory completion of the appropriate screening tests.
5. Selection by the Professor of Military Science.

OBLIGATIONS:

A student incurs no obligation to the military by participating in freshman or sophomore Military Science courses. The courses offer a cadet the opportunity to evaluate the prospect of military service and also to qualify for the Advanced Program beginning the junior year. When a cadet enters the Advanced Program, he or she is obligated to accept a commission as a Second Lieutenant in the United States Army Reserve (USAR) upon graduation.

There are two choices normally available to the cadet at graduation.

1. Reserve Forces Duty (National Guard or US Army Reserve). The cadet may enter the service for approximately 90 days to attend a basic branch school and serve in the reserves for a period of approximately eight years while pursuing a civilian career. This option may be selected by the cadet and guaranteed to him prior to entrance into the MS III or junior year.
2. Active Duty. All cadets will incur a six-year total Reserve obligation of which three years is served on active duty and the remainder in the standby Reserves.
 - a. If desired, Army Reserve Officers may remain on active duty for a military career in an indefinite status.
 - b. If a student is designated a Distinguished Military Student (DMS) due to excellence in both military and academic studies, he or she may apply for a Regular Army Commission (RA).

- c. Scholarship students will serve four years on active duty as an Army Reserve Officer and/or have the option to request a Regular Army Commission.

DESCRIPTION OF COURSES

(Note: Six of the eight Military Science credits count toward the 120 credits needed for graduation, the remaining two credits will appear on the student's official transcripts.)

101. American National Security Policy. Fall (1) Captain Burton.

Theory and studies in American National Security Management. Study of the organization, formulation, execution and control of security policy in a democracy. The Relationship of the Military Establishment to the Executive, Judicial and Legislative Branches in national security management analyzed.

103. Basic Leadership and Management Theory. Spring (1) Captain Burton.

Study of Basic Leadership and Management theory principles including practical leadership exercises. Instruction will also include an introduction to Land Navigation and Physical Conditioning.

201. Leadership Laboratory. Fall (0) Captain Burton.

This course will be taken in conjunction with History 303. Presents basic leadership skills in practical situations. Emphasis on drill and ceremonies, military conduct and courtesy, and wearing of the uniform.

202. Military Professional Ethics. Spring (1) Lieutenant Colonel Goodhart.

This course provides an introduction to ethics in the profession of arms as related to the profession's characteristics, uniqueness, roles and responsibilities. It develops an understanding of the need for ethical conduct and a greater awareness and sensitivity to ethical issues.

301. Advanced Leadership and Management. Fall (2) Captain Lombard and Captain Nutt.

Studies of Advanced Leadership and Management. The course will present the decision-making process, situational estimates & leadership situational studies. In-depth study of leadership principles and theories. Drill instruction methods and advanced physical fitness are provided during the laboratory.

302. Military Skills. Spring (0) Captain Lombard.

Study of general military subjects directed toward the reinforcement of prior military skills and the development of new skills required for Advanced Camp. Subjects presented are rifle marksmanship and mechanical instruction, physical fitness proficiency testing, drill and ceremonies, map reading, and tactics.

401. US Military Justice and the Laws of Land Warfare. Fall (2) Captain Koziar, Professor Williams and Professor Lederer.

Civil-Military Relations studies. The course presents civil-military relations theory and its impact on the contemporary world scene. Emphasis is placed on the study of the international laws of war and military law as it relates to the civilian and military communities.

402. Organizational Management Studies. Spring (1) Captain Koziar.

Organizational Management Studies. Course material includes classical and behavior theories of organizational leadership and introduces military race-relations and drug abuse problems. Additional covered are organizational motivation, use of Army's Organizational Effectiveness Staff Officer, and military logistics management.

Modern Languages and Literatures¹

ASSOCIATE PROFESSOR SAINT-ONGE (Chairperson). PROFESSORS COX, DIDUK, FRASER, LAVIN,² MARTEL, and MOORE. ASSOCIATE PROFESSORS BACKHAUS, P. CLOUTIER, EGER, FUNIGIELLO, GRIFFIN, HALLETT, MONSON,³ NETICK, PALMAZ, G. SMITH, J. SMITH, TRIOLO and WELCH. ASSISTANT PROFESSORS HOULE, KELLEY,² PEEVY. INSTRUCTORS GREENIA, MATHER, and YANG. LECTURER WOODBURY.

THE PROGRAM IN MODERN LANGUAGES AND LITERATURES

Courses in the 100 and 200 groups are designed to give a well-rounded linguistic experience, including the spoken as well as the written language, and to develop an awareness and appreciation of other cultures. Language laboratory is an integral part of elementary courses; three class meetings and two hours in the language laboratory.

A student who has started a language in high school and wishes to continue that language at the level of 202 or below will be placed according to performance on the reading Achievement Test in that language. In most cases students will be bound by the results of the test and will not be permitted to begin at either a higher or lower level than is indicated by performance on these tests unless they receive permission from the Chairperson of the Department. In no event will a person who has completed four high school units be eligible to take 101-102 or 101X-102X in that language for credit. Students having three high school units may not take 101-102 or 101X-102X in that language for credit without the written permission of the Chairperson of the Department.

Courses in the 300 and 400 groups are designed to give further experience in the principal facets of language study, a reasonable knowledge of literature, and some experience in literary criticism. Classes are generally conducted in the foreign language.

For those who show a special interest in French, German, Italian, or Spanish, the College has established language houses where such students may request residence with others who elect to use a foreign idiom as a means of communication. Foreign students in residence provide an opportunity for unstructured language learning as well as a source of information on current living in the target language countries.

CONCENTRATION

The Department's programs of concentration in French, German, and Spanish offer a wide range of language and literature courses to students who are preparing for graduate study in Literature or Comparative Literature, or to those who enjoy the study of foreign literatures, their style and ideas, their intellectual stimulation and humanizing influence. Ample training in the use of analytical methods in their approach to textual criticism enhances this solid liberal background for eventual professional studies. Additionally, courses provide a knowledge of the language, of its morphology and syntax, acquired concomitantly with fluency and correctness in oral and written expression. The Department's offerings are of interest to concentrators contemplating graduate work in Linguistics or to those fulfilling requirements in an additional major field such as English or a second foreign language, History, or the political and social sciences. The programs offer students an opportunity to be better prepared for industry, commerce, government and public services. Majoring students preparing a career in the secondary school teaching of foreign languages will find especially in the advanced language classes a necessary complement to their vocational courses. Many students are using the double-major option, combining modern languages with the Social Sciences and the humanities.

Concentrators in Modern Languages and Literatures are required to take at least two college courses in a second foreign language.

Specific concentration requirements for French, German, and Spanish can be found with course listings of each language.

¹The proficiency requirements for foreign languages are indicated on page 42. All languages requirements for a degree should be begun in the freshman year.

²On leave, Fall 1983.

³On leave 1983-84.

INTERDISCIPLINARY PROGRAMS

The Department is actively engaged in courses of Comparative Literature and in interdisciplinary programs. In relating their language skills to the exploration of topics which transcend national boundaries, the students obtain a broad view of the European and Latin communities.

Comparative Literature 201, 202 may be combined with any courses in the Modern Languages and Literature Department labelled (S) in order to make a sequence of Comparative Literature.

The suitability of the Department's offerings to an Interdisciplinary concentration is further enhanced by the literature courses in translation which extend the vast areas of French, German, Italian, Spanish, and Russian literature otherwise not readily available to students who do not major in language study.

MODERN LANGUAGE COURSES GIVEN IN ENGLISH

French 387. Twentieth-Century French Theater and Its Influence in English Translation. (AS) Offered Fall (3) Staff. Not open to concentrators in French. Same as Comparative Literature 307.

A study of trends in the modern French theater through selected readings of significant contemporary writers. The course includes discussion and reading of other major European or American writers connected with the French movement. (Not offered 1983-1984).

French 388. Twentieth-Century French Novel and Its Influence in English Translation. (AS) Offered Fall (3) Staff. Not open to concentrators in French. Same as Comparative Literature 304.

A study of trends in the Modern French novel through selected readings of significant contemporary writers. The course includes discussion and readings of other major European or American writers connected with the French movement. (Not offered 1983-1984).

German 397, 398. Modern German Authors in English Translation. (AS Fall and Spring (3, 3) Staff. Open to concentrators in German as an elective. Courses may be repeated for credit when topics vary.

The study in depth of a significant German writer or writers of modern times.

Topic for Spring, 1984: German Women Authors.

Italian 307. Italian Civilization in English. (A) Alternate Fall Semesters (Offered Fall 1983) (3) Triolo.

A topical study of Italian culture and civilization from the Middle Ages to the Republic. The course will emphasize selected outstanding movements and periods in Italian history, architecture, sculpture, painting and music.

Italian 309. Dante and the Medieval Tradition. (S) Alternate Fall Semesters. (Offered Fall 1984) (3) Triolo. (Same as Comp. Lit. 309).

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.

Italian 310. Italian Cinema and Post-War Italian Culture. Spring (3) Triolo.

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. Knowledge of Italian desirable, but not required. Two class hours, one laboratory hour.

Russian 387, 388. Survey of Russian Literature in English. (AS) Fall and Spring (3, 3) Netick.

A chronological survey of Russian literature from its beginnings through the Soviet Period, with emphasis given to the major writers of the 19th Century.

Russian 397. Dostoyevsky in English Translation. (AS) Fall (3) Woodbury.

A study, in English translation, of Dostoyevsky's chief works, with due attention given

to the political and literary milieu in which he wrote. (Not offered 1983)

Russian 398. Tolstoy in English Translation. (AS) Spring (3) Woodbury.

A study, in English translation, of Tolstoy's life and chief literary works. (Not offered 1984).

CHINESE

101-102. Elementary Chinese (Mandarin). Fall and Spring (4, 4) Staff.

Training in conversation, grammar, reading and elementary composition. Three class hours, two laboratory hours, one and a half drill hours. (Not offered 1983-84).

101X-102X. Intensive Elementary Chinese (Mandarin). Fall and Spring (6, 6) Staff.

Intensive training in conversation, grammar, reading, and elementary composition. Four hours in the Master Class, four hours in the Drill class, and four periods in the language laboratory.

201-202. Intermediate Chinese (Mandarin). Fall and Spring (4, 4) Staff. Prerequisite: Chinese 101 and 102, and one and a half drill hours.

Training in conversation, grammar, reading and elementary composition. Three class hours, two laboratory hours. (Not offered 1983-84).

201X-202X. Intensive Intermediate Chinese (Mandarin). Fall and Spring (6, 6) Staff. Prerequisite: Chinese 101 and 102 or permission of the instructor.

Continued training in conversation, grammar, and composition with increased emphasis on reading. Four hours in the Master Class, four hours in the Drill Class, and four periods in the language laboratory.

301-302. Advanced Chinese (Mandarin). Fall and Spring (3, 3) Staff. Prerequisite: Chinese 202 or permission of instructor.

Continued training in conversation, grammar and composition with special emphasis on reading. Three class hours, two laboratory hours.

FRENCH

Requirements for Concentration

Concentration in French requires a minimum of 33 hours of course work chosen as follows:

1. French 301, 302, 305 and 307, required of all concentrators.
2. Four advanced literature courses chosen from among the following: 311, 312, 321, 322, 331, 332, 341, 342, 350, 351, 352, 411, 431, 450.
3. Three courses in either language, civilization or literature numbered 300 or above.

In selecting a program of studies in fulfillment of a concentration in French students are strongly urged to consult the Faculty Advisor assigned to them.

Requirements for the Minor

A minor in French requires a minimum of 18 credit hours, including 301 or 302, and 305 or 307 or 308, and 12 additional credit hours at the 300 level or above. Students may not take 387 or 388 as part of a minor in French.

Competency in French

Students concentrating in Fine Arts, in the Social Sciences, or those who select an interdisciplinary program such as: International Studies, Western European Studies, Comparative Literature. . . 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 205 or 206 the following sequence is recommended: 305, 306, 406, 407, 408.

ALTERNATE SCHEDULE OF COURSES

Advanced courses in French (numbered 300 and above) are offered according to the following schedule:

<u>1983-84</u>		<u>1984-85</u>	
Fall	Spring	Fall	Spring
301	302	301	302
306	305	306	305
307	306	307	306
387	388	387	388
322	308	310	308
350	311	312	341
352	331	321	351
406		332	406
408	431	342	407
			410

DESCRIPTION OF COURSES

101-102. Elementary French. *Fall and Spring (4, 4) Staff.*

Students who have acquired 4 high school units in French may not take French 101-102 for credit. Students with 3 units may not enroll without written permission of Department Chairman. Training in grammar, pronunciation, aural-oral comprehension with the use of audio-visual techniques. Three class hours, two laboratory hours.

101X-102X. Intensive Elementary French. *Fall and Spring (6, 6) Staff.*

Students with 4 high school units in French may not take 101X-102X for credit. Students with 3 units may not enroll without permission of Department Chairman.

Intensive training in grammar, pronunciation and oral-aural comprehension. The work includes practice in understanding both the spoken and written language: four lecture hours in the Master Class, four hours in the Drill Class and four hours in the language laboratory.

201. Elementary French Grammar Review and Readings. *Fall and Spring (4) Staff.* Prerequisite: French 102 or placement by SAT score.

A continuation of the study of basic French grammar, incorporated with the continued development of writing, speaking and comprehension skills. Graded readings in French are introduced. Three class hours, two laboratory hours.

202. Intermediate Readings in French Culture and Literature. *Fall and Spring (3) Staff.* Prerequisite: French 201 or placement by SAT score.

Selected readings in French from cultural and literary texts with continued development of writing and speaking skills.

205. Intermediate Syntax and Composition. *Fall and Spring (3) Staff.* Prerequisite: Four high school units, or French 202 or permission of the instructor.

Review of main principles of syntax and introduction to composition.

206. Intermediate Conversation. *Fall and Spring (3) Staff.* Prerequisite: French 205 or permission of the instructor.

Intensive oral-aural training. Discussions of topics in French life and culture; student presentations.

207. Advanced Readings in French Literature. (AS) *Fall (3) Staff.* Prerequisite: four high school units or French 202 or permission of instructor.

Selected readings from the Renaissance to modern times. A reading course designed as an introductory step to the 300 level courses in literature.

300. French Studies in the Montpellier Summer Program. (AS) Summer or Preliminary session of Junior Year Abroad (3) Montpellier staff. Prerequisite: French 205 and acceptance by Selection Committee.

This number is intended for courses completed in France.

301. Survey of French Literature: Poetry and Theatre. (AS) Fall (3) Staff. Prerequisite: Placement by SAT score or French 202 or permission of instructor.

A study of the historical development of verse and drama in France through representative texts.

302. Survey of French Literature: Prose. (AS) Spring (3) Staff. Prerequisite: French 202 or placement by SAT score or permission of instructor.

A study of the historical development of prose in France through representative texts.

303. Topics in French Language, Civilization or Literature. (AS) Summer Program in Montpellier (3) Staff. Prerequisite: French 205 or permission of instructor.

This course may be offered during a regular semester and is offered every summer by the Professor-in-Charge of the Summer Program in Montpellier. Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

305. Advanced Grammar and Explication de Texte. (AS) Spring (3) Staff. Prerequisite: French 205 or permission of instructor.

Advanced syntax and intensive written work.

306. Advanced Conversation. (AS) Fall and Spring (3) Staff. Prerequisite: French 205 or 206 or permission of instructor.

Intensive oral-aural training.

307, 308. French Civilization I and II. (AS) Fall and Spring (3) Palmaz. Prerequisite: French 205, or 206 or 207 or 301 or permission of instructor.

French Civilization I — Study of the evolution of French civilization (history, fine arts, music, architecture, etc.) from early times to 1715.

French Civilization II — Study of the evolution of French civilization from 1715 to the present.

310. French Cinema. (AS) Offered Fall 1984 (3) Monson. Prerequisite: French 207 or 301 or 302 or permission of instructor.

History of the French cinema, especially since 1945, including an introduction to film technology and esthetics. Two class hours, two laboratory hours. This course is taught in French. This course cannot be included in the 33 hours required for concentration.

311. The Middle Ages. (AS) Offered Spring 1984 (3) Monson. Prerequisite: French 301 or 302 or permission of instructor.

A study of French literature up to 1500: representative works. (Most texts are read in modern French translation.)

312. The Renaissance. (AS) Offered Spring 1983 (3) Hallett. Prerequisite: French 301 or 302 or permission of instructor.

A study of the major writers of the French Renaissance.

321. Seventeenth-Century French Literature I. (AS) Offered Fall 1984 (3) Houle. Prerequisite: French 301 or 302 or permission of instructor.

Study of the major writers of the 17th century: Boileau, Corneille, Racine, Moliere, LaFontaine, La Rochefoucauld, La Bruyere, Sevigne, Descartes, Pascal, Bossuet, Fenelon.

322. Seventeenth-Century French Literature II. (AS) Offered Fall 1983 (3) Houle. Prerequisite: French 301 or 302 or permission of instructor.

Selection of appropriate works from major writers for thorough study of a specific theme to be indicated in the schedule of classes.

331. Eighteenth-Century French Literature I. (AS) Offered Spring 1984 (3) Welch. Prerequisite: French 301 or 302 or permission of the instructor.

Study of the novel and the theater of the eighteenth century.

332. Eighteenth-Century French Literature II. (AS) Offered Fall 1984 (3) Welch. Prerequisite: French 302 or permission of instructor.

A study of the major writers of the French Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau, and others.

341. The Nineteenth-Century: Romanticism. (AS) Offered Spring 1985 (3) P. Cloutier. Prerequisite: French 301 or permission of instructor.

A study of the major romantic writers in France.

342. The Nineteenth-Century: The Novel. (AS) Offered Fall 1984 (3) Martel. Prerequisite: French 302 or permission of instructor.

The novel of the nineteenth century: Stendhal, Balzac, Flaubert, Zola, de Maupassant and others.

350. Modern French Poetry. (AS) Offered Fall 1983 (3) St. Onge. Prerequisite: French 301 or permission of instructor.

From the post-romantic poets to the present with special emphasis on Baudelaire, the Symbolists, and the Surrealists.

351. Twentieth-Century French Literature I. (AS) Offered Spring 1985 (3) St. Onge. Prerequisite: French 301 or 302 or permission of instructor.

A study of the principal novelists up to 1939: Alain-Fournier, Proust, Gide, Malraux and others.

352. Twentieth Century French Literature II. (AS) Offered Fall 1983 (3) P. Cloutier. Prerequisite: French 301 or 302 or permission of instructor.

A study of representative writers and works since 1939: existential literature, the new novel.

406. Contemporary Spoken French. (AS) Offered Spring 1985 (3) Staff. Prerequisite: French 306 or permission of instructor.

Intensive training in the contemporary French idiom.

407. French Phonetics and Diction. (AS) Offered Spring 1985 (3) Staff. Prerequisite: French 205 or 206 or permission of instructor.

Intensive study of phonetics, with particular attention given to the exceptions to the "rules" of French pronunciation and to individual problems. Recommended for students who expect to teach French in high school.

408. Advanced Writing Stylistics and Translation. (AS) Offered Fall 1985 (3) Staff. Prerequisite: French 305 or permission 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.

410. French Philology. (AS) Offered Spring 1985 (3) Staff. Prerequisite: French 305 or permission of instructor.

An introduction to French historical linguistics, including the history of the language, historical grammar, and the study of Old and Middle French texts.

411. Independent Study. Fall or Spring (3) Staff.

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 section coordinator are required before registration.

431. The French Theater. (AS) Offered Spring 1984 (3) Mather. Prerequisite: French 301 or 302 or permission of instructor.

A critical study of the development of the theatre in France from the Renaissance to modern times.

450. Seminar in French Literature. (AS) Fall or Spring (3) Staff. Prerequisite: at least 9 hours of 300 or 400 literature courses.

Recommended for concentrators who expect to continue with graduate study. A study in depth of a limited literary topic. Students will write and present papers for critical discussion.

495-496. Honors. Fall or Spring (3.3) Staff. (see page 50)

GERMAN

Requirements for Concentration

Thirty semester credits are required for concentration in German, including German 301, 302, 303, 305, 307, 308, at least three 400-level courses, and one other course above 202 (exclusive of courses in English translation).

Requirements for the Minor

A minor in German requires a minimum of 21 credit hours in courses above 202 (exclusive of courses in English translation). At least two courses must be taken in each of the following areas:

- I. Language skills (German 205, 206, 305, 408)
- II. Civilization (German 307, 308, 406)
- III. Literature (German 208, 301, 302, 303, all 400-level courses except 406 and 408)

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 permission to do so from the course instructor and the Coordinator for German.

DESCRIPTION OF COURSES

101-102. Elementary German. *Fall and Spring* (4, 4) Staff. In no event will a person who has completed 4 high school units in German be eligible to take German 101-102 for credit. Students having 3 high school units may not take German 101-102 for credit without the written permission of the Chairperson of the Department.

Training in pronunciation, grammar, listening and reading comprehension, speaking and writing skills. *Three class hours, two laboratory hours.*

101X-102X. Intensive Elementary German. *Fall and Spring* (5, 5) G. Smith. In no event will a person who has completed 4 high school units be eligible to take German 101X-102X for credit. Students having 3 high school units may not take German 101X-102X for credit without the written permission of the Chairperson of the Department.

Intensive training in pronunciation, grammar, listening and reading comprehension, speaking and writing skills. *Three lecture hours in the Master Class, two hours in the Drill Class and two hours in the Language Laboratory.*

201. Elementary German Grammar and Readings. *Fall* (4) Staff. *Prerequisites:* German 102 or placement by Achievement Test score. Students who have completed 102X may not take 201 for credit.

A continuation of the study of basic German grammar, incorporated with the continued development of writing, speaking and comprehension skills. Graded readings in German are introduced. *Three class hours, two laboratory hours.*

202. Intermediate German. *Fall and Spring* (3) Staff. *Prerequisites:* German 102X, 201 or placement by Achievement Test score.

Reading and discussion of selected cultural and literary material. Continued development of writing skills.

205. Intermediate Grammar and Composition. *Fall and Spring* (3) Backhaus. *Prerequisite:* four high school units or 202 or the equivalent.

Review of main principles of grammar and composition.

206. Intermediate Conversation. *Fall and Spring* (3) Diduk. *Prerequisite:* German 202 or equivalent.

Phonetics; intensive comprehension and conversation training; discussion of topics in contemporary German life and culture.

208. Introduction to German Literature. (AS) *Fall and Spring* (3) Staff. *Prerequisite:* German 202 or equivalent.

An introductory course in critical reading and writing in German, designed to increase the student's understanding and appreciation of the art of literature. May be used as an introductory step to the 300 courses.

300. German Studies in the Muenster Summer Program. (AS) Summer (3) Staff. *Prerequisite:* Acceptance in the Muenster Summer Program.

This number is intended for directed study courses completed in Germany. May be repeated for credit.

301. German Literature from the Beginning to 1700. (AS) Spring (3) J. Smith. Prerequisite: German 208 or 307.

A survey of German literature from its beginning to the end of the Baroque.

302. German Literature from 1700 to 1832. (AS) Spring (3) Backhaus. Prerequisite: German 208 or 307.

A survey of German literature covering the periods of Enlightenment and Classicism.

303. German Literature from 1832 to 1945. (AS) Fall (3) G. Smith. Prerequisite: German 208 or 308.

A survey of German literature covering the periods of Young Germany, Poetic Realism, Naturalism, Impressionism, Expressionism and the Weimar Republic.

305. Advanced Grammar, Composition and Conversation. (AS) Fall and Spring (3) Eger. Prerequisite: German 202 or 205, and 206.

Advanced training in grammar, composition and conversation.

307, 308. The German Speaking Peoples and Their Civilization I and II. (AS) Fall and Spring (3, 3) Diduk. Prerequisite: German 206 or 208.

The 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. The first semester covers the period up to 1800; the second, from 1800 to the present.

Courses 401 through 407 are offered in alternate years.

401. Goethe. (AS) Offered Fall 1984 (3) Backhaus. Prerequisite: German 302.

Reading and interpretation of Goethe's works with emphasis on the pedagogical and philosophical aspects.

402. German Poetry. (AS) Offered Fall 1984 (3) J. Smith. Prerequisite: One of the 300-level courses in German literature or culture.

Reading and interpretation of outstanding poetic works from the seventeenth century to the present.

403. German Drama from Romanticism to 1945. (AS) Offered Fall 1983 (3) Backhaus. Prerequisite: German 302 or 303 or 308.

A study of German drama from Romanticism to Expressionism and the epic theater, emphasizing such authors as Grillparzer, Hebbel, Hauptmann, Zuckmayer and Brecht.

404. Twentieth Century German Literature. (AS) Offered Spring 1985 (3) Staff. Prerequisite: German 303.

An intensive study of the literature of our own age, with emphasis on the drama and the novel since 1945.

406. History of the German Language. (AS) Offered Spring 1984 (3) Kelley. Prerequisite: German 307.

A study of the history of the German language from its origins to the present.

407. The German Novelle. (AS) Offered Spring 1984 (3) Eger. Prerequisite: German 302 or 303 or 308.

An intensive study of the German Novelle and its theory from the Romantic Age to 1945, encompassing such authors as Tieck, Kleist, Droste-Hulshoff, Storm, Keller and Thomas Mann.

408. Advanced Writing, Stylistics and Translation. (AS) Offered Spring 1985 (3) Staff. Prerequisite: German 305.

An intensive course in writing and language analysis. Basic concepts in stylistics applied to writing in German and to the problems of literary and professional translation.

410. Special Topics in German Literature. (AS) Spring (3) Staff. Prerequisite: One 300-level course in German literature or culture.

An in-depth study of a limited topic in German literature or in the relationship between literature and other disciplines. Course may be repeated for credit when topics differ.

411. Independent Study. Fall or Spring (3) Staff. Prerequisite or corequisite: two other 400-level German courses. (401-410)

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.

495-496. Honors. *Fall and Spring* (3, 3) Staff. (see page 50). Prerequisite or corequisite: two other 400-level German courses (401-410)

ITALIAN

Requirements for an Interdisciplinary Minor in Italian Studies.

An Interdisciplinary Minor in Italian Studies requires a minimum of 18 credit hours. 9 credits from the Italian Area must include Italian 301 or 302 plus 6 additional credit hours from Italian 300, 301, 302, 305, 306, 307, 309, 310. The remaining 9 credit hours must include courses from at least two other departments or programs and may be chosen from among the following courses.

Fine Arts: 405, 406, 454

Music: 363, 381

Comparative Literature: 309, 490 when applicable.

History: 313

101-102. Elementary Italian. *Fall and Spring* (4, 4) Staff. Students who have acquired 4 high school units of Italian may not take Italian 101-102 for credit.

Training in pronunciation, grammar writing, aural-oral comprehension with use of audio-visual techniques. *Three Class Hours, Two Laboratory Hours.*

200. Italian Studies in the Florence Summer Program: Language and Literature. Summer (6) Florence Staff. Italian language and literature courses taken in the summer program abroad. Prerequisite: acceptance by selection committee.

This number is intended for courses completed in Italy.

201. Intermediate Italian. *Fall* (3) Staff. Prerequisites: Italian 101-102 or placement by Achievement Test score.

A review and continuation of the study of Italian grammar, incorporated with the continued development of reading, writing, speaking, and comprehension skills.

202. Readings in Italian Literature. *Spring* (3) Staff. Prerequisite: Italian 201 or placement by Achievement Test score.

Selected readings from the literature of the twentieth century.

206. Intermediate Conversation. *Spring* (3) Funigiello. Prerequisite: Italian 202 or the equivalent.

Oral-aural training; discussions of topics in contemporary Italian life and culture.

300. Italian Studies in the Florence Summer Program. Summer (3) Florence Staff. Courses taken in the summer program abroad. Prerequisite: acceptance by selection committee.

This number is intended for courses completed in Italy.

301. Masterpieces of Italian Literature from the Beginnings to the 17th Century. (AS) *Fall* (3) Funigiello. Prerequisite: four high school units or 202 or the equivalent.

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. Masterpieces of Italian Literature Since the 17th Century. (AS) *Spring* (3) Triolo. Prerequisite: Italian 301 or the equivalent.

Survey of Italian literature. An introduction to the major writers of Italy from the seventeenth century to the present; including such authors as Goldoni, Leopardi, Pascoli, Carducci, Manzoni, Pirandello and Moravia.

305, 306. Directed Readings in Italian Literature. (AS) *Fall and Spring* (3, 3) Staff. Prerequisite: Italian 301 and 302 or the equivalent; permission of the instructor.

This course is designed to permit the student to pursue in depth an area of literature in which he has a major interest.

PORTUGUESE

101-102. Elementary Portuguese. *Fall and Spring* (4, 4) Fraser. Students who have acquired 4 high school units in Portuguese may not take Portuguese 101-102 for credit. *Prerequisite: knowledge of Spanish, or permission of the instructor.*

Training in pronunciation, aural-oral comprehension with the use of audiolingual techniques. *Three Class hours, Two Laboratory hours.*

RUSSIAN

A concentration in Russian may be pursued under Interdisciplinary Studies.

101-102. Elementary Russian. *Fall and Spring* (4, 4) Staff. Students who have acquired 4 high school units of Russian may not take Russian 101-102 for credit.

Training in pronunciation, grammar, aural-oral comprehension with use of audio-visual techniques. *Three class hours, two laboratory hours. (Not offered 1983-84).*

101X-102X. Intensive Elementary Russian. *Fall and Spring* (5, 5) Netick and Babenko-Woodbury).

Intensive training in grammar, pronunciation, and oral-aural skills. The course includes training in speaking, reading, writing, and understanding Russian; 4 hours in Master Class, 2 hours in Drill Class, and 1 hour in Language Laboratory per week.

201. Intermediate Russian. *Fall* (4) Woodbury. *Prerequisite: Russian 101-102 or placement by Achievement Test score.*

A continuation of the study of basic Russian grammar, incorporated with the continued development of reading, writing, speaking, and comprehension skills. Graded readings in Russian are introduced. *Three class hours, two laboratory hours.*

202. Readings in Masterpieces of Russian Literature. *Spring* (3) Staff. *Prerequisite: Russian 201 or placement by Achievement Test score.*

Selected readings from Russian literature of the 19th century.

206. Intermediate Conversation. *Fall* (3) Woodbury. *Prerequisite: Russian 202 or permission of the instructor.*

Phonetics, intensive oral-aural training; discussion of topics in contemporary Russian-Soviet life and culture; student presentations. *(Not offered 1983-84).*

207. Cultural History of Russia. *Fall* (3) Netick. *Prerequisite: Russian 206 or permission of the instructor.*

A course embodying the most important elements of pre-revolutionary Russian and Soviet culture and civilization. *(Not offered 1983-84).*

301. Survey of Russian Literature from the Beginning to 1850. (AS) *Fall* (3) Woodbury. *Prerequisite: four high school units or 202 or permission of the instructor.*

Survey of literature up to 1850. Study of representative works.

302. Survey of Russian Literature from 1850 to the Present. (AS) *Fall* (3) Staff. *Prerequisite: Russian 302 or permission of the instructor.*

Survey of Russian literature from 1850 to the present. Study of representative works.

305-306. Directed Reading in Russian Literature. (S) *Fall and Spring* (3, 3) Staff. *Prerequisite: Russian 301 and 302 or permission of the instructor.*

This course is designed to permit an in-depth study in an area of literature.

307. Advanced Grammar and Composition. (S) *Spring* (3) Woodbury. *Prerequisite: Russian 207 or permission of instructor.*

Advanced syntax and intensive written work.

310. Advanced conversation. (AS) *Spring* (3) Woodbury. *Prerequisite: Russian 206, Intermediate Conversation.*

Advanced Conversation. Discussion of literary texts and the scientific, economic and political life of the Soviet Union.

402. Russian Poetry: 19th Century to Present. (AS) Spring (3) Woodbury. Prerequisite: Russian 301, 302 or permission of instructor.

Reading and interpretation of outstanding poetic works from the nineteenth century to the present. (Not offered 1983-84).

SPANISH

Requirements for Concentration

Thirty semester credits are required for concentration in Spanish including Spanish 301, 302, 305 and at least seven other courses from the 300 and 400 levels. Of these seven, a minimum of three courses must be at the 400 level. Concentrators may not take 310 and above without first taking 301 and 302. In the courses above Spanish 205, Spanish will be the language of instruction. Each 400-level course will normally be offered every other year. As indicated above, concentrators in Spanish are required to take at least two college courses in a second foreign language.

Requirements for the Minor

A minor in Spanish requires a minimum of 21 credit hours, including 301, 302 and 305, and 12 additional credit hours chosen from courses numbered 208 and above with the exception of 397 and 398.

DESCRIPTION OF COURSES

101-102. Elementary Spanish. Fall and Spring (4, 4) Staff. Students who have acquired 4 high school units in Spanish may not take Spanish 101-102 for credit. Students with 3 units may not enroll without written permission of Department Chairman.

Training in pronunciation, aural-oral comprehension with the use of audio-lingual techniques. *Three Class Hours, Two Laboratory Hours.*

101X-102X. Intensive Elementary Spanish. Fall and Spring (5, 5) Staff. Students with 4 high school units in Spanish may not take 101X-102X for credit. Students with 3 units may not enroll without written permission of Department Chairman.

Intensive training in grammar, pronunciation and oral-aural skills. The work includes practice in understanding both the spoken and written language: three lecture hours in the Master Class, three hours in the Drill Class and one hour in the language laboratory. At the end of 102X, a standardized exam is administered to determine which students should be allowed to skip 201 and proceed directly to 202.

201. Intermediate Level Spanish. Fall and Spring (3, 3) Staff. Prerequisite: Spanish 101-102 or placement by Achievement Test score.

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. Fall and Spring (3, 3) Staff. Prerequisite: Spanish 201 or placement by Achievement Test score.

Selected readings from Spanish and Spanish Latin-American Literature.

205. Intermediate Grammar and Composition. Fall (3) Fraser. Prerequisite: Spanish 202 or the equivalent.

Review of main principles of syntax, composition, and spoken Spanish.

206. Intermediate Conversation. Spring (3) Griffin. Prerequisite: Spanish 205 or the equivalent.

Intensive oral-aural training: discussion of topics in Spanish life and culture, student presentations.

208. Fundamentals of Literary Criticism. (AS) Spring (3) Moore. Prerequisites: Spanish 202 or the equivalent.

An examination of selections of Hispanic literature to develop an understanding of methods of evaluating literary works.

301. Spanish Literature from the Beginning to 1700. (AS) Fall (3) Cox. Prerequisite: Spanish 202 or the equivalent.

Survey of Peninsular Spanish literature.

302. Spanish Literature from 1700 to the Present. (AS) Fall (3) Cox. Prerequisite: Spanish 202 or the equivalent.

303. Latin-American Literature of the Colonial Period. (AS) Fall (3) Griffin. Prerequisite: Spanish 202 or the equivalent.

Survey of Latin-American Literature from its beginnings to the end of the colonial period.

304. Latin-American Literature from the Colonial Period to the Present. (AS) Spring (3) Griffin. Prerequisite: Spanish 202 or the equivalent.

Survey of Latin-American Literature from the end of the colonial period to the present.

305. Advanced Grammar, Composition and Conversation. (AS) Fall and Spring (3) Staff. Prerequisite: Spanish 205 or the equivalent.

Intensive review of syntax and composition combined with oral-aural training.

307, 308. Cultural History of Spain. (AS) Fall and Spring (3, 3) Lavin. Prerequisite: Previous or current enrollment in Spanish 301, or permission of the instructor. Completion of History 101-102 is encouraged.

A survey of artistic and literary trends as they relate to the history of Spain.

310. Seminar in Spanish or Latin-American Literature. (AS) Fall (3) Staff.

397, 398. Hispanic Topics in English Translation. (AS) Fall and Spring (3, 3) Staff. Not open to concentrators in Spanish. (Not offered 1983-84).

Concentrated study of a particular author, work or area of Spanish or Spanish American culture. Specific topic to be listed each semester.

Courses in the 400 level are normally offered in alternating years.

401. Medieval Spanish Literature. (AS) Fall (3) Staff.

Spanish literature from El poema de mio Cid through La Celestina. Study of representative works.

402. Cervantes. (AS) Fall (3) Moore.

Analysis of Cervantes major works with particular emphasis on the Quijote and the Novelas ejemplares.

403. Spanish Literature of the Golden Age. (AS) Spring (3) Staff.

Prose, poetry and drama of the sixteenth and seventeenth centuries from Garcilaso de la Vega to Calderon de la Barca. Study of representative works.

406. Spanish Enlightenment and Romanticism. (AS) Fall (3) Cox.

Study of representative works in the novel, poetry, and drama beginning in the eighteenth century and continuing through the works of Becquer in the nineteenth. (Not offered 1983-84).

408. Spanish Realism and the Generation of '98. (AS) Spring (3) Cox.

Study of the realistic and naturalistic novel and representative works of the Generation of '98. The course also includes the poetry of Machado and Jimenez. (Not offered 1983-84).

409. Contemporary Spanish Literature. (AS) Spring (3) Peevy.

A study of the drama, and fiction in Spain following the generation of '98 and continuing to the present.

410. Hispanic Philology: Spanish Historical Phonology. (AS) Spring (3) Staff. Prerequisite: Spanish 305.

Scientific analysis of articulation of sounds and the study of the interrelation of Spanish and other Romance languages. (Not offered 1983-84).

411. Independent Study. Fall and Spring (3) Staff.

495-496. Honors. Fall or Spring (3, 3) Staff. (see page 50)

Music

PROFESSOR LENDRIM (Chairman). PROFESSORS TRUESDELL and VARNER. ASSOCIATE PROFESSOR FREEMAN. ASSISTANT PROFESSORS E. WILLIAMS and WOLTERINK. LECTURERS P. CARLSON, S. CARLSON, CONNOLLY, CROSS, DARLING, M. FLETCHER, R. FLETCHER, HEDGES, KESTER, KOLLER, J. KRINER, R. KRINER, LENDVAY, LINDBERG, T. MARSHALL, MOTT, OLBRYCH, D. PARKS, C. RANKIN, STEVENS, SUBEN, VERNON, WALKER, and C. WILLIAMS.

The Department of Music offers concentration for students interested in a liberal arts program with emphasis on music; students preparing for graduate work in musicology, composition, theory, applied music, or music library science; and students wishing certification in Music Education.

REQUIREMENTS FOR CONCENTRATION

A concentration in Music requires from 34-36 credits, to be distributed as follows: 14 credits in Music Theory (201, 202, 203, 204, 301, 302); 6 credits in Music History (311, 312), and 6 additional credits to be selected from courses 361-393, 321-328 or 465; 8 credits in applied music instruction in one field; and keyboard proficiency, to be determined by examination or by the completion of two semesters in Music 152. Concentrators must have completed at least two semesters at the 300 or 400 level in their major applied music field for graduation. All concentrators in Music plan and carry out a senior project, which may be a recital, a substantial paper in theory, history, education, or applied music, or a major composition or orchestration. Music 101, 211, 212, and 320 may not be counted for concentration.

A minor in Music requires 20 credits, which must include the following: 201-202, 203-204, and 211-212 or 311-312. The remaining 6 credits may be chosen from one of the following groups: 301-308, 320-332, 361-393, 465, or Applied Music. If the last option is chosen, at least two semesters must be at the 300 or 400 level.

Students preparing for the Virginia State Collegiate Professional Certificate will need courses in both instrumental and vocal techniques, and choral and instrumental conducting. Applied music and music theory courses required for the certificate should be started in the freshman year. General requirements are listed in the Education section of this catalog. A recommended sequence of courses for concentrators in Music Education is available in the Department Office.

DESCRIPTION OF COURSES THEORY

*101. Rudiments of Theory. Fall and Spring (1) Staff.

The staff, clef, key signatures, scales, intervals, triads, meter signatures, rhythm, and notational conventions of tonal music. Prerequisite or corequisite for applied music students unless exempted by theory placement test. Open only to applied music students and those intending to take additional courses in music. May not be included in music concentration.

201-202. Theory I. (A) Fall and Spring (3, 3) Hedges, Williams, and Wolterink. Prerequisite: Music 101 or exemption.

The study of functional tonality through exercises in harmony and voice leading. Also included are aspects of form, counterpoint, and harmonic analysis. Prospective music concentrators should enroll concurrently in Music 203-204.

***203-204. Ear Training and Sight Singing. Fall and Spring (1, 1) Hedges.** Prerequisite or Corequisite: Music 201-202 or consent of instructor.

An instructor-guided program designed for the development of reading, aural recognition and notation skills through critical listening, basic drills and dictation. Subject areas include: rhythm, scales, intervals, melody, two-voice counterpoint, triads, seventh chords and altered chords. 2 laboratory hours weekly.

301-302. Theory II. (S) *Fall and Spring* (3, 3) Williams and Wolterink. Prerequisite: Music 201-202.

These courses continue the materials and procedures of Music 201-202. Topics include the completion of the functional tonal vocabulary, chromatic voice leading techniques, and the study of selected post-tonal techniques.

***309. Instrumentation and Orchestration** (S) *Fall* (3) Williams. Prerequisite: Music 202.

The rudiments of instrumental usage: their written application to pure and mixed ensembles in general and the modern orchestra in particular.

***401-402. Form and Analysis.** *Fall and Spring* (2, 2) Truesdell. Prerequisite: Music 301-302.

The structural processes and forms of music, studied through analysis of examples of various periods and styles.

***405, 406. Counterpoint.** *Fall and Spring* (2, 2) Truesdell. Prerequisite: Music 301-302.

Fall: counterpoint in the 16th century style of the motet, the madrigal, and the mass. Spring: counterpoint in the style of J.S. Bach.

***Music 407. Techniques of Composition** (S) *Fall and Spring* (3) Williams. Prerequisites: Music 302 and 309 or permission of instructor.

The student will pursue original work and engage in selected analytical issues raised by this work. (This course may be repeated.)

MUSIC HISTORY AND LITERATURE

211-212. Introduction to Music History and Literature. (A) *Fall and Spring* (3, 3) Freeman, Johnson, Lendrim, Truesdell, and Wolterink.

Designed to meet the needs of students interested in music without regard to previous training and experience. The course traces the development of the art of Western music through various historical periods in terms of composers, style, form, and theory. This course, or its equivalent, is a prerequisite for most of the other Music History and Literature courses. It may not be counted for concentration.

***311-312. History of Western Music.** (A) *Fall and Spring* (3, 3) Freeman. Prerequisite or Corequisite: Music 201-202.

Fall: Western music from the Middle Ages to the time of Haydn and Mozart; Spring: from the time of Beethoven to the present. Music will be considered in its cultural context as well as in the evolution of genres, forms, and styles. Intended for music concentrators or prospective concentrators.

361. Chamber Music. (S) *Fall* (3) Truesdell. Prerequisite: Music 211-212 or 311-312.

The development of chamber music from the Baroque trio sonata and dance suite through the emergence of the Classic string quartet to contemporary times. Representative music for instrumental groups of three or more performers, one to a part, in which the string family of instruments supplies the principal interest. (Not offered 1983-84).

362. Symphony. (S) *Fall* (3) Truesdell. Prerequisite: Music 211-212 or 311-312.

Early Baroque instrumental ensembles leading to the Classic models of Haydn and Mozart in the development of the symphony through representative works to the present. Style, form and orchestration are considered. (Not offered 1983-84).

363, 364. Opera. (S) *Fall and Spring* (3) Truesdell. Prerequisite: Music 211-212 or 311-312.

Plots, music, background of representative works. Fall: the antecedents and fore-runners of Italian opera and its development and domination of European music capitals through the 17th and 18th centuries. Opera in the 19th century with emphasis on Italy and France. Spring: German Romantic opera and the music drama in the 19th century, opera in Europe and the United States in the 20th century.

365, 366. History of Keyboard Music. (S) *Fall and Spring* (3, 3) Darling. Prerequisite: Music 211-212 or 311-312.

Fall: a survey of music for harpsichord, piano, and organ from the earliest beginnings to

Bach and Handel, with stress on compositional forms, performance practices, and practical uses historically and today. Spring: from the time of Mozart and Haydn to the present. Included will be a study of stylistic changes and differences in construction of keyboard instruments. (Not offered 1983-84).

369. Jazz. (S) Fall (3) Truesdell. Prerequisite: Music 211-212 or 311-312.

Ragtime, blues, sounds of New Orleans and Chicago, big-band sound and the swing era, bebop, cool jazz, third stream free jazz and contemporary development.

381. Medieval and Renaissance Music. (S) Fall (3) Freeman. Prerequisite: Music 211-212 or 311-312.

The development of Western religious music from chant through the beginnings of polyphony to Palestrina and Byrd, and the corresponding secular growth of vocal and instrumental music. Forms, styles, composers, and modes of performance will be studied.

383. Music of the Seventeenth and Eighteenth Centuries. (S) Spring (3) Staff. Prerequisite: Music 211-212 or 311-312.

The history of music in the Baroque and Classic eras: the beginning and development of opera, oratorio, sonata, concerto, symphony, and other forms.

385, 386. Music of the Nineteenth Century. (S) Fall and Spring (3, 3) Lendrim. Prerequisite: Music 211-212 or 311-312.

A survey of music of the nineteenth century: Fall: Beethoven, Schubert, Wagner, Berlioz, Schumann, Mendelssohn, and Chopin; Spring: Verdi, Puccini, Brahms, Dvorak, Tchaikowsky, Bruckner, Mahler, and Strauss. (Not offered 1983-84).

387. Music of the Twentieth Century. (S) Spring (3) Wolterink. Prerequisite: Music 211-212 or 311-312.

The development of European and American music from Debussy through the innovations of Stravinsky, Schoenberg, and their contemporaries, to the post-World War II avant-garde. (Not offered 1983-84).

391. Music in America (1620-1920) (S) Spring (3) Prerequisite: Music 211-212 or 311-312.

A survey of religious, popular, and art music in the United States considered from its historical, sociological, and creative development.

393. History of English Music. (S) Spring (3) Freeman. Prerequisite: Music 211-212 or 311-312.

A history of English music and musical taste, concerned not only with composers, forms, and styles, but also with the tastes and influences of court, church, and public. (Not offered 1983-84).

465. Special Topics in Music. (S) Fall or Spring (3) Staff. Prerequisite: Music 211-212 or 311-312.

Intensive exploration at an advanced level of a limited historical or theoretical topic in Music. Topics to be offered will be announced in the semester previous to the one in which they are to be scheduled.

***475, 476. Projects in Music.** Fall or Spring (2-3, 2-3) Staff. For seniors only.

Directed independent study resulting in a thesis.

***495-496. Senior Honors.** Fall and 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 and literature, music education, or a combination of these. Each student is to submit by April 15 an Honors Essay which in the case of performance, composition, or orchestration may be a portion of the total Honors project, and is to be examined orally on the study and closely related materials. Information about the program along with applications and examples of avenues of study are available from the chairman. Applications should be submitted by April of the junior year.¹

¹For college provisions governing the admissions to honors, see p. 50.

MUSIC EDUCATION

320. Music for Elementary School Teachers. *Fall and Spring* (3, 3) Varner.

A course designed for prospective general teachers in the elementary grades. Not open to Music concentrators.

***321. Music in the Elementary School.** *Fall* (3) Varner.

Problems confronting the teacher of music in the elementary schools, and methods of instruction appropriate to the several grades. Primarily for Music concentrators.

***322. Music in the Secondary School.** *Spring* (3) Varner.

Materials and methods of instruction on the secondary school level. Primarily for Music concentrators.

***323, 324, 325. Instrumental Techniques, Materials and Methods.** *Fall or Spring* (2, 2, 2) Varner.

Three courses are assigned, one each to woodwinds, brass, and strings; the development of performance skills and a study of the materials and methods of teaching. Percussion is correlated throughout.

***327, 328. Choral and Instrumental Conducting.** *Fall and Spring* (2, 2) Lendrim and Varner. *Prerequisite: Music 201-202.*

Study and practice in the techniques of the baton; problems of organizing musical groups.

331-332. Piano Pedagogy. *Fall and Spring* (2, 2) Lendvay.

A study of some of the aspects of teaching piano to beginning students, i.e., seven to nine year old students. Includes a review of the literature and materials currently available for beginning pianists, and methods of testing children. The second semester will include practical experience in teaching beginning students under faculty supervision.

APPLIED MUSIC

The College offers individual instruction in Voice, Piano, Organ, Strings, Woodwinds, Brass, Percussion, Plucked Strings, and Harpsichord.

A maximum of 14 credits earned through individual instruction and participation in ensembles may be applied toward the degree by non-concentrators.

All students enrolling for the first time in applied music courses must take Music 101 concurrently, unless exempted by theory placement test. Department approval is required for all applied music and ensembles.

Individual instruction in applied music is given on the basis of a 30-minute private lesson once a week, for one credit per semester. Advanced students are encouraged to take a one hour private lesson once a week, for two credits per semester. Minimum preparation for each half hour lesson is one hour of daily practice.

NOTE: An additional fee is charged for these lessons. Students on the 400 level are exempt from paying the Applied Music fee up to the limit of four credit hours. For the amount of this fee, see SPECIAL FEES on page \$\$.

INDIVIDUAL INSTRUCTION

Suggested repertory lists are available for each field and level. 100-level courses may be taken for three semesters only; all other levels may be taken for a maximum of 4 semesters, except by permission of the chairman.

*Voice 151-451. Connolly, M. Fletcher, R. Fletcher, and Parks.

151. Elementary Voice. *Fall and Spring* (1-2, 1-2, 1-2)

251. Intermediate I Voice. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)

351. Intermediate II Voice. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)

451. Advanced Voice. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)

*Piano 152-452. Lendvay, Rankin, Stevens, Vernon and C. Williams.

152. Elementary Piano. *Fall and Spring* (1-2, 1-2, 1-2)

252. Intermediate I Piano. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)

352. Intermediate II Piano. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)

452. Advanced Piano. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)

MUSIC

- *Organ 153-453. Darling, Koller, and Marshall.
 - 153. Elementary Organ. *Fall and Spring* (1-2, 1-2, 1-2)
 - 253. Intermediate I Organ. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 353. Intermediate II Organ. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 453. Advanced Organ. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
- *Strings 154-454. J. Kriner, Mott and Walker.
 - 154. Elementary Strings. *Fall and Spring* (1-2, 1-2, 1-2)
 - 254. Intermediate I Strings. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 354. Intermediate II Strings. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 454. Advanced Strings. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
- *Woodwinds 155-455. P. Carlson, Cross, and Kester.
 - 155. Elementary Woodwinds. *Fall and Spring* (1-2, 1-2, 1-2)
 - 255. Intermediate I Woodwinds. *Fall and Spring* (1-2, 1-2, 1-2, 1-2, 1-2)
 - 355. Intermediate II Woodwinds. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 455. Advanced Woodwinds. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
- *Brass 156-456. S. Carlson and R. Kriner.
 - 156. Elementary Brass. *Fall and Spring* (1-2, 1-2, 1-2)
 - 256. Intermediate I Brass. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 356. Intermediate II Brass. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 456. Advanced Brass. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
- *Percussion 157-457. Lindberg.
 - 157. Elementary Percussion. *Fall and Spring* (1-2, 1-2, 1-2)
 - 257. Intermediate I Percussion. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 357. Intermediate II Percussion. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 457. Advanced Percussion. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
- *Plucked Strings 158-458. Olbrych.
 - 158. Elementary Plucked Strings. *Fall and Spring* (1-2, 1-2, 1-2)
 - 258. Intermediate I Plucked Strings. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 358. Intermediate II Plucked Strings. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 458. Advanced Plucked Strings. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
- *Harpichord 159-459. Darling and Marshall.
 - 159. Elementary Harpichord. *Fall and Spring* (1-2, 1-2, 1-2)
 - 259. Intermediate I Harpichord. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 359. Intermediate II Harpichord. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)
 - 459. Advanced Harpichord. *Fall and Spring* (1-2, 1-2, 1-2, 1-2)

ENSEMBLE

- *131. Band Fall and Spring (1, 1) Varner
- *132. Choir Fall and Spring (1, 1) Lendrim
- *133. Chorus Fall and Spring (1, 1) Lendrim
- *134. Orchestra Fall and Spring (1, 1) Suben
- *135. Small Ensembles Fall and Spring (1, 1) P. Carlson (Woodwinds), S. Carlson (Brass), Kester (Woodwinds), J. Kriner (Strings), Lindberg (Percussion), Stevens (Piano).

Philosophy

ASSOCIATE PROFESSOR FUCHS (Chairperson). PROFESSORS COBB, FOSTER, J. HARRIS, JONES, MCLANE. ASSOCIATE PROFESSORS BOHL, FOWLER, ASSISTANT PROFESSOR G. HARRIS.

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. Some use a topical and the others an historical approach to the problems of philosophy. A large number of middle-level courses are offered to meet the needs of students who wish to sequence in philosophy or who wish to take courses that might be particularly relevant to their own field of concentration. Many philosophy courses are particularly suited to the needs of students with Interdisciplinary Concentrations. The department also offers specialized and intensive courses of a historical, methodological, and systematic character for those students who wish to concentrate in philosophy. A concentration may serve as a preparation for graduate study, or, as is more usually the case, as a sound foundation for a liberal education. Many concentrators go into professions such as law, where training in philosophical analysis is particularly advantageous.

REQUIREMENTS FOR CONCENTRATION

A student whose aim is to use a concentration in Philosophy as a basis for a liberal education may take the minimum concentration requirement of thirty hours in the Department. Those who wish to prepare for graduate study in philosophy or in a related discipline will normally take more than this required minimum. A program for each concentrator will be developed through consultation with members of the philosophy faculty, but each such program must include: (1) At least two courses selected from among Philosophy 322, 331, 332, 333, 350, and 351; (2) At least one course selected from among Philosophy 313, 314, 321, 336, 401, 404, 405, 406, and 413; and (3) At least two 400-level courses. Philosophy 301 is recommended, especially for those students who contemplate graduate study in Philosophy. Concentrators are strongly encouraged to complete requirements (1) and (2) by the end of the junior year. A minor in Philosophy is also offered. A listing of requirements is available from the department office.

101-102. Introduction to Philosophy. (A) *Fall and Spring* (3, 3) Staff.

An introduction to the problems, method, and scope of philosophical enquiry. Readings are drawn from contemporary and historical sources. 101 emphasizes the areas of Logic and Value, e.g., good reasoning, morality, and the existence of God. 102 emphasizes the areas of Metaphysics and Epistemology, e.g., conditions for knowledge, freedom and determinism, and the relation between mind and body. (Students with senior standing may take this course only with the permission of the instructor.)

***Philosophy 102H.** (A) *Spring* (3) Bohl.

An honors section of Philosophy 102.

300. Introduction to Logic. (AS) *Fall and Spring* (3) McLane.

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.

301. Symbolic Logic. (S) *Fall* (3) J. Harris.

An introduction to the principles of valid reasoning. Special emphasis will be given to modern symbolic techniques and some of their applications.

303. Ethics. (AS) *Fall and Spring* (3) G. Harris.

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. (AS) Spring (3) Foster.

A philosophical examination of aesthetic perception and criteria of value. Special attention will be given to the elements of art and the functions of form, symbol, expression, and truth in art. (Not offered 1983-1984.)

305. Social and Political Philosophy. (AS) Fall and Spring (3) Fuchs.

A philosophical examination of major social and political concepts such as authority, justice, law, obligation, and rights.

306. Philosophical Problems. (AS) Spring (3) Fowler.

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. (Topic for Spring 1984: War and Justice).

310. Philosophy of Law. (AS) Fall and Spring (3) Jones. Prerequisites: Philosophy 303 or 305, or Government 304 or 305.

A critical examination of legal reasoning. The course will examine questions such as: What are the criteria of valid laws? What is the relationship of law to morality? What sanctions may the law legitimately impose?

311. Philosophy of Religion. (AS) Spring (3) J. Harris. Prerequisites: Philosophy 101-102 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 concepts as those of God, freedom, and immortality.

312. Philosophy in Literature. (AS) Spring (3) Bohl. Prerequisites: Philosophy 101-102 or consent of instructor.

A study of perennial philosophic problems such as the nature and destiny of man, evil, freedom, and God through contemporary and classical literature. (Not offered 1984-85).

313. Introduction to the Philosophy of Science (AS) Spring (3) J. Harris. Prerequisites: Philosophy 101-102 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. (Not offered 1984-85).

314. Philosophy of the Social Sciences. (AS) Spring (3) Jones. Prerequisites: Philosophy 101-102 or consent of instructor.

An examination of theories and methods in the social sciences. A comparison with the natural sciences through consideration of such philosophic topics as the nature of explanation, concept formation, confirmation of theories, and the relation of facts to values. (Not offered 1983-84).

321. Existentialism. (S) Fall and Spring (3) Fowler, McLane, and Bohl. Prerequisites: Philosophy 101-102 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. (S) Spring (3) Jones. Prerequisites: Philosophy 101-102 or consent of instructor.

A study of readings selected from the works of 20th century American philosophers such as Peirce, James, Dewey, Santayana, and Whitehead. (Not offered 1984-85).

323. Indian Philosophy. (S) Fall (3) Foster. Prerequisites: Philosophy 101-102 or consent of instructor.

A survey of major systems of thought in South Asia including Jainism, early Buddhism, Samkhya-Yoga, Nyaya-Vaisesika, and Vedanta. The cultural, philosophical, and religious background is approached through consideration of the Upanishads and Bhagavad-Gita.

324. Oriental Philosophy. (S) Spring (3) Foster. Prerequisites: Philosophy 101-102 or consent of instructor.

A study of the major philosophers and systems of thought in East Asia. Study will be

devoted to the I Ching, Confucius, Mo Tzu, Mencius, and Taoism, and to the development of Mahayanana, Tibetan, and Zen Buddhism.

331. Greek Philosophy. (S) Fall (3) Cobb. Prerequisites: Philosophy 101-102 or consent of instructor. (Same as Classical Civilization 331.)

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle.

332. Medieval Philosophy. (S) Spring (3) McLane. Prerequisites: Philosophy 101-102 or consent of instructor.

Analysis of selected writings of major medieval philosophers such as Augustine, Erigena, Anselm, Maimonides, Aquinas, Duns Scotus, and Occam. (Not offered 1983-84).

333. 19th Century Philosophy. (S) Fall (3) Fowler. Prerequisites: Philosophy 101-102 or consent of instructor.

An examination of the ideas of major 19th century thinkers such as Hegel, Fichte, Marx, Mill, Kierkegaard, and Nietzsche. (Not offered 1983-1984).

336. Contemporary Analytic Philosophy. (S) Fall (3) J. Harris. Prerequisites: Philosophy 101-102, or consent of instructor.

An examination of the major philosophical writings of 20th century analytic philosophers such as Russell, Ayer, Austin, and Wittgenstein. (Not offered 1984-85).

***341, 342. Directed Readings in Philosophy.** (S) Fall and Spring (Credit to be arranged) Staff. Prerequisites: Departmental approval prior to registration.

Individually supervised readings and study of philosophical subjects at a level beyond that covered in regular course offerings. (Detailed description and requirements available from the department chairperson.)

350. Modern Philosophy I. (S) Fall (3) Bohl. Prerequisites: Philosophy 101-102 or consent of the instructor.

A critical examination of some of the major rationalists in early modern philosophy (Descartes, Spinoza, or Leibniz), and the beginnings of empiricism (Locke).

351. Modern Philosophy II. (S) Spring (3) Fowler. Prerequisites: Philosophy 101-102 or consent of the instructor.

A critical examination of empiricism (Locke, Berkeley, and Hume) and Kant's reaction to this tradition.

***365. Philosophy of the Sexes.** (S) Spring (3) J. Harris. Prerequisites: Philosophy 101-102 and consent of instructor.

An investigation into the philosophical justifications and implications of the various political, social, and personal relations between the sexes including examination of the claims of both classical and contemporary philosophers about the proper structure of such relations. (Not offered 1983-84).

401. Theory of Knowledge. (S) Fall (3) J. Harris. Prerequisites: Philosophy 101, 102, 301, plus one other course in philosophy or consent of instructor.

An examination of philosophical theories about such topics as the nature of knowledge, criteria for truth, perception, meaning, knowledge, validation of belief, and skepticism. (Not offered 1983-84).

403. Advanced Ethics. (S) Fall (3) Fuchs. Prerequisites: Philosophy 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. (Topic for Fall 1983: Rights).

404. Advanced Logic. (S) Spring (3) McLane. Prerequisites: Philosophy 301 or 336, 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. (Not offered 1983-84).

405. Phenomenology. (S) Fall (3) McLane. Prerequisites: Philosophy 101, 102, 321, and one other course in philosophy or consent of instructor.

A study of phenomenology as a philosophical method. The readings will include some literary and psychological materials as well as the philosophical writings of such figures as Husserl, Heidegger, and Merleau-Ponty.

406. Philosophy of Language. (S) Fall (3) J. Harris. *Prerequisites:* Philosophy 301, and two other courses in philosophy 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. Among the authors that will be read are Russell, Austin, and Quine. (Not offered 1984-85).

413. Philosophy of Mind. (S) Spring (3) Jones. *Prerequisites:* Philosophy 101, 102, and two other courses in philosophy or consent of instructor.

Critical analysis of 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. (Not offered 1983-84).

416. Philosophical Problems in Physical Science. (S) Spring (3) McKnight.¹ *Prerequisites:* Either Philosophy 301 or Physics 101, 102 or consent of instructor.

A study of philosophical problems arising in classical physics, quantum theory, and relativity. Special attention will be given to such topics as the status of observables, measurement, time, elementary particles, and the philosophical implications of contemporary physics. (Same as Physics 416.) (Not offered 1984-85).

418. Foundations of Mathematics. (S) Spring (3) McLane and Bynum.² *Prerequisites:* Philosophy 301 or Mathematics 407 or consent of instructor.

A study of naive set theory, some paradoxes which it generates, and ways of eliminating the paradoxes. A non-naive set theory will be studied through the development of cardinals, ordinals, the axiom of choice, and some of its equivalents. (Same as Mathematics 418.) (Not offered 1984-85).

***422. Great Philosophers.** (S) Spring (3) J. Harris. *Prerequisites:* Consent of instructor.

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. (Topic for Spring 1984: Wittgenstein.) (Not offered 1984-85).

424. Philosophy of Plato. (S) Spring (3) Cobb. *Prerequisites:* Philosophy 331 or consent of the instructor.

A critical examination of selected dialogues of Plato. Some attention will be given to literary as well as philosophical modes of analysis. Special emphasis will be placed on the significance of Plato's thought for contemporary philosophical issues. (Not offered 1983-84.)

426. Philosophy of Aristotle (S) Spring (3) Cobb. *Prerequisites:* Philosophy 331 or consent of the instructor.

An intensive study of selected passages from Aristotle's works. Special emphasis will be placed on the significance of Aristotle's thought for contemporary philosophical issues. (Not offered 1984-85).

***431, 432. Advanced Seminar in Philosophy.** (S) Fall and Spring (3) G. Harris. *Prerequisites:* Senior standing or consent of instructor.

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. (Not offered Fall, 1983) (Topic for Spring 1984: Ethics of Virtue).

***441, 442. Independent Study in Philosophy.** Fall and Spring (3, 3) Staff. *Prerequisites:* Senior standing or eight courses in philosophy, and departmental approval prior to registration.

Individually supervised study of special topics. (Detailed description and requirements available from department chairperson.)

¹Professor of Physics.

²Professor of Mathematics and Computer Science.

#495, 496. Honors. *Fall and Spring (3, 3) Staff.*

See section on Department Honors Program (p. 50) for general requirements and procedure. A student wishing to do Honors work in philosophy should submit a written request to the chairperson by February 15 of his or her junior year. The student should see the department chairperson 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.

Students admitted to Honors study will be enrolled in this course during both semesters of their senior year. The course comprises (a) supervised reading in the field of the student's major interest; (b) the preparation and presentation by April 15 of an Honors Essay; and (c) an oral examination on the Honors Essay and other related materials.

Physical Education

PHYSICAL EDUCATION FOR MEN: PROFESSORS JENSEN (Chairman), AGEY, LINK-ENAUGER, and SMITH. ASSOCIATE PROFESSORS HOOKER, JONES. ASSISTANT PROFESSORS ALBERT, CHERNOCK, DERRINGE, GAUTHIER, HAYNIE, PLATT. INSTRUCTORS HAVENS, DERRICK. PHYSICAL EDUCATION FOR WOMEN: PROFESSORS ARCHER (Chairman), CROWE, ROBY, SHERMAN, WEST. ASSOCIATE PROFESSORS CHARLES, JACKSON, LAMBERT, SHIRLEY. INSTRUCTORS BARNHILL, BINGHAM, BRDA, HILL, RAWLINGS, STETTLER, UTZ, WETTERS. LECTURER EATON.

To meet the requirements for an A.B. or B.S. degree, a student must acquire four semester credits in a physical education program. Each of the four requirements may be satisfied by electing a semester course in an activity offered by the department of Physical Education, by participating in a varsity sport, or by passing one of the skills tests offered. Opportunities to demonstrate skill proficiencies are offered in the fall and spring of each academic year. It is recommended that a student begin this program in his first semester of residence and continue in the program until the requirement has been satisfied.

Requirements for Concentration

The minimum number of semester credits for concentrating in Physical Education is 34 and must include the following courses: Physical Education 204, 308, and 394; Biology 307 and 308. Five additional courses must be selected from among three-credit hour Physical Education courses, exclusive of P.E. 309 and P.E. 310.

A minor in Physical Education consists of 21 credits. Biology 307 and 308 and Physical Education 204 are required. The remaining 12 credits may be chosen in different combinations with departmental approval. Further information is available from the Chairs of the Physical Education Departments.

Those students desiring to meet the professional requirements for certification in the State of Virginia should plan their programs with Mr. Linkenauger. Students enrolling in professional courses to meet certification requirements in other states should first consult a member of the faculty of the School of Education.

Students who meet professional requirements for certification in the State of Virginia are qualified for a number of positions; teaching Physical Education in a consolidated school or a large secondary school; teaching Physical Education and a second subject in a small secondary school; coaching and directing athletics combined with the teaching of another subject or subjects; supervising physical education and recreation programs; summer camp work; and preparation for graduate study in Physical Education, Physical Therapy or Corrective Therapy. Furthermore, a degree in Physical Education may grant access to careers in the corporate worlds of sports, leisure, health and fitness.

PROGRAM FOR ADVANCED STUDY

Students who are qualified for advanced study and who have satisfied admission requirements may register for the Master of Arts in Secondary Education with Physical Education as a related field. A minimum residence period of one regular session or of four summer sessions is required.

In addition to the general requirements for admission established by the College students desiring to enter upon graduate study in Physical Education should present satisfactory undergraduate work in Physical Education or related fields, from a recognized institution.

A minimum of 15 credits of the total 33 submitted for the Master of Arts in Secondary Education degree must be in the department of concentration. Other courses should be selected from related departments such as Education, Sociology and Biology, or selected from additional courses in Physical Education. For special requirements of the M.Ed. degree, write to the Dean of the School of Education.

DESCRIPTION OF COURSES

Students concentrating in other departments may elect physical education courses according to interest or to prepare for teaching combinations, recreation work, or other related fields.

101. Team Sports.¹ Fall and Spring (1) Staff.

Seasonal activities: Basketball, football, coed field hockey, women's field hockey, men's lacrosse, women's lacrosse, soccer, softball, and volleyball. Two double periods weekly.

102. Dance.¹ Fall and Spring (1) Ms. Brda, Ms. Roby, and Ms. Sherman.

Fundamentals of modern dance. Two double periods weekly.

145, 146. Physical Education Activities.¹ Fall and Spring (1) Ms. Archer.

Upon recommendation of the Chair of the Women's Department, these courses (for those who pass proficiency tests) may be substituted for regular physical education activity classes.

193. Adapted Activities.¹ Fall and Spring (1) Mr. Linkenauer.

Upon the recommendation of a Student Health Service physician and/or instructor, this course may be substituted for a regular physical education activity class.

195, 196. Selected Sports and Dance Activities.¹ Fall and Spring (1) Ms. Archer.

Upon recommendation of the head of the Women's Department, these courses (designed for proficient students) may be substituted for regular classes.

201. Swimming.¹ Fall and Spring (1) Staff.

Safety skills, standard swimming strokes and diving are offered at the beginning, elementary, intermediate and advanced levels. Life saving techniques, water safety instructors, scuba is also offered. Two double periods weekly.

202. Individual Sports.¹ Fall and Spring (1) Staff.

Seasonal activities: Adventure games, aerobic exercise to music, aerobics, archery, backpacking, badminton, bowling², camping in the Adirondacks², canoeing², fencing, folk dance, golf, gymnastics, handball, jogging, karate², orienteering, racketball, riding², self defense², skiing², tennis, track, weight training. Two double periods weekly.

203. Physical Education and Recreational Activities. Fall and Spring (2) Mr. Agee.

The course is designed to cover certain physical education and recreational activities that a physical education major does not receive during his or her course of study. Special emphasis will include the following activities: Archery, Badminton, Bowling, Fencing, Juggling, Horseshoes, Rhythmics, Speedball, Table Tennis, Touch Football. A special section will be devoted to low organization and lead-up games used in the elementary School.

204. Introduction to Health, Physical Education and Recreation. Fall and Spring (3) Mr. Gauthier, Mr. Charles.

An introduction to the study of the broad areas of Health, Physical Education and Recreation with emphasis upon historical, philosophical and sociocultural development of the field. It includes an introduction into biomechanical and psychological aspects of human movement.

¹These courses do not receive academic credit.

²Fees are charged for these courses.

208. Safety Measures, Emergency Care and Treatment.¹ *Fall and Spring* (3) Mr. Jensen, Ms. Lambert.

An approach to emergency health care emphasizing the biological and physiological systems of the human body relevant to emergency care; the physical and psychological impact of human activity in safety and accident prevention. Laboratories cover emergency care and contact with rescue and/or hospital personnel.

302. Waterfront Leadership. *Fall* (2) Ms. Lambert. Prerequisite: *Advanced Life Saving*.

Especially designed for students who wish to do camp and playground work and includes instructor's courses of the American Red Cross. *Four class and laboratory hours.*

307. Health and Physical Education for Elementary Classroom Teaching, K-6. *Spring* (4) Ms. Crowe.

Teaching methods and materials in Health and Physical Education for elementary school children. Emphasis is on understanding movement patterns, motor control, and skill development and the significance of motor development. Also examined are health needs and safety practices which develop competencies and insight into today's health problems. *Four class and laboratory hours.* (students receiving credit for P.E. 307 may not receive credit for P.E. 203 or P.E. 321).

308. Applied Anatomy and Kinesology. *Spring* (3) Mr. Linkenauer. Prerequisite: *Biology 308.*

A study of the principles of human motion. Anatomical and mechanical analysis of individual skills in physical education activities is stressed.

309. Driver Education.² *Fall or Spring* (3) Mr. Jones.

Critical analysis of traffic accidents attitude factors, and essential knowledges are developed. The laboratory phase will include the use of psychophysical and psychological tests and actual practice-teaching behind the wheel. *Lectures and laboratories four hours.*

310. Principles of Accident Causation and Prevention.³ *Fall or Spring* (3) Mr. Jones.

This course is designed to present an overview of the dimensions of the accident problem with special attention to accident prevention concepts and theories.

311. Teaching and Coaching Field Hockey. *Spring-first half* (1) Ms. Stettler.

The course includes the study and practice of individual and team techniques in women's field hockey. Principles of teaching and coaching are applied to field hockey.

312. Teaching and Coaching Women's Lacrosse. *Fall-first half* (1) Ms. Archer.

The course includes the study and practice of individual and team techniques in women's lacrosse. Principles of teaching and coaching are applied to women's lacrosse.

314. Basic Aquatics. *Fall* (2) Mr. Jensen.

A survey course in basic skills and techniques, including beginning diving, coaching philosophies and programs, swimming pool operation, small craft handling and safety, and skin diving.

318. Sports Officiating. *Fall and Spring* (2) Mr. Jones.

A survey and critical analysis of the rules and officiating techniques of team and individual events. A minimum of twelve contact hours of supervised intramural officiating is required. *Lectures and laboratories four hours.*

319. Coaching Youth Soccer. *Fall and Spring* (1) Mr. Albert. Prerequisite or co-requisite: *P.E. 328.*

A community laboratory experience of coaching weekly practices and games.

320. Teaching and Coaching Volleyball. *Spring-first half.* (1) Ms. Hill.

This course will involve learning the principles and techniques involved in teaching and coaching volleyball. These principles will be applied to the various systems of play, analysis of skill, conditioning and play at various competitive levels.

¹Course may lead to certification in Advanced First Aid and/or Cardiopulmonary Resuscitation.

²While this course may be taken to fulfill requirements for Virginia State Certification in Driver Education, it may not be counted toward meeting requirements for the A.B. or B.S. Degree.

³P.E. 309 and 310 are taught on alternate years.

321. Foundations of Health Education. *Fall and Spring* (3) Mr. Smith.

An advanced course which develops instructional competencies with special emphasis on the historical as well as the most recent health facts, principles and concepts. A survey is made of the many Virginia State Department publications and other resource materials.

322. Principles of Motor Learning for Teaching and Coaching. *Spring* (3) Ms. Crowe.

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. *Three lecture and laboratory hours.*

323. Teaching and Coaching Gymnastics. *Spring-first half* (1) Mr. Gauthier.

The major emphasis of this course is to prepare the student to teach a successful and safe gymnastics program within the physical education curriculum of an elementary or secondary school. *Lectures and laboratory.*

324. Teaching and Coaching Track and Field. *Spring-second half.* (1) Mr. Chernock.

An introduction to fundamental skills and techniques in Track and Field with emphasis on building a team. Some understanding of the rules and officiating is undertaken as well.

326. Teaching and Coaching Baseball. *Spring-second half.* (1) Mr. Jones.

A detailed study and development of demonstrable skills with emphasis on exhibition, planning basic fundamentals and coaching techniques.

327. Teaching and Coaching Wrestling. *Spring-first half* (1) Mr. Platt.

This course is designed to prepare the student for teaching and coaching wrestling. Technique, strategies, and rules will be studied on theoretical and practical levels.

328. Teaching and Coaching Soccer. *Spring-first half* (1) Mr. Albert.

A detailed study of the basic and advanced skill techniques and tactics of soccer.

329. Teaching and Coaching Lacrosse. *Fall-second half* (1) Mr. Albert.

A detailed study of the basic and advanced skill techniques and tactics of lacrosse.

394. Tests and Measurements in Health, Physical Education and Recreation. *Fall and Spring* (3) Mr. Jones, Ms. Jackson.

Evaluation techniques are studied with emphasis placed on tests of physical performance, body mechanics, and growth. The basic tools of statistical analysis used by the physical educator will be studied.

400. Sport Psychology. *Fall and Spring* (3) Mr. Platt and Ms. Jackson.

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.

Education 309. Physical Education in the Elementary School. *Fall* (3) Ms. Crowe.

Teaching methods and materials in physical education for elementary school children K-6. Emphasis is placed on skill development and the significance of motor development.

Education 303. Physical Education in the Secondary School. *Fall* (3) Mr. Smith.

This course is designed to develop teaching strategies and skills. Emphasis is on the processes of planning, instructing and evaluating methods and materials.

408. Organization and Administration of Health and Physical Education Programs. *Spring* (3) Mr. Smith.

This course provides counsel on organizational and administrative policies and procedures for physical education health and intramural programs in the public schools.

411. Therapeutic Physical Education. *Spring* (3) Mr. Smith and Mr. Linkenauer. *Prerequisite: Biology 308.*

Basic concepts examined in this course include physical examination procedures with an emphasis on normal and faulty postural conditions. Special attention is given to remedial and adaptive exercises and activities. Physical and Corrective therapy techniques and procedures are studied.

414. Advanced Aquatics. Spring (2) Mr. Jensen.

A survey course in advanced skills and techniques: includes springboard diving, competitive swimming, and coaching, swimming pool management, canoeing, and scuba diving.

Education 401c. Supervised Teaching, Physical Education; K-7.Fall (3 or 6) Ms. Crowe. Prerequisites: Senior Standing, twenty-four credits in Education and Physical Education.

This course involves daily observation and teaching in a public school system with weekly conference, special assignments and reports.

Education 402 B. Supervised Teaching, Secondary Level-Physical Education. Fall (3 or 6) Mr. Smith. Prerequisites: Senior Standing, twenty-four credits in Education and Physical Education.

This course involves daily observation and teaching in a public school system with weekly conferences, special assignments and reports.

421. Teaching and Coaching Basketball. Spring-first half (1) Mr. Agee. Lecture and laboratory three hours.

Course is designed to qualify students for a head coaching assignment. Instruction includes history, rules, terms, individual and team techniques, and specific skills used in teaching man to man and zone defenses.

422. Teaching and Coaching Football. Spring-second half (1) Mr. Agee. Lecture and laboratory three hours.

Course is designed to qualify students for an assignment. Special emphasis is placed on individual techniques and drills used to coach each position. The football staff serves as guest lecturers.

423. Teaching and Coaching Tennis. Fall Semester-second half (1) Mr. Haynie.

This course includes the study and practice of individual techniques in tennis. Principles of teaching and coaching are applied to tennis.

424. Teaching and Coaching Golf. Fall-first half (1) Mr. Agee.

The course is designed to prepare the student for teaching and/or coaching golf on the high school level. Instruction includes history, terminology, rules and the basic mechanics needed in teaching all phases of the sport.

490. Physical Modalities. Fall (3) Mr. Linkenauger. Prerequisite: Biology 307, 308.

A detailed inquiry into modalities currently employed in physical therapy and sports medicine.

491. Rehabilitation Techniques. Spring (3) Mr. Linkenauger. Prerequisite: Biology 307, 308, Physical Education 308.

An in depth study of therapeutic exercise and techniques employed in rehabilitation.

492. Physiology of Activity. Spring (3) Mr. Linkenauger. Prerequisite: Biology 307-308 or equivalent.

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.

493. Philosophy of Physical Education and Sport. Fall (3) Mr. Charles.

Extensive readings, discussions and evaluations of historical and current philosophies and practices are made. Educational implications of problems facing the field are analyzed.

497. Health Coordination. Fall (3) Mr. Agee.

A comprehensive study is made of the factors of school and community activities related to health. Relationships of the service, instructional, protective, and guidance phases in the health program are identified.

502. Problems and Research in Health, Physical Education and Recreation. As Required (3) Mr. Smith. Prerequisite: Physical Education 394 or the equivalent.

This course includes the application of various methods and statistics as most commonly used in physical education research. Limited research studies and problems are conducted in the three areas.

503. Seminar in Advanced Techniques in Sports. As Required (S) Staff.

Particular attention is given to performance traits, conditioning and strength development for athletic and physical education activities. Each student is involved in independent study directed toward his special interest.

506. Administration and Supervision in Physical Education, Health and Recreation. As Required (3) Mr. Smith.

Study is given to administrative management and supervision in all three areas, modification of programs to fit the facilities available, curriculum planning, grading procedures and techniques of instruction.

ELECTIVE COURSES IN DANCE

PROFESSORS ROBY AND SHERMAN. INSTRUCTOR BRDA.

These courses supplement the required courses in Physical Education and may be elected for academic credit by men and women with the consent of the instructor. The area requirement under Area I can be fulfilled by selecting six hours from Dance 220, 305 and 306. The sequence requirement under Area I can be fulfilled by selecting four courses from Dance 220, 305, 306, 311, 312, 315, 405 and 406.

Courses may also be taken to form an interdisciplinary concentration in Dance and a related field or fields. Courses required for a minor in Dance are 220, 305, 306, 315, 311, 312 and one course from Dance 405, 406.

DESCRIPTION OF COURSES

TECHNIQUE. These courses are designed to develop an understanding of movement as an art form and means of expression, beginning with movement fundamentals and continuing through longer and more complex phases with emphasis on performance. Students will be assigned to the course for which they are qualified on the basis of previous background and demonstrated ability. A maximum of 12 credit hours may be earned in Technique.

111, 112. Elementary Modern Dance Technique. *Fall and Spring (2, 2) Staff. Four studio hours.*

Requires permission of the instructor.

211, 212. Intermediate Modern Dance Technique. *Fall and Spring (2, 2) Staff. Four studio hours.*

Requires permission of the instructor.

311, 312. Advanced Modern Dance Technique. (S) *Fall and Spring (2, 2) Staff. Four studio hours. Credit can be earned in each of these courses twice.*

Requires permission of the instructor.

220. Introduction to Contemporary Dance. (A) *Spring (3) Ms. Sherman.*

An introduction to the field of Modern Dance with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century.

305-306. Dance Composition. (AS) *Fall and Spring (3, 3) Ms. Roby. Prerequisite: Physical Education 102.*

First Semester: An introduction to the elements, materials and structure of a dance composition. *Four class and laboratory hours.*

Second Semester: Composition of dance etudes; form and style related to other modern arts. *Four class and laboratory hours.*

315. Group Choreography. (S) *Fall (3) Ms. Sherman.*

Studies geared to develop an understanding of the principles in choreographic invention for small groups and large ensembles. *Prerequisites: Dance 305 and 306.*

405, 406. Problems in Dance. (S) *Fall and Spring (3) Ms. Roby and Ms. Sherman.*

Directed study for the advanced student arranged on an individual basis. Each semester includes a substantial choreographic project or a research project in a related field, such as music, theatre, or fine arts. *Requires permission of the instructor.*

Physics

PROFESSORS CHAMPION (Chairman), CARLSON, DELOS,¹ DOVERSPIKE, EKHAUSE, FUNSTEN, GROSS, KANE, KOSSLER, McKNIGHT, MONTGOMERY, PERDRISAT, REMLER, SCHONE,² SIEGEL, VON BAEYER, WELSH,² and WINTER. ASSOCIATE PROFESSORS PETZINGER and VAHALA. ASSISTANT PROFESSORS CONRADI and KRAKAUER. ADJUNCT PROFESSORS CANTRELL, HEYMAN, and MATTHAEUS. RESEARCH ASSISTANT PROFESSOR BENNER. RESEARCH ASSOCIATES GUSS, JOYCE, and WHYLEY. RESEARCH ENGINEER BENSEL.

PROGRAM

Traditionally, many physics undergraduates continue in graduate school in pursuit of Ph.D. degrees. However, students who complete a physics concentration also enter a variety of other fields, including among many others archaeology, biology, mathematics, law, medicine, environmental sciences, operations research, technical sales, industrial management, engineering, and oceanography. 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 our changing world because physicists are scientific generalists. The requirements for concentration in physics are deliberately flexible, and are designed to prepare people for either graduate work in physics or for later specialization in other areas.

The minor in physics will consist of 20 credits. The minor will include Physics 101, 102, 201 and three other courses, one of which is numbered above 201.

A minimum of 30 credits, including not more than eight in 100-level courses and not more than three courses numbered 416-422, is required for a concentration in physics. Either Physics 451-452 or Physics 495-496 must be completed, so that all majors engage in independent research during their 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 who want to become physicists should be prepared in such a way that they can succeed in the best graduate schools. The following statements are advice appropriate to such students:

Physics 101-102 and calculus should be taken during their freshman year.

Physics 201-300 and 251-252 should be included in the sophomore year.

Physics 303, 313, 314, 351-352, 401 and selections from 402, 403-404, 475, 481 and 482 should be completed during the junior and senior years. Students who intend to become physics majors are strongly advised to take the lab courses 251-2, 351-2 in order to be prepared adequately for their senior project.

Suitable mathematics courses should also be included.

Courses on special topics in physics are offered as Freshman Colloquia.

DESCRIPTION OF COURSES

101-102. General Physics. (A,L.) Fall and Spring (4, 4) Mr. Krakarer and Staff.

This course is designed to develop an understanding of the fundamental concepts of physics. Emphasis is placed upon Newtonian mechanics, electricity and magnetism and modern physics; current research and applications are discussed. Designed for students who are considering concentrating in one of the sciences or mathematics. Concurrent registration in calculus is recommended. Honors sections of the laboratories are open to students that have a good preparation for and a strong interest in physics. Lectures, discussions, and laboratory six and one-half hours.

103-104. Physics: A Cultural Approach. (A,L.) Fall and Spring (4, 4) Mr. Doverspike.

A qualitative approach to Physics. Ideas, concepts and historical developments are emphasized. Mechanics, properties of matter, heat and sound in the first semester. Electricity, optics, relativity, atomic and nuclear physics in second semester. Each

¹On leave, Spring, 1984.

²On leave, Fall, 1983.

subject will be illustrated by the discussion of related modern application. Designed for the nonscience concentrators. Area III concentrators must obtain permission from the instructor to enroll. *Lecture three hours, laboratory two hours.*

121. Physics of Music. (A) Fall (3) Mr. Delos.

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—students will participate in the performance of experiments which illustrate the ideas. *Lecture and laboratory three hours.*

150. Freshman Colloquium.

175. Development of Physics and Cosmology. (A) Fall and Spring (3) Mr. Champion.

The evolution of ideas on the structure of the universe with particular attention to the scientific revolutions from the time of the Renaissance to Einstein. Critical study of the role of imagination, observation, and prediction in the development of physical theories. Examination of the interplay between physical theories and contemporary society.

176. Introductory Astronomy. (A,L.) Fall and Spring (4) Siegel, McKnight.

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. *Lecture 3, Laboratory 2.*

***195-196. Freshman Apprenticeships.** (A if taken for 3 credits) Fall and Spring (1-3, 1-3). Remler and Staff.

Independent research and study. Students with appropriate interests and backgrounds are offered the opportunity to pursue projects under individual faculty supervision. Permission of the instructor is required to enroll.

201. Modern Physics. (S) Fall (3) Mr. Winter. Prerequisites: Physics 101-102.

Twentieth 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 Area III.

251. Experimental Atomic Physics. (S) Fall (1) Mr. Kane. Corequisite: Physics 201.

Fundamental experiments in atomic physics. Modern scientific methods and instruments are used in such classical experiments as the measurement of the speed of light, the Millikan oil drop experiment, the photo-electric effect and optical spectroscopy. *Laboratory three hours.*

252. Electronics I. (S) Spring (1) Mr. Conradi and Staff.

Introduction to passive analysis and electrical networks, application of circuit analogs to mechanical systems, including wave motion. *Laboratory three hours.*

265. Energy and the Environment. (S) Fall (3) Mr. McKnight. Prerequisites: Physics 101-102 or 103-104.

A study of the physics of energy production, transmission and use with consideration of the social and environmental impacts of choosing particular technologies. Assessment of alternative solutions to the problem of energy for the future. May not be counted toward concentration in physics. (Not offered in 1983).

266. Environmental Physics: Pollution, Transportation and Resources. (S) Spring (3) Staff. Prerequisites: Physics 101-102 or 103-104.

An investigation of the physical phenomena associated with current environmental problems: atmospheric and water pollution, transportation, noise, and recycling of resources. Descriptive and quantitative analysis of the environmental impact of planned and proposed changes in our way of life. May not be counted toward concentration in physics. (Not offered in 1984).

300-303. Classical Mechanics of Particles and Waves I, II. (S) Spring and Fall (4, 4) Petzinger.

Newton's Laws, the simple harmonic oscillator, the central force problem, multi-particle systems including coupled oscillators and rigid bodies. Mechanics of continuous media, waves, Lagrange and Hamiltonian mechanics, tensors, special relativity.

PHYSICS

313-314. Introduction to Quantum Physics. Fall and Spring (3, 3) Mr. Perdrisat. Prerequisite: Physics 201.

Introduction to non-relativistic quantum mechanics, emphasizing basic principles with illustrations from atomic solid state and nuclear physics.

351. Electronics II. Fall (1) Mr. Conradi and Staff.

Design and construction of active circuits and devices used in experimental research. This course includes instruction in machine shop. Laboratory three hours.

352. Experimental Modern Physics. Spring (1) Mr. Kane and Staff.

Experiments in atomic, nuclear, solid state and elementary particle physics. Laboratory three hours.

401-402. Electricity and Magnetism. Spring and Fall (3, 3) Mr. Conradi. Prerequisite: Physics 301.

Development of the theory of electricity and magnetism from fundamental principles. Maxwell's equations, electromagnetic waves and radiation.

403. Thermodynamics and Introduction to Statistical Mechanics. Fall (3) Mr. McKnight. Prerequisite: Physics 201.

The principles of thermodynamics, kinetic theory of gases, and elementary statistical mechanics.

404. Quantum Physics. Spring (3) Staff. Prerequisite: Physics 313-314.

The quantum theory in its application to atomic, solid state, nuclear and elementary particle physics.

416. Philosophical Problems in Physical Science. Spring (3) Mr. McKnight. Prerequisites: two courses in physics or philosophy.

A study of philosophical problems arising in experiment and theory in classical physics, quantum theory and relativity; the status of observables, measurements, time and elementary particles. Philosophical implications of contemporary physics. (Same as Philosophy 416).

417. History of Physical Science: Its Origins, Sixth Century B.C., through the Renaissance. Fall (3) Mr. McKnight.

A study of the Greek and Hellenistic endeavors to explain observed physical phenomena, of Arab Science in the Middle Ages, of the revival of academic science during the rise of the European Universities, and of the Renaissance beginnings of modern physics and astronomy. (Same as History 481). (Not offered in 1983).

418. History of Physical Science: The Classical Period, 1687-1900. Spring (3) Mr. McKnight.

A study of the development of the physical sciences after the publication of Newton's Principia. Emphasis will be placed on influences acting on and within the scientific community, on the impact of science on the institution of society, and on the interrelations between the development of science and that of mathematics and philosophy. (Same as History 482). (Not offered in 1984).

451-452. Physics Research. Fall and Spring (1-3, 1-3) Mr. Eckhause and Staff.

Independent study consisting of both bibliographic and experimental research.

475. Introduction to Mathematical Physics. Fall (3) Staff.

Vector analysis, complex variables, matrices, series solutions of differential equations, orthogonal functions and partial differential equations. This course does not carry undergraduate credit in Physics. (Offered alternate years).

481. Topics in Physics. Fall (to be arranged) Staff.

482. Topics in Physics. Spring (to be arranged) Staff.

495-496. Honors. Fall and Spring (3, 3) Mr. Eckhause.

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 his own research of his part of a major research project; (c) satisfactory completion of a comprehensive oral examination on essay and related topics.¹

¹For college provisions governing the admissions to honors, see page 50.

GRADUATE PROGRAM

The department offers the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. For degree requirements, and a full description of graduate courses in physics, write to the department chairman for a Graduate Catalog.

Psychology

PROFESSORS DERKS (Chairman), CHAMBERS, HARCUM, FRIEDMAN, JOHNSTON, McKENNA, ROSEN, SHAVER, and SHEAN.¹ ASSOCIATE PROFESSORS GALANO, NULL, D. VENTIS,² L. VENTIS, and WATSON. ASSISTANT PROFESSOR NEZLEK. LECTURERS BLOCH, CARDI and ONDERCIN. ACTING ASSISTANT PROFESSOR CRUTCHFIELD.

REQUIREMENTS FOR CONCENTRATION

Degree of Bachelor of Arts: A minimum of 32 credits in the Department is required for concentration in Psychology including 201 and 202, 331, 340, and one advanced research course (451-464). An additional intermediate course may be specified when it is a prerequisite for a specific advanced research course. All students preparing for graduate study in psychology, whether or not they are concentrators, are advised to take additional research courses appropriate to their interest.

Degree of Bachelor of Science: Concentration requirements for the B.S. are those listed above for the A.B. but in addition the student must meet area requirements for the B.S. degree (page 00). The preferred science is Biology.

Normal Program Recommended for Concentration: Psychology 201 and 202, 331, 340, one advanced research course (451-464), and a selection of intermediate and advanced courses appropriate to the student's interests and career goals.

MINOR AND AREA REQUIREMENTS

Requirements for Minor program: At least 21 credits of Psychology, including Psychology 201 and 202, and two 400-level courses.

Students wishing to satisfy area requirements in Psychology should take Psychology 201 and Psychology 202.

DESCRIPTION OF COURSES

INTRODUCTORY OF COURSES

201. Principles of Psychology. (A) Fall, Spring (3) Mr. Nezek, Mr. Harcum and Staff.

A study of basic principles of behavior, in sensation and perception, conditioning and learning, drives and motivation, response mechanisms and cognitive processes. Two hours lecture, and one hour demonstration/discussion.

202. Principles of Psychology. (A) Fall, Spring (3) Mr. L. Ventis, Mr. McKenna, and Mr. Nezek.

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. Two hours lecture and one hour demonstration/discussion.

***211, 212. Introductory Research Seminar.** Fall, Spring (1) Mr. Friedman and Staff.

Taken with 201, 202 by selected students interested in extra study and independent scholarship. Enrollment by invitation only. Hours to be arranged.

¹On leave first semester.

²On leave second semester.

INTERMEDIATE COURSES

Psychology 201 or 202 are prerequisite for all intermediate courses. Specific prerequisites are listed as appropriate.

331. Elementary Statistics.¹ *Fall, Spring* (3) Ms. Null, Ms. Rosen, and Mr. Friedman.

An introduction to statistics, both descriptive and inferential, including non-parametric tests of significance and simple correlation. Hypothesis testing and the application of statistics are strongly emphasized. *Three class hours, two laboratory hours.*

340. Experimental Methods. (S) *Fall, Spring* (4) Mr. Friedman, Ms. Rosen and Staff.

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. *Three class hours, two laboratory hours.*

341. Educational Psychology. (S) *Spring* (3) Staff.

Individual differences in learning, growth and development in the context of psychological methods and educational aims. May not be taken for credit by students who wish to apply credit for Education 301 toward a degree. This course may be used to meet state teaching certification requirements. (Not offered 1983-84).

342. Psychology of Organizational Behavior. (S) *Spring* (3) Mr. Nezlek.

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.

351. Learning and Memory. (S) *Fall, Spring* (3) Mr. Derks and Staff.

An opportunity to engage in research and theorizing, with emphasis on the ways of studying learning and memory.

352. Physiological Psychology. (S) *Fall* (3, 4) Staff.

Physiological basis of behavior with emphasis on mechanisms in perception, learning, emotion and motivation. Students may elect to take a laboratory which is designed to provide experience in the techniques of physiological psychology.

361. Abnormal Psychology. (S) *Fall, Spring* (3) Mr. Shean and Staff.

A survey of behavior pathology including the neuroses and psychoses and their relationship to current conceptions of normal personality.

362. Developmental Psychology. (S) *Fall, Spring* (3) Ms. D. Ventis and Staff.

A lifespan survey of human development, with emphasis on perceptual, cognitive, and social processes. A student may not apply both Psychology 362 and Education 302 toward a degree. This course may be used to meet state teaching certification requirements.

363. Personality Theory. (S) *Fall, Spring* (3) Mr. Johnston and Mr. McKenna.

A survey of contemporary theory in the field, with emphasis upon its empirical foundations and future possibilities.

364. Social Psychology. (S) *Fall, Spring* (3) Mr. Shaver.

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.

365. Community Psychology. (S) *Fall* (3) Mr. Galano.

This course explores the Community Mental Health and Community Psychology Movement. The Community Movement's ideology and newly emerging technologies like deinstitutionalization, prevention and crisis intervention are presented. The field's achievements, theories and potential are evaluated. Community program representatives make presentations.

¹See note on page 41 concerning credit for statistics courses.

ADVANCED COURSES

Psychology 201 or 202 are prerequisites for all advanced courses. Specific prerequisites are listed as appropriate.

401. Advanced Abnormal Psychology. Spring (3) Mr. Shean. Prerequisite: Psychology 361.

This course will survey selected topics and theories in psychopathology and therapy. Topics which may be considered include psychodynamic, cognitive-behavioral, Gestalt, Jungian, and client-centered approaches.

402. Day Care for Exceptional Children. (S) Spring (3) Mr. Shean.

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.

403. History and Systems of Psychology. (S) Fall (3) McKenna.

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.

404. Motivation and Emotion. (S) Spring (3) Mr. Johnston.

Theories and facts of motivation and emotion and consideration of their differences. Must have Junior standing or permission of instructor.

405. Perception and the Arts. (S) Spring (3) Ms. Null.

An examination of the perception and creation of visual arts and music from the perspective of experimental psychology. Topics will include the use of visual illusions, the representation of color; the perception of melody, pitch, and timbre.

406. Sexuality. (S) Fall (3) Ms. Rosen.

The study of behaviors associated with courtship and reproduction in the animal kingdom. Emphasis is on mammalian and primate species. Topics include biological and environmental determinants of sexual behavior, the physiology and psychology of sexual response, and psychosexual differentiation.

***407. Social Psychology and the Law.** (S) Spring (3) Mr. Shaver.

This course examines ways in which the theory and research of contemporary social psychology can be brought to bear on various aspects of the criminal justice system. Focusing will be on the issue of discretion, on the part of the police, prosecution, courts and corrections. The course will identify social psychological processes that can affect law enforcement and the administration of justice.

408. Practicum in Community Psychology. (S) Spring (3) Mr. Galano. Prerequisite: Psychology 365.

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 service setting. A wide range of community based psychological training opportunities is available. One lecture hour, four-six hours in the community.

420. Computer Applications in Psychology. (S) Spring (3) Mr. Bloch.

This course will cover a wide range of ways computers are used in psychological research. Topics covered include data analysis: simulation including models of thought processes and game theory; the computer as experimenter or laboratory controller; and others.

421. Individual Differences and Testing. (S) Fall (3) Staff.

An introduction to traditional and contemporary theory and methods in the measurement of individual differences. (Not offered 1983-84).

422. Advanced Statistics. Fall (3) Ms. Null. Prerequisite: Psychology 331.

An advance course in statistics and experimental design. Three class hours, one laboratory hour.

451. Cognition and Thinking. Fall (4) Mr. Derks. Prerequisites: Psychology 331, 340, and 351.

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.

453. Comparative Psychology. Spring (4) Mr. Friedman. Prerequisites: Psychology 331, and 340.

An examination of basic procedures for studying various animal species with an emphasis on novel sensory systems and the evolution and measurement of intelligence. Three lecture hours, two laboratory hours.

454. Sensation and Perception. Fall (4) Mr. Harcum. Prerequisite: Psychology 331, and 340.

This course is concerned with the processes by which a person comes to understand his environment. It considers what changes in the environment stimulate the senses and how the nervous system operates on this change of form projections about the real world. In each perceptual stage the influences of such processes as learning and motivation are examined. Emphasis is placed on analytic methods. Three lecture hours, two laboratory hours.

461. Behavior Modification. Fall (4) Mr. L. Ventis. Prerequisite: Psychology 331, 340, and 361.

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. (Not offered 1983-84).

462. Research in Developmental Psychology. Spring (4) Ms. D. Ventis. Prerequisites: Psychology 331, 340, and 362.

An examination of contemporary issues in developmental research. Research methods will be 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. (Not offered 1983-84).

463. Research in Personality. Spring (4) Mr. McKenna. Prerequisites: Psychology 331, 340, and 363.

An overview of research methodology as applied to personality. Specific research topics such as achievement motivation, aggression, anxiety, cognitive styles, intelligence and abilities, interpersonal attraction, locus of control, personology, self concept, and sexuality will be reviewed in detail. Three lecture hours, two laboratory hours.

464. Experimental Social Psychology. Fall (4) Mr. Shaver. Prerequisites: Psychology 331, 340, and 364.

This course considers the methodology of contemporary experimental social psychology, concentrating upon laboratory experimentation, but including selected field techniques. Particular emphasis will be placed on the experimenter-subject interaction, the ethics of research with human subjects, and the relationship between theory and research. Three lecture hours, two laboratory hours.

***470. Topics in Psychology.** Fall, Spring (3) Staff.

Courses concerning special topics not covered in detail in regular course offerings. Course may be repeated; contents will vary but the credit each time is the same, three hours. (Not offered 1983-84).

***473, 474. Advanced General Psychology.** Fall, Spring (3) Mr. Johnston.

A review of the general principles of psychology obtained through the teaching of a demonstration section in Introductory Psychology.

***480. Seminar.** Fall, Spring (3) Staff.

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.

Fall Semester

Laterality in Perception, Mr. Harcum

***490. Directed Readings in Psychology.** *Fall, Spring (TBA).* Mr. Derks.

Individual supervised readings on special topics. Usually for advanced students. A student must have permission of a faculty supervisor and of the instructor before registering. Course may be repeated, contents and credit each time may vary according to an agreement reached between instructor and student at the time of registration.

***491. Senior Research.** *Fall, Spring (TBA)* Mr. Derks.

Individually supervised empirical investigations in the various areas of psychology. A student must have permission of a faculty supervisor and of the instructor before registering. Course may be repeated, contents and credit each time may vary according to an agreement reached between instructor and student at the time of registration.

***495-496. Honors.** *Fall, Spring (3)* Ms. Rosen.

A student admitted to Honors Study is eligible for an award of Honors in Psychology on graduation.

Honors is independent study comprising (a) supervised reading in the field of the student's major interest, primarily in the original literature; (b) the preparation and presentation by April 15 of an Honors thesis based on the student's own research; and (c) satisfactory completion of a comprehensive examination in the field of the student's major interest.¹

GRADUATE PROGRAM

The department offers the degree of Master of Arts and is a member of the Virginia Consortium for Professional Psychology (with Eastern Virginia Medical Authority, Old Dominion University, and Norfolk State University) which offers the Doctor of Psychology degree.

Religion

PROFESSORS LIVINGSTON (Chairman), FINN, GUNN,¹ HOLMES, KATZ,² and TIEFEL. ASSOCIATE PROFESSOR VAN HORN. LECTURER SCHOLNICK.

AREA AND SEQUENCE GUIDE

The basic college area requirement concerning Area I may be satisfied in Religion by taking any courses in Religion which are designated (A) or (AS). The sequence requirement may be satisfied by taking any two courses in Religion designated (AS) or (S). Recommended topical sequences are grouped below by area of study.

REQUIREMENTS FOR CONCENTRATION

Concentrators in Religion should possess acquaintance with theories about the nature and function of religion and with a variety of approaches to its study. Although concentration does not require specified courses, a sound program consists of coherently related courses, which must be chosen in consultation with a departmental advisor.

A concentration in Religion requires 27 credit hours in the Department which must include the following distribution: one course in biblical studies, one course in Asian religions, three advanced courses in religion (i.e., courses bearing only S designation).

THE MINOR IN RELIGION

A minor in Religion requires 18 credit hours in the department and must include two advanced courses in Religion (i.e., bearing S designation only). Although a minor does not require specified courses, a sound minor program consists of coherently related courses. Consultation with a departmental advisor is expected.

¹For college provisions governing the admission to honors, etc. see page 50.

¹William R. Kenan, Jr. Distinguished Visiting Professor in the Humanities.

²Walter G. Mason Visiting Professor.

DESCRIPTION OF COURSES

Introductory Studies in Religion

201. Introduction to Religion. (A) Fall (3) Mr. Livingston.

A study of theories of religion, of classical types of religious expression, and of contrasting religious views of nature, human existence, history, and deity. The course concludes with an analysis of issues confronting Western religion in its encounter with modern thought.

210. Christianity. (AS) Spring (3) Mr. Finn, Mr. Holmes, Mr. Livingston.

A team-taught introduction to Western Christianity from the first century to the present, with emphasis on selected periods and on key theological issues, social teachings, and institutional developments.

300. Islam. (AS) Fall (3) Mr. Van Horn.

A study of the origins, major ideas, practices, institutions and development of Islam within the context of Muslim history.

303. Judaism. (AS) Spring (3) Ms. Scholnick.

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.

311. Hinduism. (AS) Fall (3) Mr. Van Horn.

See course description below.

312. Buddhism. (AS) Fall and Spring (3) Mr. Van Horn.

See course description below.

313. History of Religion in East Asia. (AS) Fall (3) Mr. Van Horn.

See course description below.

Biblical Studies

301. History and Religion of Ancient Israel. (AS) Fall and Spring (3) Mr. Tiefel and Ms. Scholnick.

A survey of the history and scriptures of the Hebrew people, with emphasis upon the setting, transmission, context, and theological self-understanding of the biblical writings.

302. Christian Origins. (AS) Fall and Spring (3) Mr. Finn.

A study of the literature of the New Testament and its cultural context in the light of contemporary biblical scholarship. Includes an analysis of the Pauline letters, the gospels, and the other canonical works of developing Christianity. Not open to freshmen.

304. The Hebrew Prophets. (S) Spring (3)

A study of the function and message of the Hebrew prophets within their political and social setting. Not open to freshmen. (Not offered in 1983-84).

402. The Gospels. (S) Fall (3) Mr. Finn. Prerequisite: Religion 302.

A study of the development of the canonical gospels from the standpoint of form, source, redaction, and theological analysis. The course will pay special attention to the specific settings of the gospels, to their Jewish and Greco-Roman cultural context, and to recently discovered non-canonical gospels. (Not offered 1983-84).

403. The Letters of Paul. (S) Fall (3) Mr. Finn. Prerequisite: Religion 302.

A study of the canonical letters of Paul of Tarsus. Special attention is paid to the religious, social, and historical significance of the letters and their Greco-Roman and Hellenistic Jewish cultural and religious setting.

407. The Apocalyptic Movement. (S) Spring (3) Staff. Prerequisite: Religion 301 or 302 or permission of the instructor.

A study of the origin, development, cultural setting, and literature of the apocalyptic movement in post-exilic Judaism and early Christianity, a movement whose visionaries characteristically claimed that the secrets of the imminent end of the world had been disclosed to them. Attention will also be paid to the contemporary resurgence of biblical apocalyptic. (Not offered in 1983-84).

408. Wisdom Literature in the Hebrew Bible. (S) Fall (3) Staff. Prerequisite: Religion 301.

A study of the Wisdom Literature of Ancient Israel, especially Job, Ecclesiastes, Proverbs, Sirach. The literature will be examined with a view to placing it in its historical and intellectual context, and to show the distinctive religious and humanistic characteristics of Israelite wisdom. (Not offered 1983-84).

Studies in Asian Religion

311. Hinduism. (AS) Fall and Spring (3) Mr. Van Horn.

A study of the origins and development of Hindu ideas and practices. Topics include Brahmanical ritual, sectarianism, casteism, and Tantrism.

312. Buddhism. (AS) Spring (3) Mr. Van Horn.

A study of Buddhist concepts, practices, and institutions in India, China, and Japan. The course includes both Theravada and Mahayana forms of Buddhism.

313. History of Religion in East Asia. (AS) Fall (3) Mr. Van Horn.

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.

411. Modern Hinduism. (S) Spring (3) Mr. Van Horn. Prerequisite: A College-level Asian course or permission of the instructor.

A study of classical Hindu traditions in interaction with westernization and modernization. The course emphasizes the 19th and 20th century figures, including leaders of current cults. (Alternate years).

414. Buddhism in the Modern World. (S) Spring (3) Mr. Van Horn. Prerequisite: College-level Asian course or permission of the instructor.

A study of 19th and 20th century Buddhist thought and institutions in Asia and the West. The course assesses new expressions of Buddhism in Southeast Asia, Sri Lanka, China, Japan, and America. (Alternate years; not offered in 1983-84).

Studies in Religious Ethics

321. Religion and Ethics. (AS) Fall (3) Mr. Tiefel.

A study of western religious ethics. The course examines the relationship between religion and morality in biblical, Jewish, Roman Catholic, Protestant, and humanistic writings.

322. Medicine and Ethics. (AS) Spring (3) Mr. Tiefel.

A study of moral and religious problems arising in such biomedical issues as abortion, human experimentation, euthanasia, genetic engineering, organ transplants, and behavior control.

323. Warfare and Ethics. (AS) Fall (3) Mr. Tiefel.

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.

325. Organizations and Ethics. (AS) Spring (3) Mr. Tiefel.

A study of religion and morality in organizations, especially in business, government, and the military. Issues include claims of moral autonomy, the nature of corporate and personal integrity, and conflict between organizations, the public, and individuals.

Studies in Western Religious History and Thought

330. Significant Books in Western Religion (AS) Fall (3) Mr. Holmes.¹

A rotating study of selected classics in western religion such as Augustine's Confessions and Paine's Age of Reason patterned upon the Great Books Programs. In 1982 the course will focus on nineteenth- and twentieth-century books.

333. Christianity: The Early and Medieval Periods. (S) Spring (3) Mr. Finn.

A study of Christian thought and institutions from the second through the thirteenth

¹This course may be repeated once when the content is changed.

centuries with emphasis on representative figures, movements, and literature in both Eastern and Western Christianity. Previous work in biblical studies or western religious history and thought recommended.

334. Christianity: The Early Modern Period. (S) Spring (3) Mr. Holmes.

A study of personalities, institutional changes, and theological movements in European and British Christianity from the Reformation through the eighteenth century. Includes Lutheranism, Calvinism, Anabaptism, Protestant Radicalism, the Roman Catholic Reformation, the English Reformation, and Methodism and the Evangelical Revival. (Not offered 1983-84.)

335. Modern Religious Thought: The Enlightenment to Existentialism. (S) Spring (3) Mr. Livingston.

A study of the major developments in Western religious thought from the eighteenth century to the Second World War, with attention given to such thinkers as Hume, Kant, Rousseau, Hegel, Newman, and Kierkegaard and to the religious significance of such movements as Rationalism, Romanticism, Idealism, Darwinism, and Existentialism. (Not offered 1983-84.)

338. Death. (S) Fall (3) Mr. Tiefel.

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 Catholic Thought Since 1800. (S) Spring (3) Mr. Livingston.

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.

355. Modern Jewish Thought. (S) Fall (3) Mr. Katz.

A survey of major elements in the encounter of Judaism and modernity. Topics include: the significance of the Enlightenment and Jewish Emancipation (18th c.), the rise of modernist movements—Reform, Conservative, Neo-Orthodox—and of American Judaism, Hasidism, Zionism, and modern anti-semitism culminating in the Holocaust.

Studies in American Religion

345. Religion in American Life and Thought to 1840. (AS) Fall (3) Mr. Holmes.

A study of religion in the United States from the age of discovery to 1840 with attention not only to the development and beliefs of Christian denominations, but also to the interaction between religion and American social, intellectual, and cultural history.

346. Religion in American Life and Thought: 1840 to the Present. (AS) Spring (3) Mr. Holmes.

A study of religion in the United States from 1840 to the present with attention not only to the development and beliefs of Judaism and Christianity, but also to the interaction between religion and American social, intellectual, and cultural history in the Victorian and Modern periods.

347. American Sects and Cults. (S) Spring (3) Mr. Holmes.

An examination of the development and teachings of minority groups differing from the mainstream of American religion. Not open to freshmen. (Not offered 1983-84.)

349. Religion in the American South. (S) Spring (3) Mr. Holmes.

A study of the development and cultural impact of religion in the American South, including the Colonial Establishments; the rise of Evangelicalism and the Bible Belt; and the churches and race. The course includes a segment on architecture and preservation.

357. Religion and the American Imagination. (S) Fall (3) Mr. Gunn.

A survey of the impact of religious ideas, values, and vexations on American imaginative writing, principally from the Romantic period to the present.

Independent Studies

481, 482. Independent Study in Religion. (S) Fall and Spring (3, 3) Staff.

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. Permission of the chairman required.

HONORS PROGRAM

495, 496. *Fall and Spring (3, 3) Staff.*

Students admitted to Senior Honors in Religion will be responsible for (a) reading and research supervised by a faculty member designated by the chairman, (b) presentation of an honors essay acceptable to the examining committee and submitted by April 15 of the student's senior year, and (c) satisfactory performance in an oral examination based on the honors essay and related background. Consult the chairman for eligibility, admission and continuance requirements.

THE WALTER G. MASON VISITING PROFESSORSHIP

The visiting professorship is supported by funds from the Eminent Scholars Program of the Commonwealth of Virginia and through a fund established in 1967 by Mr. Walter G. Mason of Lynchburg, Virginia, past member and rector of the Board of Visitors of the College and present member of the President's Council. Its purpose is to encourage the scholarly study of religion as a field of absorbing contemporary interest and importance by bringing distinguished visiting scholars to the department biannually.

Sociology

ASSOCIATE PROFESSOR KERNER (Chairman). PROFESSORS EDMONDS,¹ FAIA,² KERNODLE, RHYNE, and VANFOSSEN. ASSOCIATE PROFESSORS ADAY, BECKHOUSE, ITO, KREPS, LIGUORI, and THOMO.

THE SOCIOLOGY PROGRAM

The Department of Sociology does not have or desire a single integrated purpose or educational philosophy. Various members emphasize the following purposes to different degrees: (1) to help students understand the nature of man in society, with particular emphasis on the issues and complexities of modern society; (2) to enhance student's knowledges and capacities for critical and original thought by involving them in the accumulation of scientific information and the development of research and analytic skills; (3) to provide opportunity for students to have a personal educational experience which enhances their own lives and encourages responsible concern for the quality of society; (4) to contribute to the field of Sociology through research, publication, and involvement in professional associations and activities; (5) to recruit promising students into the profession of Sociology; and (6) to serve the University and society in general, by making available the professional expertise of sociologists.

The Department believes the above purposes to be compatible with one another, and that Sociology must reflect the diversity found in its principal object of study — namely, modern society.

Concentration in Sociology requires a minimum of thirty-three semester credits. Students must take 201, 202, 303, 305, and 307 (recommended taken in that order), and at least two 400 level courses (440, 480, 481 do not satisfy this requirement).

A minor in Sociology must consist of at least 18 credits which must include Sociology 201, 202, and four or more other courses in Sociology at the 300-400 level.

Many courses offered by the College's program in the foreign universities are accepted toward a Sociology concentration, but not as substitutes for the required courses. The minimum credit hour requirement for a concentration is intended to encourage the student to pursue a wider range of electives in order to develop a broad perspective. It also allows the student to develop a special field of interest in an interdisciplinary manner.

Offices and classrooms on the second floor of Morton Hall include a statistical laboratory with computer terminals. Access to facilities of the Computer Center include an I.B.M. 370, Model 158, and two Prime 750. Eastern State Hospital provides opportunity

¹On Leave Fall Semester, 1983.

²On Leave Spring Semester, 1984.

for research and field work in the Sociology of Mental Illness. Virginia Institute of Marine Science offers research opportunities in maritime sociology.

Within the Department a wide range and variety of courses are offered covering most of the substantive fields of the discipline as well as its methodology. Whenever possible, the Department attempts to introduce courses affording opportunities for field work application and direct experience. In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through 490 (Independent Research), 480, 481 (Readings in Sociology), and 495-496 (Honors). Also, the format of 440 (Special Problems in Sociology), allows staff members to present seminar courses on a one semester basis, which gives them an opportunity to expand a new or specialized interest or research topic. The 440 format allows flexibility, variety, and a means to respond quickly to particular interests expressed by students. It also represents one of the many results of the effective Student-Faculty Liaison Committee within the Department.

DESCRIPTION OF COURSES

201-202. Introduction to Sociology. (A) *Fall and Spring* (3) Staff.

An introduction to the study of human society with emphasis on the basic principles of sociology. Principal concepts developed include society, culture, status and role, socialization and personality, stratification, social organization and institutions and social change. This course, in providing an integrated set of general principles, is the appropriate introduction to further study in sociology. Sociology 201 is prerequisite for Sociology 202.

303. Sociological Theory. (S) *Fall* (3) Mr. Kerner.

Examination of the historical foundations of sociological theory and the establishment of a basis for rational, objective social phenomena. The contributions of 19th century theorists are traced to provide a framework for the study of contemporary concepts in the field.

305. Social Research. (S) *Spring* (3) Mr. Kreps, Mr. Aday. *Prerequisites:* Sociology 201-202.

Examination of the major issues and strategies involved in conducting sociological inquiry. Special attention is given to such topics as causal inference, sampling frames, structured and unstructured observation, data analysis, and research design and implementation.

307. Introduction to Social Statistics. *Fall* (3) Mr. Faia.¹

The applications and limitations of statistics are presented as means of providing tools whereby statistical methods may be recognized, interpreted, and applied in sociological research. Included are considerations of averages, measures of dispersion and variance, simple linear correlation and sampling theory. *Three class hours, two laboratory hours.*

310. Social Problems. (S) *Fall and Spring* (3) Mr. Edmonds, Mr. Faia, Mr. Kerner.

A survey of social problems such as poverty, urban conditions, race relations, delinquency and crime, and other recurring problems of major concern to contemporary society. The analytic perspective is sociological, stressing concepts drawn from substantive sub-fields of the discipline.

315. Social Inequality in America. (S) *Spring* (3) Ms. Themo.

Examination of the social, economic, and political sources of institutionalized inequality in contemporary American culture, and exploration of the social and psychological consequences.

319. Population Problems. (S) *Fall* (3) Mr. Faia.

A consideration of the manner in which populations grow and decline and the effects of such change on society. Emphasis is on theories of population growth, distribution, births, deaths, internal and international migration, bio-social and sociological composition. Included are discussions of the sources of data and techniques and methods of analysis, as well as contemporary population problems.

¹See note on page 41 concerning credit for statistics courses.

322. Criminology. (S) *Fall & Spring* (3) Mr. Aday.

An analysis of criminal behavior—its origins, trends, and responses by official agencies. Some issues in the administration of police systems, criminal courts, and correctional institutions will be examined.

326. Ethnicity. (S) *Spring* (3) Mr. Liguori.

The study of ethnicity in historical and contemporary perspective in the United States. Focus upon dynamics of ethnicity, stressing those social processes which surround it. Major emphasis upon the substantive study of ethnicity in a variety of specific enclaves.

328. Blacks in American Society. (S) *Fall* (3) Mr. Ito.

Changing economic, political, religious, educational and residential conditions of blacks in the United States are discussed in terms of their historic and social consequences. Included are themes that show both unity (e.g., parallel institutions and culture-building) and diversity (e.g., social class and region).

329. Changing Sex Roles in Contemporary Society. (S) *Fall* (3) Ms. Themo. Prerequisite: *Sociology 201 or Psychology 201.*

Examination of contemporary changes in sex roles and consequences of being female and male in terms of roles, rewards, costs, and identities. Analysis of biological vs. cultural determination of sex differences; social, economic, political functions of role determinants; and reciprocity of sex roles in terms of exchange theory and power bargaining.

330. Sociology of Mental Illness. (S) *Fall* (3) Mr. Kernodle.

A seminar on the sociological aspects of mental illness and mental health. The social and cultural sources of mental disorders, definitions, types, distribution within the social structure and sociological factors in the treatment of mental illness will be scrutinized. Consideration of the mental hospital as a social system. (Not offered Fall, 1983).

331. Mental Health in the Community. (S) *Spring* (3) Mr. Kernodle. Prerequisite: *Sociology 330.*

Seminar-practicum in community mental health. Explores origins and development of community mental health as an alternative to institutional treatment. Focuses on temporary mental health systems and agencies in the community and their preventive, diagnostic and treatment services to clients. Need assessment and evaluation included. Supervised practicum in a local mental health service.

332. Marriage and the Family. (S) *Fall* (3) Mr. Kernodle.

Analysis of the social relationships among people in courtship, marriage and family situations. Interrelations of family institutions and other parts of social structures. Intensive study of American family structure and relevant examples drawn from other cultures.

333. Political Sociology. (S) *Fall* (3) Mr. Rhyne.

An introductory examination of the social bases of political behavior. Topics of consideration will include the formation of ideologies and the organization of ideological movements, particularly as they are influenced by socio-economic status, and the impacts on voting behavior and political participation of such variables as age, sex, class, ethnicity, occupation, and region.

335. Sociology of Education. (S) *Spring* (3) Mr. Ito.

Public education as social institution, as bureaucratic system, and political arena. Current issues such as equality of educational opportunity, teacher militancy, community control and school reform are covered. Selected topics in higher education are considered.

346. Maritime Sociology. (S) *Fall* (3) Mr. Liguori.

Description and analysis of the life styles of people oriented primarily to maritime occupations and environments. Attention is directed to inshore vs. distant-water ship-board life styles, the study of specific maritime work organizations distinguished on the basis of technology and research on 'isolated' fishing communities. (Not offered Fall 1983).

349. Human Geography and The Environment. (S) Fall (3) Mr. Rhyne.

A study of the adjustment of human societies to their physical environment. Emphasis is on the spatial distribution of human population, cultural forms, and social types. Examination of social and cultural bases of environmental pollution and its control.

350. Small Group Behavior. (S) Fall (3) Mr. Beckhouse.

Social psychological examination of the theory and research of small group behavior. Structural properties of small groups such as leadership, communication, size, status and power hierarchies will be examined. Group processes such as status consistency, interpersonal attraction, conformity, deviance and social control are also considered.

352. Complex Organizations and Contemporary Society. (S) Spring (3) Mr. Kreps, Mr. Kerner.

The course presents both an historical and contemporary approach to study of organizational behavior with special emphasis given to impact of organizations on their environments. Recent research concerned with problems of a variety of public and private organizations will be analyzed and discussed.

360. Sociology of Sports and Leisure. (S) Spring (3) Mr. Kernodle.

This course studies the scope of sports and leisure involvements which range from small group relationships to large, complex social patterns. Themes of sports and leisure explored are cross-cultural varieties, normative controls, social differentiation, and degree of formality and informality in the organizational aspects of these social activities.

406. Socialization and Society. (S) (3) Mr. Beckhouse.

Analysis of theoretical and empirical issues relevant to socialization. Emphasis is upon the generic process by which individuals become members of society, with special consideration on the impact of socio-economic class, race, and family structure on socialization. (Not offered Fall 1983).

407. Sociology of Aging. (S) Fall or Spring (3) Mr. Kernodle.

Examination of the social, cultural, and social-psychological aspects of human aging. Special emphasis is given to the middle and later years of life. Concepts and theories of aging and their consequences for older persons are analyzed. Lecture three hours; three credits. (Not offered Fall 1983).

408. Advanced Data Analysis. (S) Spring (3) Mr. Faia, Mr. Ito.

A review of inductive statistics and tests of significance. Measures of relationship between two or more variables will be considered, with a strong emphasis on multiple regression techniques. Individual projects will be undertaken involving computer analysis of archival survey data. (Not offered, Spring 1984).

410. Deviant Behavior. (S) Fall (3) Mr. Aday.

A study of behavior which violates social norms, yet is not necessarily illegal or "disturbed." Focus upon the processes by which deviant labels are conferred, deviant lifestyles emerge, and deviants are "controlled."

411. Future Society. (S) Fall (3) Mr. Vanfossen.

Analysis of major strains and changes in post-industrial society and possible alternative forms of human society. Particular attention is given to cultural revolution; energy, ecology and economy; alienation; changing value and lifestyles; and personal and social freedom.

413. Urban Sociology. (S) Fall (3) Mr. Kreps.

The emergence and structure of the city in historical and cross cultural perspective, with special attention to the phenomena of urbanization and urbanism in the United States. Consideration of urban structure from both ecological and social perspectives; analysis of change in urban structure; selected problems associated with urban growth and planning.

416. Revolution and Social Conflict. (S) Spring (3) Mr. Rhyne.

Social, organizational and ideological aspects of reform and revolutionary movements. Several past revolutions and power-oriented movements are compared to contemporary conflicts. Emphasis placed on structural pre-conditions, emergency groupings, dominating ideas, and power-contesting processes of these social movements.

417. Philosophical Issues in the Social Sciences. (S) Spring (3) Mr. Edmonds.

A clarification and critical examination of most general and fundamental questions about the nature of the pursuit of knowledge of man and society; bases for reliable description and explanation, specific difficulties encountered in social sciences, limits, potentialities and implications of a scientific study of man.

419. Medical Sociology. (S) Fall (3) Mr. Kernodle.

Sociological perspective of medical institutions, their settings, practitioners, structure and role relationships of providers and recipients. Socio-cultural dimensions of medical behavior, demography of health-illness, social epidemiology, hospital social structure, health care delivery systems. Special problems: mental illness, chronicity, elderly healthcare.

422. The Sociology of Knowledge. (S) Spring (3) Mr. Faia.

The course consists of an extensive inquiry into the literature of the sociology of knowledge — a tradition emphasizing the relationships between mental productions and the social circumstances under which they emerge. Emphasis upon the relationships between social structure and general cognitive systems, political ideologies, social norms, and scientific ideas. (Not offered Spring 1984).

424. Class, Status and Power. (S) Spring (3) Mr. Rhyne, Ms. Themo.

Examination of structure and change in the major units of society. Central focus is upon the concepts of differentiation, hierarchy, class, caste, estate, structural dynamics, and economic, prestige, and power orders. Comparative analysis, historical and cross-cultural.

438. Social Psychology of Human Groups. (S) Fall (3) Mr. Edmonds.

An examination of the sources of individual experience and behavior with particular emphasis upon relations within and between human groups: affiliation, social perception, social attribution, liking and attraction, aggression, altruism, attitudes, conformity, and compliance. (Not offered Fall 1983).

440. Special Problems in Sociology. Fall or Spring (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.

480-81. Readings in Sociology. Fall or Spring (3) Staff.

Independent readings directed toward conceptual topics and substantive areas in Sociology. The student will read materials in his own area of interest in consultation with an appropriate staff member. Readings will not duplicate areas covered in courses offered in the curriculum. Prior to registration, students must obtain written permission from both the department chairman and the instructor who will direct the readings. The number of credit hours will be arranged prior to registration and cannot be changed after "add-drop" period. (480-481 will not satisfy the 400-level course requirements for concentrators.)

490. Independent Research. (S) Fall and Spring (3) Staff. Prerequisite: Sociology 305.

This course is designed to permit the Sociology concentrator to engage in independent research after completing Sociology 305 (Social Research). Working closely with a staff member as an advisor, each student will be expected to prepare a substantial research paper.

HONORS STUDY

495-496. Honors. Fall and Spring (3,3) Staff.

Sociology honors candidates enroll for both semesters of their senior year. Requirements include: oral defense of "Honors Proposal" at the end of the first semester; preparation, under the supervision of a thesis advisor, and presentation by April 15 of a completed honors essay or project; and satisfactory performance in a comprehensive oral examination which focuses on the honors thesis or project.¹

¹For college provisions governing the admission to honors, see page 50.

GRADUATE PROGRAM

The department offers the degree of Master of Arts. For degree requirements, and a full description of graduate courses in sociology, write to the department chairman for a Graduate Catalog.

Theatre and Speech

PROFESSORS PALMER (Chairman) and CATRON. ASSOCIATE PROFESSORS BOLL, BLEDSOE, BROWN, McCONACHIE and MICKEN.

When a student decides to become a theatre concentrator, he or she accepts the requirements demanded by his 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 education, assuming that the student seeks to balance commitments in our program with other necessary aspects of his or her educational growth.

Further, we expect the theatre concentrator to become acquainted with all facets of theatrical practice and 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), Directors' Workshop (one-act plays directed by students in directing classes), and a Black Thespian Society.

The theatre trains the student to continue working in the theatre, to teach, or to pursue graduate studies. 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.

REQUIREMENTS FOR CONCENTRATION IN THEATRE

A concentration in theatre requires 36 credits in theatre courses, 30 hours of which must be according to certain areas which insure a balanced and representative program. Students considering a Theatre concentration are advised to take Theatre 204 and/or Theatre 205 early in their academic careers, preferably during Freshman year.

A specific Theatre program must contain the following minimal concentration requirements.

- I. A concentrator must take —
 - 204 — Introduction to Theatre Arts
 - 205 — Introduction to Technical Production
 - 300 — Fundamentals of Design for the Theatrical Arts
 - 301 — Beginning Acting
 - 380 — Theatre Practicum, 2 units
 - 407 — Direction
- II. A concentrator must take 3 of the following —
 - 325 — Survey of Western Theatre History: the Greeks to the Elizabethans
 - 326 — Survey of Western Theatre History: the Italian Renaissance to 1900
 - 327 — Survey of the Western Theatre: the 20th Century
 - 317 or 318 — Playwriting
 - 410 — History of American Theatre
 - 481 — Dramatic and Theatrical Theory
- III. A concentrator must take 305 — Stagecraft and one of the following —
 - 310 — Scene Design
 - 321 — Costume Design for the Theatre
 - 314 — Stage Lighting Design

MINOR REQUIREMENT

A student wishing to minor in Theatre must complete 23 credit hours of courses in theatre, including the following:

- Theatre 204 Introduction to Theatre Arts
- Theatre 205 Introduction to Technical Productions
- Theatre 300 Fundamentals of Design for the Theatrical Arts
- Theatre 301 Beginning Acting

At least one of the following courses:

- Theatre 325 Survey of Western Theatre History: the Greeks to the Elizabethans
- Theatre 326 Survey of Western Theatre History: the Italian Renaissance to 1900
- Theatre 327 Survey of Western Theatre: the 20th Century

At least two units of Theatre 380 Practicum in Theatre

DESCRIPTION OF COURSES

204. Introduction to Theatre Arts. (A) *Fall and Spring* (3) Mr. Palmer, Mr. McConachie.

The goal of the course is to assist students in viewing theatrical performances with understanding and enjoyment. The creative work of playwrights, actors, designers, and directors is examined in addition to studies and reviews of current William and Mary Theatre productions.

205. Introduction to Theatrical Production. (A) *Fall and Spring* (3) Mr. Boll.

Study and practice of technical components of the theatre: costuming, lighting, sound, properties, stage rigging and scene design, construction, and painting. Two class hours, two laboratory hours.

* **206. Makeup.** *Fall* (2) Mr. Bledsoe.

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.

300. Fundamentals of Design for the Theatrical Arts. (S) *Spring* (3) Mr. Bledsoe.

An introduction to the elements and principles of design and to the methods and materials of visual expression in the theatre. Some production involvement should be anticipated. Students are urged but not required to have taken Theatre 204 and/or Theatre 205.

301. Beginning Acting. (A) *Fall and Spring* (3) Mr. Palmer, Mr. McConachie.

An introduction to the arts and crafts 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.

* **302. Intermediate Acting.** (S) *Spring* (3) Mr. Bledsoe.

Concentration on development of performance skills and the use of the dramatic imagination through character studies and preparation of scenes for classroom presentation. Prerequisite: Theatre 301.

303. Scene Painting. *Fall* (2) Mr. Bledsoe.

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.

305. Stagecraft. (S) *Fall and Spring* (3) Mr. Boll.

Study and practice in technical problems, working drawings, construction, rigging, and handling of scenery, properties, backstage organization, and sound effects. Students act as technicians for William and Mary Theatre productions. Workshop six hours, prerequisite Theatre 205 or consent of instructor.

307. Costume Patterning and Construction. (S) Spring (2) Mr. Bledsoe.

An introduction to the principles and skills basic to patterning and construction of costume body garments and accessories for both period and modern production. (Not offered 1983-84).

308. History of Fashion and Clothing. Spring (2) Staff.

History of period costume and clothing from Biblical and Egyptian through Edwardian times; slide, lecture, and field trips. (Not offered 1983-1984).

310. Scene Design. Spring (3) Mr. Bledsoe.

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. Prerequisites: *Theatre 204 and Theatre 300.*

312. History and Appreciation of the Motion Picture. Fall and Spring (3) Staff.

Survey of film history, including aspects of production, organization, management, and mechanical process. Classic films are shown to illustrate styles and forms of cinematic expression. Sunday evening screenings. Three class hours; two laboratory hours.

313. Introduction to Stage Lighting. (S) Fall (3) Mr. Boll.

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. Two class hours, two laboratory hours, prerequisite: *Theatre 205.*

314. Stage Lighting Design. Spring (3) Mr. Boll.

Theory and technique of stage lighting design, with emphasis on artistic considerations and values to the director as an interpretative tool. Students act as technicians for William and Mary Theatre productions. Two class hours, two laboratory hours. Prerequisite: *Theatre 300, 313 or consent of instructor.*

317. Playwriting. (S) Fall (3) Mr. Catron.

Students write three one-act plays. Worthy scripts may receive Lab Theatre production. Students are urged but not required to have taken Theatre 204. Also helpful are courses in creative writing, theatre literature, and play production.

318. Playwriting. Spring (3) Mr. Catron.

A continuation of 317. Students may enter class second semester.

320. Theatre Administration. Fall (3) Mr. Micken.

The principles of management applied to the fields of theatre operations, production and performance, with emphasis given to promotion, box-office procedures and house management.

321. Costume Design for the Theatre. Fall (3) Mr. Bledsoe.

Principles for designing costumes for theatre are presented through lecture, demonstration, and discussion. A series of design projects in drama, opera, dance and spectacle develop skills in research, sketching and rendering. Prerequisite: *Theatre 300 or permission of the instructor.*

325. Survey of Western Theatre History: the Greeks to the Elizabethans. (S) Spring (3) Mr. McConachie.

Representative plays and staging practices of the Greek, Roman, Medieval and Elizabethan periods are studied, with an emphasis on the relationship between theatre and society. Students are urged but not required to have taken Theatre 204. (Not offered 1983-84).

326. Survey of Western Theatre History: the Italian Renaissance to 1900. (S) Fall (3) Mr. McConachie.

Representative plays and staging practices of the Italian Renaissance, neoclassical, romantic, and early realistic periods are studied, with an emphasis on the relationship between theatre and society. Students are urged but not required to have taken Theatre 204.

327. Survey of Western Theatre: the 20th Century. (S) Spring (3) Mr. McConachie.

A theatrical examination of plays, dramatic styles and theories, staging techniques, and development of the theatre from around 1900 to the present. Lectures, discussions and research. Students are urged but not required to have taken Theatre 204.

335. Voice Training and the Actor. Spring (3) Mrs. Brown.

The development and control of the speaking voice, including muscular neural control of breathing and speaking, the effect of voice quality on responses of the auditor, and individual work on articulation, pronunciation, and accents. Two class hours, two laboratory hours.

380. Practicum in Theatre. Fall and Spring (1) Staff.

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. *Prerequisites:* Theatre 301 for acting assignments, Theatre 205 for technical assignments, Theatre 320 for management assignments.

401. Advanced Acting. Fall and Spring (3) Mr. Palmer, Mr. Bledsoe, Mr. McConachie.

Through research and the preparation of scenes, students will develop techniques for acting in period and nonrealistic plays. *Prerequisites:* Theatre 301, 302 and permission of the instructor.

407. Direction (S) Fall (3) Mr. Catron.

Study and practice in the principles of play analysis, play selection, casting, rehearsal techniques, and performance. Special emphasis is placed upon the direction of one-act play for a Lab Theatre production. *Prerequisite:* Theatre 204, 205, 301, or permission of instructor.

408. Advanced Direction. Spring (3) Mr. Catron.

Advanced exercises and readings in various directorial techniques such as rhythm, tempo, key, and working with performers. Readings are designed for the individual's needs. Students conduct directorial projects in laboratory conditions, concluding the semester with a directorial project for audiences.

410. History of the American Theatre. (S) Spring (3) Mr. Catron.

The history of theatre in America from its beginnings in Williamsburg to more recent times. Readings of plays and texts are designed to present the more significant development.

***411. Independent Studies in Theatre.** Fall or Spring, Staff.

Independent study on a special problem for the advanced student, arranged on an individual basis with credit according to work done.

417. Advanced Playwriting. Spring (3) Mr. Catron.

Advanced study of form and content in drama, accomplished by readings of dramatic theories and plays as well as by writing original playscripts. *Prerequisites:* Theatre 317 and 318, plus permission of the instructor.

***460. Topics.** (3) TBA.

Readings, writings, and discussions in a selected area of theatrical theory and production. Area of study will be different each time the course is offered; details available from the office of the Department of Theatre and Speech.

***479. Performance Seminar.** Fall (3) Mr. Catron.

Advanced actors and directors focus on the work of a major playwright or the drama of an historical period to derive a performance style appropriate for the plays under consideration. Students integrate historical and critical awareness with performance skills. *Prerequisites:* Theatre 204, 205, 301, either Theatre 302 or 407, or permission of the instructor.

480. Advanced Practicum in Theatre. Fall and Spring (2).

Students will undertake a major responsibility such as designing scenery, lighting, or costumes, stage managing, serving as assistant director, or acting a substantive role in a production sponsored as supervised by the faculty.

481. Dramatic and Theatrical Theory. Spring (3) Mr. McConachie.

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. Two theatre history courses (from Theatre 325, 326, 327) or permission of the instructor.

495-496. Honors in Theatre. Fall and Spring. Staff.

Eligible theatre concentrators 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) taking a comprehensive oral examination. Consult the chairman for eligibility, admission and continuance requirements.

SPEECH

201. Public Speaking. Fall and Spring (3) Staff.

Understanding and application of the principles of public speaking. Analysis of speeches based on organization, content, and delivery.

203. Voice and Diction. Fall and Spring (3) Brown.

Study of processes of oral speech, including development of speech in young children, physics of sound, physiological, psychological and social bases of speech and phonetics. Training in voice production, articulation, pronunciation and quality.

301. Foundations of Broadcasting. Spring (3) Mr. Taylor.

An examination and evaluation of radio and television as factors in society. History and organization of the broadcasting industry, government regulation, and audience measurement, with consideration of the role of radio and television in education.

303. Oral Interpretation. Fall (3) Staff.

Study of basic principles of oral interpretation. Use of body, voice, analysis of materials, reading and evaluations of prose. Three class hours, one hour practicum.

304. Advanced Oral Interpretation. Spring (3) Staff. Prerequisite: Speech 303 or consent of the instructor.

Study of and training in techniques of oral interpretation of poetry. Three class hours, one hour practicum.

309. Argumentation and Debate. Fall (3) Micken.

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) Staff.

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 Speech Communication Theory. Spring (3) Staff.

An examination of various theories of speech communication and application of those theories of specific social events. Attention will be given to the function of communication models, the dimension of inter-personal and intra-personal communication, non-verbal 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 persuasive message; the place of persuasive speeches in persuasive campaigns. Students will give several persuasive speeches.

Writing

101. Writing. *Fall and Spring* (3) Staff.

Practice in writing under supervision, with frequent conferences. Required of freshmen who are not exempted by test scores or special examination. Each section is limited to fifteen students.

NOTE: Writing 101 is graded A,B,C, or R (Repeat; "R" will not appear on the student's permanent record). To receive credit, a) the student must receive a grade of C or better from his or her instructor, and b) one of the student's essays must receive a grade of C or better from another member of the writing faculty. If it does not, a subsequent paper must be evaluated as satisfactory by a third reader. The course will not appear on the student's permanent record until credit is received.

School of Business Administration

PROFESSORS JAMISON (Dean), COLE, DAFASHY, KOTTAS (Zollinger Professor of Business Administration), LIDDELL, MADDOCKS, MALLUE (Associate Dean for Undergraduate Studies), MESSMER (J.S. Mack Professor of Business Administration), O'CONNELL, PARKANY (Richard S. Reynolds, Jr. Professor of Business Administration), PEARSON, QUINN, QUITTMEYER (Floyd Dewey Gottwald Professor of Business Administration), ROBESON (Associate Dean for Graduate Studies), SMITH, STANLEY (Chessie Professor of Business Administration), TRAYWICK (Chancellor Professor of Business Administration and Director of the Bureau of Business Research), and WARREN (D. H. Ryan Professor of Business Administration). ASSOCIATE PROFESSORS FERGUSON (Visiting Associate Professor, 1983-84), FLOOD, GEARY, HALTINER, HAWTHORNE, McCRAY, RICE, SOLOMON, STEWART, TARLETON, WILLIAMS, and WYER. ASSISTANT PROFESSORS ALAM, HOFFMAN, HOLLIDAY, LINDHOLM, MOORE, RAHTZ, TORTU,¹ WAXMAN,² WHITE, and ZAKI.

The School of Business Administration offers both an undergraduate program and a graduate program in Business Administration.

The undergraduate degree program leading to the Bachelor of Business Administration (B.B.A.), which is accredited by the American Assembly of Collegiate Schools of Business (AACSB), carries a choice among two subprograms, one in Accounting and one in Management.

The graduate program, which is also accredited by AACSB, leads to the degree of Master of Business Administration (M.B.A.).

The Bureau of Business Research of the School renders a service to the Virginia business community with its monthly publication, the Virginia Business Report, which reflects current business and economic activity in the Commonwealth. The Bureau also publishes monthly the Williamsburg Business Report. In addition the Bureau from time to time publishes special research studies.

Further service to the business community is provided by the School through sponsorship of business seminars and projects.

Established in 1970, the School of Business Administration Sponsors, Inc., a private group with a board of directors of twenty-five executives, lends advice and support to the School.

CURRICULUM REQUIREMENTS

Bachelor of Business Administration Degree

Prior to the student's junior year, only at which time, or later, admission to the School and its B.B.A. degree program may occur, the student should follow and complete the area and sequence requirements in Arts and Sciences. Also, the student should complete

¹Visiting Assistant Professor, 1983-84.

²On leave of absence 1983-84.

whatever requirements prevail in Arts and Sciences in regard to English, Foreign Language, and Physical Education. During the sophomore year, however, the student should take Business 201-202 (Principles of Accounting). No other Business Administration course may be taken before the student's junior year.

Prerequisites to admission to the School are six semester credits in economics and six semester credits in mathematics, and a 2.0 quality point average for all coursework attempted in which quality point grades are given. Before being graduated with the B.B.A. degree, the student must have completed all Arts and Sciences area and sequence and proficiency requirements, sixty semester credits in Arts and Sciences academic subjects, and a total of one hundred twenty semester academic credits.

Application for admission to the School of Business Administration's B.B.A. degree program normally is filed by the student during the second semester of the sophomore year through the Office of the Associate Dean for Undergraduate Studies of the School of Business Administration. Such application is then acted upon by the School's Undergraduate Committee on Admissions, whereupon the student is notified directly, with the Office of the Dean of Students apprised of admission actions taken. A student who has achieved junior standing, has completed all Arts and Sciences area, sequence, and proficiency requirements, and has met the School of Business Administration's prerequisite requirements, as above, will be fully admitted to the B.B.A. degree program. A student who has deficiencies in any of the above, but whose class standing is such that a Business subprogram should be selected, will be considered for admission on provisional status. Provisionally admitted students will be required to give priority to completion of any deficiencies.

Upon such admission to the School of Business Administration, the student is expected to maintain a 2.0 quality point average in both business course attempted and all courses attempted. Should a student fail to maintain these standards, he or she will be so notified by the Associate Dean for Undergraduate Studies, and will be apprised that he or she has one semester to return his or her business and/or overall quality point average to at least a 2.0, that he or she should discuss the relevant academic problems with his or her advisor, and that he or she must maintain a 2.0 quality point average both in business courses attempted and in all courses attempted until his or her business and overall cumulative quality point averages reach at least a 2.0. Failure to meet these quality point average performance standards will result in the student no longer being considered a candidate for the B.B.A. degree and his or her dismissal from the School of Business Administration. In order to qualify for the B.B.A. degree, a student must have earned a 2.0 or higher quality point average in all courses for which quality point grades are given, and a 2.0 or higher quality point average in all Business Administration courses taken in which quality point grades are given.

Upon admission to the School of Business Administration all candidates for the B.B.A. degree shall come under the jurisdiction of the School's administration, including its Undergraduate Committee on Academic Status and Undergraduate Committee on Degrees, in all matters appropriately pertaining thereto.

The Business Administration course requirements common to both subprograms are as follows:

Subject	Semester Credits
Business 201-202 (Principles of Accounting)	6
Business 311 (Principles of Marketing)	3
Business 318 (Quantitative Analysis for Business Decisions)	3
Business 323 (Financial Management)	3
Business 327 (Organizational Behavior and Management)	3
Business 330 (Production Management)	3
Business 331 (Business Statistics)	3
Business 341 (Business Law I)	3
Business 416 (Business Policy)	3
Total	<u>30</u>

SCHOOL OF BUSINESS ADMINISTRATION

The Business 331-318 sequence must be completed in the junior year. In addition, the following courses should be completed in either the fall or spring semester of the junior year: Business 311, 323, 327, and 330. Business 416 must be taken in the senior year, preferably in the last semester of undergraduate course work. Other business courses, required (including Business 341) and elective, may be taken in any semester, provided the proper prerequisites are met.

For the subprogram in Accounting the remaining requirements for the B.B.A. degree are:

Subject	Semester Credits
Business 301-302 (Intermediate Accounting)	6
Business 303 (Cost Accounting)	3
Business 342 (Business Law II)	3
Business 401 (Advanced Accounting)	3
Business 404 (Auditing)	3
Business 405 (Federal Taxation)	3
Business 407 (Seminar in Accounting)	3
Business 409 (Accounting Systems and Data Processing)	3
Total	27

For the subprogram in Management the remaining requirements for the B.B.A. degree are:

Subject	Semester Credits
Business 315 (Personnel Management)	3
Business 334 (Introduction to Information Systems)	3
Business 436 (Business and Society)	3
Business electives	9
Total	18

ELECTIVE COURSES FOR NON-BUSINESS STUDENTS

A number of undergraduate students from other disciplines choose School of Business Administration courses as electives. The School of Business Administration welcomes such students, and in the interest of providing some breadth of subject matter particularly suggests the following courses, not necessarily in sequence. (Economics 101, 102 should precede taking Business 311).

Business 311 (Principles of Marketing)

Business 316 (Behavioral Science and the Business Organization)

Business 327 (Organizational Behavior and Management)

Business 341 (Business Law I)

It should be noted that no Business courses may be taken before the junior year, except Business 201-202 (Principles of Accounting), which may be taken in the sophomore year or later.

DESCRIPTION OF COURSES: ACCOUNTING

(Junior or higher standing is required before admission to any of the following courses, except that sophomore or higher standing is required for admission to Business 201-202).

201-202. Principles of Accounting. *Fall and Spring* (3,3) Staff.

The managerial uses of accounting reports and preparation of financial statements for external reporting. Included are performance and cost measurements, planning operations, and balance sheet, funds flow, and income statements.

301-302. Intermediate Accounting. *Fall and Spring* (3,3) Mr. Alam, Mr. Quinn, Mr. White, Ms. Wyer. Prerequisites: Bus. 201-202.

An analysis of balance sheets and profit and loss statements, together with the theory of valuation underlying the various accounts used in these statements.

303. Cost Accounting. Fall and Spring (3) Mr. Dafashy, Mr. Geary, Mr. McCray. Prerequisites: Bus. 201-202.

Applications of cost analysis to inventory valuation and income determination. Planning and control of routine operations and nonroutine decisions. The course emphasizes the relevance of cost concepts to modern decision tools. Substantial use of problems and cases.

401. Advanced Accounting. Spring (3) Mr. Alam. Prerequisites: Bus. 301-302, or permission of the instructor.

A study of consolidated statements, partnership accounting for special arrangements, fiduciary accounting and fund accounting.

404. Auditing. Fall (3) Ms. Wyer. Prerequisites: Bus. 301-302.

Auditing procedures through the application of auditing principles; standards and ethics; audit reports.

405. Federal Taxation. Fall and Spring (3) Mr. Smith.

An analysis of federal income tax laws. Development of conceptual awareness of federal income tax structure and tax planning, and gaining ability to determine solutions to tax difficulties confronting organizations.

406. Federal Taxation—Advanced. Spring (3) Mr. Smith. Prerequisite: Bus. 405.

An analysis of Federal estate, gift, and income tax topics. Current federal tax issues will be discussed, tax planning techniques will be introduced, and students will be encouraged to participate in certain phases of tax research.

407. Seminar in Accounting. Spring (3) Mr. Geary, Mr. McCray. Prerequisites: Bus. 301-302.

Selected topics based upon controversial issues in accounting theory and practice.

409. Accounting Systems and Data Processing. Fall (3) Mr. Hawthorne. Prerequisites: Bus. 301-302.

The development, organization, design, analysis, and improvement of manual and automated business information systems.

410. Survey of Accounting. Fall and Spring (3) Staff.

A survey of the general field of accounting. Open to students of junior or higher standing not admitted to the School of Business Administration and not having taken Bus. 201 or 202.

DESCRIPTION OF COURSES: MANAGEMENT

(Junior or higher standing is required before admission to any of the following courses)

311. Principles of Marketing. Fall and Spring (3) Mr. Moore, Mr. Rahtz, Mr. Rice. Prerequisites: Econ. 101-102 or permission 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.

312. Marketing Problems. Fall and Spring (3) Mr. Stanley. Prerequisites: Econ. 101-102 or permission of the instructor and Bus. 311.

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.

313. Consumer Behavior. Fall and Spring (3) Mr. Moore, Mr. Rahtz. Prerequisite: Bus. 311.

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.

314. Marketing Research. Fall (3) Mr. Messmer, Mr. Rice. Prerequisite: Bus. 311.

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.

315. Personnel Management. *Fall and Spring (3) Mr. Solomon. Prerequisite or corequisite: Bus. 331.*

A course to provide understanding of the principles, policies, and practices used to develop a sound industrial relations program. Topics included are job analysis, the employment process, employee development, wage and salary administration, labor relations, and union negotiation.

316. Behavioral Science and the Business Organization. *Fall and Spring (3) Mr. Cole.*

A study of human behavior, development, and motivation in the business organization. Attention is given to behavioral science research in administration.

318. Quantitative Analysis for Business Decisions. *Fall and Spring (3) Mr. Kottas, Mr. Stewart. Prerequisites: Six credits in mathematics and Business 331.*

A course which integrates quantitative decision methods and the team approach to research problems of interest to management. Attention is given to probability theory, linear programming, and other quantitative approaches used in the analysis of business problems.

319. Retail Management. *Spring (3) Mr. Messmer, Mr. Rice. Prerequisites: Bus. 201-202, 311.*

The course will emphasize a managerial approach to the identification, analysis, planning and control of retail problems. While institutional elements will be covered, the focus will be on developing and executing retail strategy. Concepts will be explored which are applicable to large and small retailers.

320. Advertising. *Spring (3) Mr. Rice. Prerequisites: Econ. 101-102, or permission of the instructor.*

A study of the relationship of demand stimulation to business management. Analysis of cases will emphasize the management of advertising campaigns, expenditures, and the integration of advertising efforts as part of the total marketing concept.

323. Financial Management. *Fall and Spring (3) Ms. Holliday, Mr. O'Connell, Mr. Pearson, Mr. Williams. Prerequisites: Bus. 201-202; prerequisite or corequisite: Bus. 331.*

An introductory course covering the theory and practice of valuation, current and long-term financing of the firm, working capital management, capital budgeting, dividend policy, business expansion, and multinational financial management. Included are problems and cases.

327. Organizational Behavior and Management. *Fall and Spring (3) Ms. Lindholm.*

A course designed to develop the capacity to recognize and manage the human or behavioral factors as well as the physical factors influencing the effectiveness with which an organization attains objectives.

328. Management Control Systems. *Fall (3) Staff. Prerequisite: Bus. 202.*

An examination of the interrelationships between financial information flows and behavior in organizations. Cases and reading introduce management control processes in responsibility centers. Topics include goal formulation, performance measurement/reporting/evaluation and systems of rewards/punishments.

329. Management of Small Business. *Fall and Spring (3) Mr. Cole.*

A study of the special problems, analysis, and decision-making involved in the management of small business.

330. Production Management. *Fall and Spring (3) Mr. Kottas, Mr. Maddocks, Mr. Tarleton. Prerequisites: Bus. 201-202 and Bus. 331, or taking Bus. 331 concurrently.*

A course designed to familiarize the student with the production phase of business activity. Emphasis is on developing ability to use analytical methods in the design and operation of production systems.

331. Statistics. *Fall and Spring (3) Mr. Flood, Mr. Haltiner, Mr. Stewart, Prerequisite: Six credits in mathematics, or permission of the instructor.¹*

Basic concepts of statistical analysis within a business environment. Attention is given to solution methods via use of the computer, with both batch and terminal applications presented.

¹See note on page 41 concerning credit for statistics courses.

334. Introduction to Information Systems. *Fall and Spring* (3) Mr. Hawthorne, Mr. Maddocks, Mr. Rice.

Terms, concepts, and methods associated with management information systems. Topics include history, life cycle, data representation, file concepts, programming languages, and applications related to functional business areas.

341. Business Law I. *Fall and Spring* (3) Mr. Mallue.

Contracts, sales, negotiable instruments and agency with emphasis on the Uniform Commercial Code.

342. Business Law II. *Fall and Spring* (3) Mr. Mallue. Prerequisite: Bus. 341.

Bailments and carriers, property, mortgages, secured transactions; partnerships, corporations, securities; antitrust and unfair competition, bankruptcy, trusts and insurance.

411. Managerial Economics. *Spring* (3) Mr. Pearson. Prerequisites: Econ. 101-102.

A course to provide the student with an appreciation and basic understanding of the contributions of economics applied to the decision making process.

412. Logistics Management. *Fall* (3) Mr. Maddocks, Mr. Stanley. Prerequisites: Bus. 311, 327, 330, 331.

A study of the total framework of resources is the management of business systems. Course emphasis will be on facility location and capacity, transportation, and the physical distribution function.

413. Purchasing and Materials Management. *Spring* (3) Mr. Maddocks. Prerequisite: Bus. 330, 334.

A course designed to provide an understanding of the procurement and control of materials from initial acquisition to the production phase. Emphasized will be the systems aspects and the interface with other management functions, particularly finance, marketing, and production.

414. Investments. *Spring* (3) Mr. Williams. Prerequisites: Bus. 201-202, 323, and 331.

An examination of the securities markets and the characteristics of the various types of securities for institutional and personal investment. Sources of investment information, approaches to investing, personal investment planning, and elements of analysis are introduced.

415. International Business Management. *Fall and Spring* (3) Mr. Parkany, Mr. Tarleton. Prerequisites: Bus. 201-202 and Econ. 101-102.

Introduction to international trade and investment; organization and management of the multinational company; the overseas cultural, economic, and political environments and their impact on foreign operations.

416. Business Policy. *Fall and Spring* (3) Mr. Hoffman, Mr. Stanley, Mr. Warren. Prerequisite: Senior standing in the School of Business Administration, and Bus. 311, 323, 327, and 330.

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.

417. International Banking and Trade Financing. *Spring* (3) Mr. Parkany. Prerequisite: Bus. 201-202 and Econ. 101-102.

A study of the operation of the U.S. commercial banks abroad and of U.S. branches of foreign banks. Topics to be covered will include currency markets, public and private sector loans, export financing, and international payment mechanisms.

423. Corporate Financial Strategy. *Spring* (3) Staff. Prerequisite: Bus. 323. Prerequisite or corequisite: Bus. 318.

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.

430. Special Projects. *Fall and Spring* (1, 2 or 3 credits) Staff. Prerequisite: Permission of the Associate Dean for Undergraduate Studies.

A course designed to accommodate independent business research and special projects. For individuals in the management subprogram, no more than three of the required nine business elective credits may be satisfied by this course.

431. Business Forecasting. Spring (3) Mr. Flood, Mr. Haltiner, Mr. Stewart. Prerequisite: Bus. 331.

Statistical forecasting using regression and time series. Emphasis on model building using the computer, and use of the models to solve practical business problems. Topics include multiple regression, classical time series, and Box-Jenkins analyses.

434. Management of Financial Institutions. Spring (3) Mr. O'Connell. Prerequisite: Bus. 323.

A study of the management of financial institutions, with particular emphasis on depository institutions. The basic themes of the course are asset/liability management, including spread management; capital adequacy; and liquidity requirements.

435. Labor Relations. Spring (3) Staff. Prerequisites: Bus. 315, 327.

A course designed to develop the capacity to manage in unionized situations. Emphasis is placed on unfair labor practice cases, collective bargaining simulations, and grievance-arbitration cases.

436. Business and Society. Fall and Spring (3) Staff. Prerequisite: Senior standing in the School of Business Administration.

A course designed to discuss and clarify the role of the business organization in modern society and its relationship with the social, political, economic, cultural, and technological environments, both domestic and international. Cases analyzing the managerial response to external forces are analyzed.

445. Taxation and Business Decisions. Summer (3) Mr. Smith.

This course is designed to provide the student with an awareness of the impact of federal income taxation of business decisions. Various income tax concepts are analyzed as the basis for developing such an awareness. Credit cannot be presented in both Bus. 405 and Bus. 445.

499. Senior Seminar. Fall and Spring (3) Staff. Prerequisites: Bus. 201-202, 311, 318, 323, 327, 330, 331, 341.

A course designed to take advantage of a specific expertise of a faculty member. These seminars are taught on a one-time only basis, when proposed by faculty or students and approved by the School's Undergraduate Curriculum Committee.

STUDENT HONORS

Beta Gamma Sigma is the national honorary society which recognizes excellence of academic achievement in schools of business administration accredited by the American Assembly of Collegiate Schools of Business. 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.

GRADUATE PROGRAM

The School of Business Administration offers the degree of Master of Business Administration. For degree requirements and a full description of graduate work in Business Administration, write to the Associate Dean for Graduate Studies, School of Business Administration, for the School's Graduate Catalog.

School of Education

PROFESSORS NAGLE (Dean), ADAIR, BULLOCK, CLEM (Director of Educational Placement, Field Experiences and Undergraduate Studies), EMANS (Associate Dean), FLANAGAN, GALFO, GEOFFROY, GULESIAN, HANNY, LASHINGER, LAVACH, MAIDMENT, MULLIKEN, PRILLAMAN, REIS, UNGER and YANKOVICH¹. ASSOCIATE PROFESSORS BASS, BEERS, GARLAND, GIESE, LOSITO, MATHEWS, MESSIER, O'SHELL, THELIN and WHEELER. ASSISTANT PROFESSORS HOPKINSON, SAGARIA and WITHERELL.²

UNDERGRADUATE PROGRAMS OF STUDY

The programs of the School of Education are premised upon the conviction that sound preparation for teaching is grounded in study in the Arts and Sciences. The professional education components in a student's program combine specific study of educational ideas and practice with supervised teaching experiences.

Those students who are admitted to the School of Education concentrate in elementary education. The successful completion of the program insures the receipt of a Collegiate Professional Certificate from the State Board of Education of the Commonwealth of Virginia. Students should apply for their certificates through the Office of Educational Placement during the spring semester of their senior year.

Programs of the School of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and have been awarded "State-approved" status by the Virginia Department of Education. Graduates from these programs are qualified for certification in thirty-two states through the Interstate Certification Compact.

MINOR IN EDUCATION

Students may plan to complete a minor in Education consisting of a minimum of 18 semester hours. Specific information on this program may be obtained in the Office of Educational Placement in Jones Hall 305.

Procedures and Requirements for Admission to Undergraduate Concentration

Admission to Baccalaureate study at the College of William and Mary does not include admission to undergraduate concentration in the School of Education. Application for admission to the School of Education is made during the second semester of the sophomore year. Application forms and information regarding admission procedures may be obtained from the Office of Educational Placement, Jones Hall 305.

The criterion for admission to undergraduate concentration or second concentration is an overall quality-point average of at least 2.0 in work completed to date.

NATIONAL TEACHER EXAMINATION

Effective July 1, 1980 all persons seeking initial certification must take the National Teacher Examination. Applicants must take the core battery and the examination in the area of specific endorsements. (e.g. elementary education, history, mathematics, etc). Specific information on this requirement may be obtained in the Office of Educational Placement, Jones Hall 305. The National Teacher Examination is given on the William and Mary campus each year.

ELEMENTARY EDUCATION

The degree program in elementary education leads to both the Bachelor of Arts in Elementary Education degree and the Collegiate Professional Certificate endorsed for either grades NK-4 or grades 4-8.

¹On leave 1983-84

²Visiting Assistant Professor 1983-84.

COURSE REQUIREMENTS FOR ELEMENTARY EDUCATION CONCENTRATION AND TEACHER CERTIFICATION: GRADES NK-4.

Courses from other departments listed below may also be applied to area and sequence requirements when appropriate.

	(1) Reading	(6 sem. hrs.)
Ed. 304 — Teaching Reading in the Elementary School	Ed. 408 — Diagnostic Teaching of Reading	

	(2) Language Arts	(15 sem. hrs.)
A modern English grammar (Eng. 211 or 404)	Ed. 421 — Children's Literature Speech 203	

English composition if not exempted (Eng. 101, 301, 401 or 402)	A Literature course
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	(3) Social Studies	(12 sem. hrs.)
Economics (Econ. 101 or 102)	Ed. 405 — Teaching Social Studies in the Elementary School	
American History (Hist. 201 or 202)	3 sem. hrs. elective	

	(4) Mathematics ¹	(6 sem. hrs.)
Ed. 407 — Teaching Mathematics in the Elementary School	Ed. 458 — Mathematics for Elementary School Teachers or Math 106 — Discrete Mathematics with Application — I	

	(5) Science	(7 sem. hrs.)
A science course which includes a laboratory section	Ed. 406 — Teaching Science in the Elementary School	

	(6) Art and Music	(6 sem. hrs.)
Fine Arts (F.A. 330)	Music 320	

	(7) Health and Physical Education	(7 sem. hrs.)
P.E. 307 and the four activity courses taken for graduation		

	(8) Foundations of Education	(9 sem. hrs.)
Ed. 301 — Educational Psychology	Ed. 404 — Cultural Foundations of Education	
Ed. 302 — Human Growth and Development		

(9) Electives

In addition to requirements listed in (4) and (5) above, students need six (6) semester hours of science and/or mathematics courses.

	(10) Student Teaching	(6 sem. hrs.)
Ed. 410 A — Supervised Teaching, Grades NK-4		

¹It is recommended that elementary education concentrators take Ed. 407 and Ed. 458 although this may mean exceeding the 120 hrs. required for graduation. A second option (although not recommended) is Math 106 and Ed. 407. Ed. 458 may be taken during the freshman and sophomore years when space permits.

**COURSE REQUIREMENTS FOR ELEMENTARY EDUCATION
CONCENTRATION AND TEACHER CERTIFICATION: GRADES
4-8**

Ed. 304 — Teaching Reading in the Elementary School (1) Reading (6 sem. hrs.)
Ed. 408 — Diagnostic Teaching of Reading

A literature course (2) Language Arts (6 sem. hrs.)
Ed. 421 — Children's Literature and one course from the following:
Modern English grammar (Eng. 211 or 304); English composition (Eng. 101, 301, 401 or 402); or Speech 203

Ed. 405 — Teaching Social Studies in the Elementary School (3) Social Studies (6 sem. hrs.)
American History (Hist. 201 or 202)

Ed.407 — Teaching Mathematics in the Elementary School (4) Mathematics (6 sem. hrs.)
Ed. 458 — Mathematics for Elementary School Teachers
or
Ed. 106 — Discrete Mathematics with Application — I

A science course which includes a laboratory section (5) Science (7 sem. hrs.)
Ed. 406 — Teaching Science in the Elementary School

Fine Arts (F.A. 330) (6) Art and Music (6 sem. hrs.)
Music 320

P.E. 307 and the four activity courses taken for graduation (7) Health and Physical Education (7 sem. hrs.)

Ed. 301 — Educational Psychology (8) Foundations of Education (9 sem. hrs.)
Ed 404 — Cultural Foundations of Education
Ed. 302 — Human Growth and Development

(9) In addition to the requirements listed above, courses must be selected from two of the following subject areas:

- (2) Language Arts 9 sem. hrs.
- (3) Social Studies 9 sem. hrs.
- (4) Mathematics 9 sem. hrs.
- (5) Science 8 sem. hrs.

Ed. 401B — Supervised Teaching, Grades 4-8 (10) Student Teaching (6 sem. hrs.)

Professional Semester. The professional semester combines 12 credit hours into one term of the senior year (401A or B, 405 and 406). Juniors must pre-register for student teaching, to be taken the following fall or spring, in the office of Educational Placement at the time of spring early registration.

In order to be permitted to undertake the professional semester at the elementary level, concentrators must complete Education 301, 302, 304, 407, and 408. The approval of the advisor and a tubercular examination are required of students before they proceed with student teaching.

Electives

Electives should be selected in cooperation with an advisor from the School of Education. The number of elective credits varies depending upon performance on proficiency examinations and other such factors.

Graduation Requirements

Concentrators in Elementary Education are reminded of the fact that they may apply only thirty-three semester credits in education toward the one hundred and twenty academic credit hours required for graduation.

SECONDARY EDUCATION

Students planning to teach at the secondary level through the State Approved Program should declare their concentration in the subject area they expect to teach and plan to take the professional education courses required for certification. When the concentration is declared in the sophomore year the student should register with the School of Education for the teacher preparation program. This may be done in the Office of Educational Placement in Jones Hall 305. When the student registers for this program an advisor in the School of Education will be assigned.

The teacher preparation program may be taken by students who do not necessarily wish to teach but wish to develop a background that will enable them to work in areas related to education. Students completing this program meet requirements for a minor in education.

Programs are offered in the following areas: Art,¹ Earth Science, Biology, Chemistry, General Science, Physics, Mathematics, Music,¹ History and Social Science, Government, English, English and Speech, English and Dramatics, French, German, Spanish, Latin, Physical Education.¹

It is possible through consultation with the student's education advisor to plan a program leading to certification in more than one subject area.

General Education Requirements

All students must satisfy the following general education requirements in order to be eligible for the Collegiate Professional Certificate. Courses taken to meet these requirements may also be used in satisfying specific subject field endorsements and may, if appropriate, satisfy area and distribution requirements of the college.

1. Humanities 12 semester hours...(at least one course in each area)
 - (a) English Grammar and Composition — unless exempted from English 101, a course in composition should be completed.
 - (b) Literature
 - (c) Art, Music, Philosophy or Foreign Language
2. Social Sciences 12 semester hours...(at least one course in each area)
 - (a) American History (History 201 or 202)
 - (b) Courses selected from: History, Anthropology, Sociology, Economics, Government, Geography, Psychology, World Studies
3. Natural Science and Mathematics 10 - 12 semester hours
Two Laboratory Science courses and one Mathematics course
OR
Two Mathematics courses and one Natural Laboratory Science course.
4. Health and Physical Education 4 semester hours...(one course in each area)

¹Endorsements will be for Grades K-12.

Required Professional Education Courses

	Semester Hrs.
Education 301 — Educational Psychology	3
Education 302 — Human Growth and Development	3
Education 310 ¹ — Theoretical Inquiry and Education	3
Education 320 ¹ — Field Experience	1

Courses listed above are prerequisite for professional semester. The following courses comprise the professional semester taken spring of the senior year.

	Semester Hrs.
Education 303 — Instructional Methods and Materials	3
Education 402 — Supervised Teaching	7
Education 410 — Use of Media in Instruction	1
Education 412 — Classroom Testing and Evaluation	1

In addition to the twelve semester hours in the professional semester, it may be necessary for a student to carry an additional three semester hour course which may be in his field of concentration. This should be a course scheduled late in the afternoon or evening, in most cases after 3 p.m. The professional semester is offered only in the spring.

Students planning to student teach in the spring of their senior year must preregister in the Office of Educational Placement during early registration the spring semester preceding their senior year.

A tubercular examination will be required of all students who will be in continual contact with pupils in the public schools. This examination may be obtained through the college health services.

Subject Area Requirements for Specific Teaching Endorsements

Note: All courses are 3 semester hours unless otherwise designated.

ART(NK-12) — Dr. Robert Hanny, Program Coordinator

Students preparing to teach Art are endorsed to teach Art in both elementary and secondary schools. In addition to other requirements students must elect a course, approved by their advisor, in related arts, such as dance, film, music, literature, theater and architecture. A minimum of nine hours is required in each of the three areas listed below, six additional hours must be selected from any of the three areas:

- a) Two dimensional media and concepts
 - Fine Arts 111 — Basic Design I
 - Fine Arts 309 — Life Drawing I
 - Fine Arts 310 — Life Drawing II
 - Fine Arts 311 — Drawing
 - Fine Arts 312 — Watercolor
 - Fine Arts 315 — Painting I
 - Fine Arts 316 — Painting II
 - Fine Arts 323 — Printmaking: Intaglio
 - Fine Arts 324 — Printmaking: Lithography
- b) Three dimensional media and concepts
 - Fine Arts 112 — Basic Design II
 - Fine Arts 317 — Sculpture I
 - Fine Arts 318 — Sculpture II
 - Fine Arts 321 — Beginning Ceramics
 - Fine Arts 322 — Intermediate Ceramics
 - Fine Arts 441 — Advanced Studio

¹Should be taken concurrently during the junior year.

- c) History of Art and related areas
 - Fine Arts 201 — Survey of the History of Art
 - Fine Arts 202 — Survey of the History of Art
 - Education 330 — Art for Teachers.

ENGLISH — Dr. Mark Gulesian, Program Coordinator

Students who concentrate in English and enroll in the teaching preparation program should follow the concentration requirements of the English Department, but must include in their program the following courses to meet state certification requirements:

- A course in English literature
- A course in American literature
- A course in language
- A course in composition
- A course in speech

If possible, students should include a course in advanced composition and a course in modern English grammar.

Recommended Courses for those English concentrators who wish to become Secondary English Teachers:

- English 460 — Black Literature in America
- English 341 — The English Romantic Period
- English 342 — The Victorian Age
- English 352 — 20th Century British Literature
- English 362 — The American Renaissance
- English 363 — American Literature 1865 - 1920
- English 364 — American Literature since 1920
- English 301 — Advanced Writing
- English 305 — Creative Writing-Poetry and/or 306 Writing-Fiction
- Theatre 317, 318 — Playwriting
- English 435 — Epic and Romance
- English 436 — The World Novel
- English 421 — Shakespeare
- English 422 — Shakespeare
- English 440 — The English Novel 1832 - 1900
- English 452 — Modern Fiction
- English 456 — Modern Poetry to 1930
- English 304 — Modern Grammar
- English 211 — The Study of Language
- English 212 — Language in America
- English 303 — History of the English Language
- Speech 303 — Oral Interpretation

Those students wishing to be certified in *English and Speech* take six hours of speech courses in addition to the normal sequence of English courses.

Those students wishing to be certified in *English and Drama* take six hours of drama courses in addition to the normal sequence of English courses.

FOREIGN LANGUAGE — Dr. Robert Hanny, Program Coordinator

Students preparing to teach a foreign language in the secondary schools are urged to obtain a teaching endorsement in a second language. This option can be planned for in a program with a concentration in one language, with 24 semester hours in a second language for an endorsement.

Students will be required to take prerequisite courses for the programs in each language listed below. Prerequisites are stated in the description of each language concentration in the Modern Language section of the catalog. It is possible that stipulated prerequisites may not be specified as concentration requirements but can satisfy teaching concentration requirements. Prospective teachers are encouraged to take "intensive" courses to satisfy the second language requirements of the Modern Language Department, and/or serve as an apprentice teacher in the intensive language program.

SCHOOL OF EDUCATION

FRENCH

Required Courses:

- French 305 — Advanced Grammar
- French 306 — Advanced Composition

Twelve Semester Hours chosen from:

- French 321 — 17th Century Literature
- French 332 — 18th Century Literature II
- French 341 — 19th Century Literature I

or

- French 342 — 19th Century Literature II
- French 351 — 20th Century Literature I

or

- French 352 — 20th Century Literature II

Electives Approved by the Advisor: 9 Semester Hours

- French 406 — Contemporary Spoken French
- French 407 — French Phonetics and Diction
- French 307 — French Civilization I
- French 308 — French Civilization II
- French 410 — French Philology

Courses Strongly Recommended:

- English 405 — Descriptive Linguistics

or

- Anthropology 430 — Descriptive Linguistics

GERMAN

Required Courses:

- German 305 — Advanced Grammar and Composition

- German 206 — Intermediate Conversation

or

- German 306 — Advanced Conversation
- German 301 — German Literature Beginning 1700
- German 302 — German Literature 1700-1830
- German 303 — German Literature 1830-1945
- German 307, 308 — German-Speaking People and Their Civilization (6 sem. hrs.)

Electives Approved by the Advisor: 9 Semester Hours

- German 406 — History of the German Language
- German 387, 388 — Survey of 20th Century German Literature in English
- German 397, 398 — Contemporary German Authors in English Translation (6 sem. hrs.)
- German 401 — Goethe
- German 402 — Romantic Age
- German 403 — German Drama from Romanticism to 1945
- German 405 — German Poetry

SPANISH

Proficiency or Prerequisites:

- Spanish 201-202 — Intermediate Level Spanish (6 sem. hrs.)

- Spanish 205 — Intermediate Grammar and Composition

- Spanish 206 — Intermediate Conversation

Required Courses:

- Spanish 305 — Advanced Grammar and Composition

- Spanish 306 — Advanced Composition

- Spanish 301 — Spanish Literature to 1700

- Spanish 302 — Spanish Literature 1700 to present

SCHOOL OF EDUCATION

- Spanish 307, 308 — Culture and History of Spain (6 sem. hrs.)
Elective Approved by the Advisor: 12 Semester Hours
Spanish 303 — Latin-American Literature of
Colonial Period
Spanish 304 — Latin-American Literature from the
Colonial Period to the Present
Spanish 310 — Seminar in Spanish Literature
Spanish 401 — Medieval Spanish Literature
Spanish 402 — Cervantes
Spanish 403 — Prose and Poetry of Golden Age
Spanish 404 — Drama of Golden Age
Spanish 406 — 18th Century Literature
Spanish 407 — Spanish Romanticism
Spanish 408 — Spanish Realism and the Generation of '98
Spanish 409 — Contemporary Spanish Literature

LATIN

Required or Satisfied by Proficiency:

Classical Civilization 208 — Latin Literature

Classical Civilization 311, 312 — Ancient History (6 sem. hrs.)

Required Courses:

Latin 101-102 — Elementary Latin or four years of
Latin in High School (8 sem. hrs.)

Latin 201 — Introduction to Latin Prose

Latin 202 — Introduction to Latin Poetry

Latin Literature Cycle (6 sem. hrs.)

Electives Approved by the Advisor: 12 Semester Hours

Latin 301 — Cicero's and Pliny's Letters

Latin 302 — Latin Lyric: Catullus and Horace

Latin 303 — Cicero's Oration

Latin 304 — Elegiac Poets

Latin 305 — Roman Comedy

Latin 307 — Roman Private Life

Latin 308 — Latin Composition

Latin 310 — Medieval Latin — Prose and Poetry

Latin 401 — Horace's Satires and Epistles

Latin 402 — Latin Historians

Latin 404 — Virgil — The Latin Epic

Latin 408 — The Latin Novel

HISTORY AND SOCIAL SCIENCE (History, Government, Geography, Economics) —
Dr. William Garland, Program Coordinator

An emphasis in Social Science education certifies students to teach secondary school (grades 8-12) history, government, economics and geography. Within this emphasis, the student wishing to teach courses in cultural anthropology and sociology or social psychology must complete a minimum of 6 semester hours in these disciplines. The program requires completion of 42 semester hours of study distributed among the categories listed below. Specific courses listed represent strongly recommended ways of fulfilling categorical requirements. Students who concentrate in history, government, or economics may complete this program with electives in the areas indicated.

Required Courses:

History: A minimum of 18 semester hours credit distributed among the following categories:

1. A course in historiography: 3 Semester Hours

History 470 — A Synthesis of American History

History 493 — Studies in Historiography

2. American History: 6 Semester Hours

History 201, 202 — American History

3. World History: 6 Semester Hours

History 101, 102 — History of Europe

4. History Elective: 3 Semester Hours

- History 205, 206 — Survey of East Asian Civilization
- History 307, 308 — Survey of African History
- History 309, 310 — Survey of Latin-American History
- History 321, 322 — The History of Russia
- History 443, 444 — History of American Foreign Policy
- History 352 — Introduction to Afro-American History
- History 463 — The Old South
- History 466 — The Negro in the United States since 1861
- History 472 — The Russian Revolution
- History 477 — History of Mexico
- History 483 — Modern Japanese History
- History 484 — Modern Chinese History
- A colloquium/seminar course

Government: A minimum of 12 semester hours credit distributed among the following categories:

1. A course in American State and Local Government: 3 Semester Hours
Government 353 — *The Politics of State and Localities*
2. The nature of Government and Politics: 6 semester Hours
Government 201 — Introduction to American Government and Politics
Government 202 — Introduction to Political Philosophy
Government 203 — Introduction to Comparative Government
3. A course in American Political Philosophy: 3 Semester Hours
Government 401 — American Political Thought

Economics: A minimum of 6 semester hours credit in Economics
Economics 101, 102 — Principles of Economics

Geography: A minimum of 6 semester hours credit selected among the following courses:

1. Physical Geography
Geology 305 — Environmental Geology
Geology 307 — Physical Geography
2. Economic Geography
Anthropology 304 — Primitive Economic Systems
Geology 308 — Economic Geology
3. Human Geography
Anthropology 202 — Cultural Anthropology
Anthropology 314 — Indians of North America
Anthropology 364 — Tropical Ecology
Anthropology 349 — Human Geography
4. Regional Geography
Anthropology 323 — Native Cultures of South America
Anthropology 330 — Peoples and Cultures of the Caribbean
Anthropology 331 — Peoples and Cultures of Africa
Anthropology 340 — Peoples and Cultures of Insular Southeast Asia
Anthropology 342 — Peoples and Cultures of Mainland Southeast Asia
Anthropology 344 — Peoples and Cultures of Oceania

Students desiring certification in the teaching of secondary school history or government alone should follow established departmental guidelines for concentration in those respective academic fields. In addition to required courses in professional education, the School of Education includes the following requirements for the second concentration program in either history or government.

HISTORY CONCENTRATION

Students must complete a minimum of thirty-three academic hours credit in history distributed among the following categories. Listed courses are strongly recommended to satisfy categorical requirements.

1. A course in Historiography: 3 Semester Hours
History 493 — Studies in Historiography
History 470 — A Synthesis of American History

2. American History: 12-15 Semester Hours selected among the following courses:
 - History 201, 202 — American History
 - History 352 — Introduction to Afro-American History
 - History 443, 444 — History of American Foreign Policy
 - History 463 — The Old South
 - History 466 — The Negro in the United States since 1861
 - A colloquium/seminar course
3. World History: 12-15 Semester Hours selected among the following courses:
 - History 101, 102 — History of Europe
 - History 205, 206 — Survey of East Asian Civilization
 - History 309, 310 — Survey of Latin-American History
 - History 321, 322 — The History of Russia
 - History 472 — The Russian Revolution
 - History 477 — History of Mexico
 - History 483 — Modern Japanese History
 - History 484 — Modern Chinese History
 - A colloquium/seminar — World History

Students seeking certification in History alone must complete 3 hours of course work in basic economics:

- Economics 101 or 102 — Principles of Economics

GOVERNMENT CONCENTRATION

Students must complete a minimum of 42 academic hours credit in government and related areas of study distributed among the following categories. Listed courses are strongly recommended to satisfy categorical requirements.

1. The Nature of Government and Politics: 6 Semester Hours
 - Government 201 — Introduction to American Government and Politics
 - Government 202 — Introduction to Political Philosophy
 - Government 203 — Introduction to Comparative Government
2. A course in State and Local Government: 3 Semester Hours
 - Government 353 — The Politics of State and Localities
3. A course in American Political Philosophy: 3 Semester Hours
 - Government 401 — American Political Thought
4. Government Electives. 18 Semester Hours
 - Students are urged to select among the following courses when completing the remainder of their concentration programs in government:
 - Government 311, 312 — Comparative Government
 - Government 306 — Political Parties
 - Government 323 — International Relations
 - Government 324 — U.S. Foreign Policy
 - Government 402 — Empirical Political Theory
 - Government 370 — The Legislative Process
 - Government 371 — Presidency
 - Government 372 — The Judicial Process
 - Government 373 — American Civil Liberties
 - Government 374 — Political Behavior
 - Government 465 — Public Opinion and Voting Behavior
5. Electives in Government-Related Fields: 12 Semester Hours
 - History 201, 202 — American History
 - History 443, 444 — History of American Foreign Policy
 - History 445 — History of American Foreign Policy in Cold War Era
 - Economics 101, 102 — Principles of Economics

MATHEMATICS — Dr. S. Stuart Flanagan, Program Coordinator

Students preparing to teach mathematics at the junior or senior high school level will concentrate in Mathematics or a related area. Another option is to select courses to satisfy the Pre-Algebra endorsement while completing concentration requirements in another area.

SCHOOL OF EDUCATION

MATHEMATICS CONCENTRATION: 33 Semester Hours

Required Courses: 21 Semester Hours

Math 111 — Calculus

Math 112 — Calculus

Math 211 — Linear Algebra

Math 212 — Introduction to Multivariable Calculus

Math 311 — Advanced Calculus

Math 405 — Complex Analysis

Math 407 — Abstract Algebra

Twelve additional Semester Hours labeled Mathematics and numbered above 300 must be taken.

Prospective high school teachers should arrange to include the following:

Math 308 — Geometry (offered every other year)

Math 412 — Introduction to Number Theory

Math 401 — Probability and Statistics

In addition, prospective teachers should arrange to take C.S. 141-Introduction to Computer Science even though this course does not apply to the Math Concentration.

PRE-ALGEBRA ENDORSEMENT: 18 Semester Hours

Students with a modest mathematics background may be endorsed to teach mathematics below the level of high school algebra. Most Science, Business, Psychology, and Economics concentrators can satisfy this 18 semester hour requirement in Mathematics, especially since there are courses in these departments that carry math credit or certification purposes upon the advisor's approval. Student should contact the program coordinator in order to plan for this endorsement.

Prospective mathematics teachers should contact the program coordinator as early as the freshman year, if possible, in order to study in areas which will enable the teacher to relate the mathematics to the world of his pupils, the natural sciences, and the social sciences and be aware of the role of mathematics in our culture.

MUSIC (NK-12) — Dr. Robert Hanny, Program Coordinator

Students preparing to teach music are endorsed to teach in both elementary and secondary schools. A minimum of forty-five semester hours is required in the following with a minimum of eighteen hours in each of the first two areas:

<i>Basic Musical Knowledge</i>	Semester Hours
Music 201-202 — Theory I	6
Music 301-302 — Theory II	6
Music 311-312 — History of Western Music	6
<i>Musical Performance</i>	
Music 321 — Music in the Elementary School	3
Music 322 — Music in the Secondary School	3
Music 323,324, 325 — Instructional Techniques, Materials and Methods 2, 2, 2	2, 2, 2
Music 327,328 — Choral and Instrumental Conducting	2, 2
Music 151, 152 — Elementary Piano or Proficiency	1-2

In addition

Ensemble (required for certification)

Music 131 — Band 1-2

Music 132 — Choir 1-2

Music 133 — Chorus 1-2

Music 134 — Orchestra 1-2

Music 135 — Small Ensembles 1-2

SCIENCE — Dr. Ronald Giese, Program Coordinator

BIOLOGY, CHEMISTRY, EARTH SCIENCE, and PHYSICS

Students desiring certification in the teaching of secondary school biology, chemistry, earth science (geology) or physics must follow the established departmental guidelines for a concentration in the respective academic discipline and include in their program the following considerations.

BIOLOGY CONCENTRATION

Students should select courses that exhibit a balance between botany and zoology. In addition to the inorganic and organic chemistry required for a biology concentration, this endorsement requires at least one course in mathematics and physics.

CHEMISTRY CONCENTRATION

Student seeking an endorsement in chemistry must include in their program inorganic, organic, analytical and physical chemistry and at least one in each of the following: calculus, biology and physics.

EARTH SCIENCE (GEOLOGY) CONCENTRATION

Students seeking an endorsement in earth science must, in addition to (or as a part of), their geology concentration include at least one course in each of the following areas: oceanography (Geol. 306 — Marine Geology); meteorology (M.S. 406 — Meteorology); astronomy (Physics 175 — Introductory Astronomy). Also required is at least one course in each of the following: math, chemistry, physics and biology.

PHYSICS CONCENTRATION

Students seeking endorsement in physics shall in consultation with their advisor plan a program in which one or more courses treat the following topics: mechanics, heat and thermodynamics, optics, electricity, magnetism, electronics, atomic and nuclear physics. Also required is at least one course in one of the following areas: chemistry, biology and calculus.

MULTIPLE SCIENCE ENDORSEMENTS

Students seeking endorsement in one of the above sciences can obtain additional science endorsements by taking a minimum of 18 semester hours in the science area for which the additional endorsement is sought provided the basic course requirements listed above in the area are met.

DESCRIPTION OF COURSES

301. Educational Psychology. Fall and Spring (3) Mr. Ries. Open only to second semester sophomores, juniors, and seniors.

A course in which current theories of learning are analyzed with emphasis upon the basic factors of motivation, learning, retention, and transfer. Special emphasis is placed on educational implications of empirical and theoretical finding. A study may not apply Ed. 301 and Psych. 341 toward degree requirements.

302. Human Growth and Development. Fall and Spring (3) Mr. Lavach. Open only to second semester sophomores, juniors, and seniors.

A course in which selected theories and research findings dealing with progressive human growth and development from conception to senescence are examined. Major emphasis is placed on genetics, sensory-motor development, cognition, personality, perception, and emotion. Educational implications are explored. A student may not apply Ed. 302 and Psych. 362 toward degree requirements.

303. Instructional Materials and Methods. Spring (3) Mr. Flanagan — Mathematics; Mr. Garland — Social Sciences; Mr. Giese — Natural Sciences; Mr. Gulesian — English; Mr. Hanny — Art, Music, Modern Languages; Mr. Smith — Physical Education (Fall Semester). Prerequisites: fifteen semester hours in subject of teaching. May be selected by students not enrolled in the professional semester.

A basic course in instructional methodology and introduction to teaching materials.

304. Teaching Reading in the Elementary School. Fall and Spring (3) Mr. Lashinger. A basic course in the fundamentals of instruction in reading. This course is concerned with the application of the principles of learning and child development to the teaching of reading and the related language arts.

S305. The Teaching of High School Latin. Fall or Spring (3) Mr. J. W. Jones. Same as Latin 405.

309. Physical Education in the Elementary School. Fall (3) Ms. Crowe.

Teaching methods and materials in Physical Education for elementary school children K-8. Emphasis is placed on skill development and the significance of motor development.

310. Theoretical Inquiry and Education. (3) *Fall, Spring, occasionally Summer.* Staff.
An introduction to the theoretical study of educational systems and the nature of disciplined inquiry within the educational process.

311. Understanding Young Children. *Fall* (3) Staff.
A course designed for undergraduates interested in preschool children, both at home and in day-care settings, and should be of considerable value to prospective parents. Work in early Childhood centers will be required. Child development principles and educational theories will be introduced and related.

320. Field Experience. (1) Staff. *Fall, Spring.*
An introduction for prospective secondary teachers to the public school setting through the opportunity to observe in local schools.

330. (Fine Arts 33) Art for Teachers. *Fall and Spring* (3) Ms. King.
Open to Education majors (concentrators in Fine Arts should take this course as Education 330).

A study of the development of artistic expression in children, together with a hands-on investigation of the materials and methods of art-making best suited to the elementary and secondary school student. In addition, exposure to selected works of art throughout history, to help the new teacher develop a philosophy of what art is and how it functions in our own culture. Elementary Education majors should register for Fine Arts 330—Fine Arts majors should register for Ed. 330. Two hours lecture; two hours studio.

400. Problems in Education. *Fall, Spring;* hours and credits to be arranged. Staff.
A course designed for students currently enrolled in School of Education program 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. Consent of instructor required.

401A. Supervised Teaching, Grades K-3. *Fall and Spring* (6) Staff. Prerequisites: Education 301, 302, 304, 408, 407. (Graded Pass, Fail).

A student teaching experience offered as part of the professional semester for prospective elementary school teachers at the kindergarten and primary levels.

401B. Supervised Teaching, Grades 4-7. *Fall and Spring* (6) Staff. Prerequisites: Education 301, 302, 304, 407, 408. (Graded Pass, Fail).

A student teaching experience offered as part of the professional semester for prospective elementary school teachers at the upper elementary level.

401C. Supervised Teaching, Physical Education; K-7. *Fall.* (3 or 6) Ms. Crowe. *Ik-* Prerequisites: Senior Standing, twenty-four credits in Education and Physical Education.

This course involves daily observation and teaching in a public school system with weekly conference, special assignments and reports.

402A. Supervised Teaching, Secondary Level. *Spring.* (7) Mr. Flanagan, Mr. Garland, Mr. Giese, Mr. Gulesian, and Mr. Hanny. Prerequisites: Education, 301, 302, 310, 320. (Graded Pass, Fail).

A student teaching experience offered as part of the professional semester for prospective elementary school teachers at the upper elementary level.

402B. Supervised Teaching, Secondary Level-Physical Education. *Fall.* (3 or 6). Mr. Smith. Prerequisites: Senior Standing, twenty-four credits in Education and Physical Education.

This course involves daily observation and teaching in a public school system with weekly conferences, special assignments and reports.

403. Teaching Methods. Subjects to vary; one to three credits. Staff.
A course designed to allow for the acquisition of teaching skills. Emphasis is on the processes of planning, instructing, and evaluating. The focus and credit hours may be varied to meet the needs of a designated audience.

404. Cultural Foundations of Education. *Fall, Spring* (3) Mr. Losito, Mr. Unger.
An interdisciplinary study of the public school and its cultural context. The disciplines of anthropology, history, law, philosophy, and sociology are utilized to acquaint the

prospective teacher with significant aspects of American public schools in their social setting.

405. Teaching Social Studies in the Elementary School. *Fall and Spring* (3) Mr. Wheeler. Part of the professional semester in elementary education.

A course in which the objectives, instructional strategies, and evaluation of social studies education at the elementary level are explored. Included are experiences in the design of instructional materials and in microteaching.

406. Teaching Science in the Elementary School. *Fall and Spring* (3) Mr. Giese. Part of the professional semester in elementary education.

A course designed to acquaint the student with current curricular methods, materials and philosophies in elementary school science education. The student is taught to develop and identify science materials and approaches appropriate to the child's developmental level.

407. Teaching Mathematics in the Elementary School. *Fall* (3) Mr. Flanagan.

A course designed to supplement the prospective elementary school teacher's preparation in algebra and geometry while concentrating mainly on effective pedagogy and materials for the teaching of mathematics in grades K through 6. Should be taken in junior year.

408. Diagnostic Teaching of Reading. *Fall and Spring*; lectures three hours, three credits. Prerequisite: *Ed 304* or consent of the instructor. Staff.

A course which includes (1) techniques for the evaluation of reading progress, (2) an examination of difficulties frequently experienced by children in learning to read, (3) an examination of diagnostic techniques that can be used by the classroom teacher, (4) methods of differentiation of instruction of fit individual capabilities, and (5) various corrective methods for use in the classroom.

409. Historical Analysis of Educational Issues. *Fall, Spring, and Summer.* (3) Mr. Losito and Mr. Unger. Prerequisite: consent of instructor.

Skills in the analysis of educational issues and arguments are emphasized. Inquiry is conducted into a wide range of contemporary issues relevant to the professional educator.

410. The Use of Media in Instruction. *Spring* (1) Mr. Gulesian.

An introductory course in the operation of instructional hardware and the designing of materials for implementing classroom instruction.

412. Classroom Testing and Evaluation. *Spring* (1) Staff.

Addresses theory and practice of student, class, and program evaluation for the secondary school teacher.

413. Ethics and Education. *Fall and Spring* (3) Mr. Losito. Prerequisite: consent of instructor.

A study of ethics and moral reasoning as they relate to education and the other helping professions. Models for applying ethical considerations to policy and personal decisions are examined.

414. Educational Measurement and Evaluation. Occasionally (3). Prerequisites: *Education 301, 302.* Mr. Ries

A course dealing with (1) identifying and defining instructional objectives in behavioral terms, (2) constructing and selecting both measuring and evaluative instruments to appraise these objectives, and (3) interpreting the results that are obtained in a meaningful way. Emphasis is placed on the construction of teacher-made tests and the interpretation of standardized tests.

415. Studies in International Education. Occasionally (3) Staff.

A survey of contemporary educational objectives, procedures, and issues in countries selected for study. Emphasis is placed upon teacher education, the use of educational services, administrative organization, and special program development. (Open to graduates and undergraduates.)

420. Instructional Media. *Fall, Summer* (3) Mr. Gulesian.

A course which develops basic skills in the production of non-print media designed to assist instruction in various settings. Still and motion picture photography, sound

production, multi-medi programs as well as graphics are included.

421. Children's Literature. Fall, Spring (3) Mr. Beers.

A course dealing with reading and the examination of books and other materials suitable for the child of elementary school age. The course includes a study of children's reading interests, criteria and aids of selection of materials, practice in evaluating materials, and a brief survey of the history and trends in publishing books for children.

422A. Museums: Functions and Operations. Fall (3) Staff.

An introduction to the history, organization, purposes, and day-to-day operations of museums. Topics include the history of museums; problems and processes of museum management; financing museums; and the origin, acquisition, preservation, and exhibition of museum collections.

422B. Museum Education. Spring (3) Mr. Garland.

An in-depth study of the educator's role in a museum. Topics include interpretation in museums; docent recruitment and training; grant proposal writing; and exhibit design and installation from the educator's perspective. Prerequisite: Ed. 422A.

423. Literature for Adolescents. Summer, Spring (3) Mr. Gulesian.

A course designed to allow participants to read and discuss books which have proven appeal to adolescents; to investigate the role of adults who are responsible for guiding adolescent readers; and to determine the interests, needs and abilities of readers of middle and high school age.

424. The Teaching of Writing. Fall (3) Mr. Gulesian.

A course for secondary teachers of all students which addresses viable approaches to the teaching of forms of written discourse to adolescents through reading, discussions and writing by participants.

425. Introduction to Special Education. Fall, Spring, occasionally Summer (3) Mr. Prillaman.

A course devoted to an examination of current practices and patterns in the education and life styles of children and youth with learning and behavioral problems. The course deals with various educational issues and problems of a sociological and psychological nature. Consideration is given to the development of more effective educational programs.

427. Psychopathology and Emotional Disorders of Children. Fall, occasionally Summer (3) Mr. Messier and Mrs. Mulliken.

A study of the emotional bases for disordered behavior including physiological background, the dynamics of interaction with others, and the motives, drives, and conflicts which pattern behavior. Consideration is given to procedures for coping with behavioral disorders in the public schools.

438. Content Area Reading in Middle Schools and High Schools. Spring (3) Mr. Lashinger. Cross-listed as Education 538.

A course intended for content teachers in middle schools and high schools who desire to improve their competence in the teaching of content reading. Included are study of the nature of reading tasks for adolescents and young adults, effective techniques for improving reading with this group, and materials to be used in this teaching.

449. Applications of Mathematics: An Interdisciplinary Approach. Summer (4) Mr. Flanagan.

A course in which study is made of the applications of mathematics to the sciences and social sciences. The student is taught to construct appropriate models and to construct and evaluate modules for use in the secondary school.

450. Conservation of Virginia Resources. Summer (3) Mr. Giese.

A course of study designed to improve the participants' knowledge and their ability to provide instruction about the natural resources of Virginia through lectures, field work and evaluation of available environmental educational materials. Resources of minerals, soils, forests, wildlife, and marine life are studied as are ways of using and conserving these resources.

458. Mathematics for School Teachers. *Fall & Summer* (3). Enrollment open only to education students or with Instructor's approval. Mr. Flanagan.

A course designed to help students attain the level of understanding of the concepts and structure of mathematics necessary for the effective teaching of mathematics including problem-solving ability and facility with applications. A diagnostic test is administered in order to determine strength and weaknesses. A course of study, individual or small groups, is developed upon the basis of the diagnostic test result.

460. The Helping Relationship. *Fall and Spring* (3) Staff.

A didactic and experiential examination of the nature of the helping relationship between consumers and providers of human services.

465. Teaching Young Children. *Fall* (3) Staff.

The students will select a two-year range for indepth study. Environments and development curricula will be designed and evaluated based upon informal and systematic educational assessments and observations of pupils. Piagetian and Montessorian models and questioning techniques will be employed in theoretical and realistic settings. The recruitment and training of aides will be emphasized.

Facilities and Services

Learning Resources Center

(a) Curriculum Materials Library. In room 209 Jones Hall, a library of specific educational materials is maintained. Included in the collection are curricula, tests, media programs, teaching aids, elementary and secondary textbooks and current educational publications. (b) Media Resource Center. Audio-visual equipment and supplies for instructional materials creation are maintained for the support of educational programs and the encouragement of creative educational practice in rooms 231 and 235 of Jones Hall.

Educational Placement

The School maintains an Educational Placement Office to assist its graduates who plan to teach or who are seeking changes in employment. No registration fee is charged, and all students enrolled in the School are urged to avail themselves of this service. If the students file and maintain complete records with the Placement Office, the office can be of assistance to those who go into teaching, not only at graduation, but also offer assistance to alumni making changes in their professional positions.

The Office of Educational Placement also provides the service of processing all applications for Virginia Teaching Certificates. Students should file applications for Teaching Certificates during the month of May prior to graduation. Certificates should be applied for even if the student does not plan to teach immediately after graduation. All questions regarding certification should be referred to the Office of Educational Placement.

Kappa Delta Pi

This honor society in Education was first organized in 1911, and Alpha Xi Chapter of the College of William and Mary was chartered in 1922. The purpose of Kappa Delta Pi is to encourage high professional, intellectual, and personal standards, and to recognize outstanding contributions to education. To this end the organization invites to membership persons who exhibit commendable personal qualities, worthy education 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.

Kappa Delta Pi Scholarship

The Alpha Xi Chapter of Kappa Delta Pi, national honor fraternity for teachers and students in Education, annually offers a \$150 scholarship to the student displaying combined scholarship and outstanding professional qualities. Inquiries should be directed to the Director of Education Placement and Coordinator of Field Experiences.

Exchange Program with Rolle College

The school of Education has established an exchange program with Rolle College in Exmouth, England. Rolle is a teachers' college associated with Exeter University.

The term spent in exchange replaces the first semester of the junior year. Sophomores interested in the program should make application before October 15 to Mr. Paul Unger or Mr. Ron Giese of the School of Education. A decision will be rendered by February 1.

Graduate Study

Graduate study is available for those who have completed with merit an undergraduate degree program at an accredited institution. The School of Education awards the degrees of Master of Arts in Education and Master of Education in a variety of fields. In addition, the Certificate of Advanced Study (thirty semester hours beyond the Master's degree) and the Doctor of Education degree are offered in Educational Administration, Higher Education, and Counseling. For complete course descriptions and detailed information relating to the graduate program consult the *School of Education Graduate Program Catalog*, copies of which are available upon request from the Office of the Director of Graduate Studies, School of Education.

The School of Marine Science/Virginia Institute of Marine Science

PROFESSORS PERKINS (DEAN), ZEIGLER (ASSOCIATE DEAN), ANDREWS, BENDER, BYRNE, GRANT, HARGIS, HAVEN, KUO, LOESCH, LYNCH, MUSICK, NICHOLS, VAN ENGEL, WASS, WEBB AND WRIGHT. ASSOCIATE PROFESSORS AUSTIN, BIERI, BOON, CASTAGNA, DUPAUL, EVANS, HUGGETT, MACINTYRE, NEILSON, ORTH, ROBERTS, RUZECKI, SILBERHORN, SMITH, THEBERGE AND WEEKS. ASSISTANT PROFESSORS BRUBAKER, BURRESON, CERCO, CHU, DIAZ, HAAS, HERSHNER, HOBBS, HYER, KATOR, PENHALE, SHI, SULAK, SU, WARRINER, WETZEL, WOJCIK AND ZWERNER. INSTRUCTORS BARNARD, BOSCO, CORNELL, GIBBONS, KILEY, LUCY, LUKENS, OLNEY, ROONEY-CHAR AND SHAW.

FACILITIES

Through offerings of the School of Marine Science, an unusual opportunity is afforded students of all phases of Marine Science (including Marine Fisheries Science, Biological, Chemical, Geological and Physical Oceanography, and certain other technical aspects including Marine Resource Management) to take advanced undergraduate and graduate training at an active, year-round center of marine research.

The marine campus is located at Gloucester Point on the York River, an important estuary with easy access to Chesapeake Bay and the nearby Atlantic. The Institute and the School are admirably situated to conduct research and teaching in marine, estuarine, and freshwater biology, chemistry, geology, and physical oceanography and engineering. The campus of the Eastern Shore Branch Laboratory at Wachapreague, Virginia, offers access to the embayments, salt marshes, and barrier beaches of Virginia's Eastern Shore. Laboratories for mariculture and research as well as dormitory and classroom space are located at Wachapreague.

PROGRAM

The program of the School of Marine Science is primarily intended for the student who wishes to specialize in Marine Science or Oceanography at the graduate level. The degrees offered are the Master of Arts and Doctor of Philosophy in Marine Science. Majors in Biological Oceanography (Marine Biology), General Oceanography (Physical, Chemical or Geological areas), (Marine Fisheries Science), and Marine Resource Management are available at both levels. Within these general areas, study of several specialities may be undertaken—for example, Marine Pollution Biology, Wetlands Ecology, etc. The cur-

riculum available to students working toward either degree is comprised of 60 formal courses, two problems courses, two seminar courses and two thesis courses.

Though the courses offered by the School are primarily for graduate students, advanced undergraduate (juniors and seniors) may participate. For instance, Biology, Chemistry and Physics majors may enroll in suitable 500 level courses. An undergraduate major in Chemistry, Geology, Physics, or Psychology may work on a marine problem in his field of specialization. Consent of the Chairman of the student's major department is required to take problems courses in Marine Science.

As in most marine institutions, activities are accelerated in the summer. Qualified undergraduate students may take advanced training in Invertebrate Ecology, Marine Science, Physiology, and other subjects as scheduled. Several scientists are usually added to the research and teaching staff. In addition to the regular academic courses offered, special summer research courses in Marine Science may be arranged.

The faculty is heavily engaged in research as well as teaching; students have an unusual opportunity to become intimately familiar with the field. This advantage is increased by the fact that the student's entire training program is carried out on the seacoast. Time is not lost traveling from an inland campus to the sea; the sea, itself, is a constant classroom companion.

PREPARATORY STUDIES

Students who are seriously interested in Marine Science as a profession should consult with the dean of the school as early in their college careers as possible regarding an academic program to be followed.

In general, all science is becoming more quantitative as the twenty-first century approaches. Regardless of one's field of concentration, a solid background in mathematics through differential equations, a year of statistics, physics, chemistry and familiarity with computers is highly recommended. The sooner one can begin these subjects, the better. Students interested in Biological Oceanography or Marine Fisheries Science should plan to take such undergraduate subjects as Genetics, Comparative Anatomy of Vertebrates, Comparative Anatomy of Invertebrates, Histology, Embryology, Systematic Botany, Microbiology and Physiology.

The prospective physical oceanographer should have an undergraduate major in Chemistry, Physics, Meteorology, Geology, Engineering or Mathematics. It is assumed that any one of these physical science degrees includes the quantitative courses discussed above, but particularly helpful are courses in fluid mechanics, time series analysis and thermodynamics.

DESCRIPTION OF COURSES

401. Introduction to Physical Oceanography. Fall (3) Mr. Ruzecki. Prerequisites: Undergraduate Physics, Undergraduate Math.

Physical properties of seawater, descriptive oceanography, air-sea interactions, heat budget, methods and measurements, dynamics of circulation, waves and tides. Required of all students unless justification for exemption is approved by the Dean of the School of Marine Science upon the recommendation of the appropriate faculty committee. Lectures and laboratory.

402. Introduction to Chemical Oceanography. Spring (3) Mr. Huggett, Mr. Bieri. Prerequisite: Undergraduate Chemistry.

Major and minor components of seawater, the concept of residence time, solution chemistry of organic compounds, nutrient cycling, dissolved gases, radioactive dating, geochemical cycles, biosynthesis in marine environments, organic geochemistry, anthropogenic input. Laboratory demonstration of analytical methods for organic analysis. Required of all students unless justification for exemption is approved by the Dean of the School of Marine Science upon the recommendation of the appropriate faculty committee. Three lecture hours.

403. Introduction to Biological Oceanography. Fall (3) Mr. Roberts.

Introduction to principles and concepts of marine ecology; characteristics of the oceans

and estuaries as ecosystems. Occurrence and distribution of marine organisms in relation to hydrography. *Lectures, laboratory and field trips.*

404. Introduction to Geological Oceanography. Spring (3) Mr. Boon, Mr. Hobbs, Mr. Wright.

Concepts of marine geology; coastal processes, seafloor spreading and continental drift, sediments and sedimentation, shelf and canyon development. Required of all students unless exemption is approved by the Dean of the School. *Lectures and field trips.*

405. Problems in Marine Science. Fall and Spring (1-4) Staff.

Supervised projects selected to suit the needs of the graduate or advanced undergraduate student. Projects to be chosen in consultation with the head of the student's major department, the supervising professor and the Dean of the School of Marine Science. Acceptable topic outlines and terminal project reports are required.

406. Introduction to Marine Science. Summer session (5): Evening College (3), academic year as required (3-5). Staff.

A general introduction to marine science including biological, chemical, geological and physical oceanography. Lectures, laboratory and field trips, twenty-six hours per week for five weeks in Summer. Evening college course limited to three lecture hours and three semester hours credit. Academic year course may be offered without laboratory (3 hours credit) or with laboratory or both (5 hours credit).

407. Statistics for Marine Scientists I. Fall (3) Mr. Diaz.

Applications of statistical methods to analysis of biological and physical data. Binomial and chi-square distributions, normal distributions. Hypothesis testing, introduction to analysis of variance and regression analysis. Three lecture hours. Required of all students unless justification for exemption is approved by the Dean of the School of Marine Science.

408. Introduction to Computer Programming for Marine Scientists. Fall (1) Ms. Shaw.

Introduction to time-sharing and use of terminals; introduction to computer language, elements of FORTRAN 77 including flow charts and program documentation, writing interactive programs, file creation and access. One lecture hour, assigned laboratory problems using the VIMS PRIME 750 computer system.

409. Program Design and Data Structures Using PASCAL. Spring (1) Mr. Lukens.

Structured programming techniques are presented using the PASCAL programming language. Elementary data structures are presented with attention to forms which are useful in scientific programming. Practical applications are stressed with emphasis on graphics in the latter portion of the course. The linkage of system and user-written libraries to PASCAL programs is covered. Class assignments are carried out on the VIMS PRIME 750.

410. Marine and Freshwater Invertebrates. Summer sessions (5) Staff.

Classification and identification adaptation, ecology, life histories. Local marine, estuarine and freshwater forms emphasized. *Lectures, laboratory and field trips, twenty-six hours per week for five weeks.*

412. Marine Botany. Summer Session (5) Staff.

A general introduction to the ecology and systematics of algae and tracheophytes encountered in the marine environment. *Lectures, laboratory and field trips, twenty-six hours per week for five weeks.*

413. Coastal Botany. Fall (3) Mr. Silberhorn.

A general survey of maritime vascular plant communities. Marshes, swamps, beaches, dunes, maritime forests and submerged aquatic communities of the coastal region. *Field trips, laboratory and lectures.*

419. Computer Applications in Marine Science. As required (1) Staff.

Courses designed primarily for students who require special computer language programs for analysis of their research data. Following instruction in basics of programming language, each student will develop, with guidance, one or more computer programs pertinent to his or her thesis research. One lecture hour.

420. Literature Search and Scientific Writing. Spring (1) Mr. Grant, Ms. Barrick.

Instruction on use of selected abstracting and indexing services appropriate to marine science and development of search strategy techniques applicable to on-line data bases. Step-by-step analysis of the preparation of a journal article; structure and content of research and thesis proposals. *One lecture hour.*

GRADUATE PROGRAM

The School of Marine Science offers the degrees of Master of Arts and Doctor of Philosophy. For graduate admission and degree requirements, and for a full description of graduate courses in marine science, write for a Graduate Catalog to: Dean of the School of Marine Science, Gloucester Point, Virginia 23062.

VI. MISCELLANEOUS INFORMATION

ENROLLMENT OF THE COLLEGE

SESSION 1982-83

	Male	Female	Total
Freshman	571	612	1183
Sophomore	565	666	1231
Junior	517	582	1099
Senior	492	642	1134
Law School	321	194	515
Graduate	560	460	1020
Unclassified	110	229	339
Total	3136	3385	6521

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

SESSION 1982-83

Australia	1	Connecticut	93
Austria	1	Delaware	37
Bermuda	2	Florida	78
Belgium	1	Georgia	32
Brazil	1	Hawaii	3
Canada	6	Idaho	2
Republic of China	10	Illinois	44
Chile	1	Indiana	10
Columbia	1	Kansas	3
Costa Rica	2	Kentucky	12
Egypt	1	Louisiana	10
Ireland	1	Maine	5
France	5	Maryland	243
West Germany	2	Massachusetts	73
Haiti	1	Michigan	20
Hong Kong	2	Minnesota	11
Indonesia	1	Mississippi	1
India	3	Missouri	11
Iran	2	Nebraska	1
Italy	1	Nevada	1
Japan	4	New Hampshire	5
South Korea	1	New Jersey	251
Lebanon	2	New Mexico	3
Mexico	1	New York	355
Malaysia	1	North Carolina	54
Nigeria	1	North Dakota	2
Netherlands	1	Ohio	64
Philippines	2	Oklahoma	1
Pakistan	5	Oregon	1
Panama	2	Pennsylvania	254
Sierra Leone	1	Rhode Island	11
Switzerland	3	South Carolina	20
U.A. Emirates	1	Tennessee	25
Thailand	2	Texas	24
Turkey	1	Utah	1
United Kingdom	14	Vermont	7
Virgin Islands	1	Virginia	4571
Alabama	8	Washington	6
Alaska	1	West Virginia	6
Arkansas	3	Wisconsin	8
California	38	Washington, D.C.	17
Colorado	7		

THE SOCIETY OF THE ALUMNI

The Society of the Alumni of the College of William and Mary in Virginia, Inc., was formally established on July 4, 1842, and incorporated on March 17, 1923. The organization is a result of an interest in the prosperity of the College by former students to promote the welfare of the College and in so doing establish a mutually beneficial relationship between themselves and the College. The Society seeks to develop ways in which alumni may contribute to the ongoing life of the College, to insure its continued success, and to provide assistance as those who have gone before have provided for following generations.

Any person who has received a degree, or has completed one regular session semester in the undergraduate program is considered as alumnus, and is a member of the Society. Alumni who contribute to the William and Mary Fund or any other recognized fund in support of the College are accorded full membership privileges including the right to vote in Society activities.

The Society is governed by a board of fifteen persons, five elected each year for three year terms. The activities are carried out by the Executive Vice President of the Society and the professional staff. The ALUMNI GAZETTE is the official publication of the Society and is sent to all known living alumni, parents of current students, and faculty. The ALUMNI GAZETTE MAGAZINE is sent twice annually to all alumni and friends who contribute to the College.

A strong off-campus program includes alumni chapters located in major cities and areas of alumni concentrations. The Society over the years has supported the scholarly activities of the College through Alumni Summer Research Grants for faculty, five Alumni Fellows designations annually to outstanding younger faculty members, a series of prizes and recognitions for creative effort in writing and the fine arts, undergraduate scholarships, and financial as well as organizational support of numerous campus activities, off-campus projects, placement and career counseling efforts, awards and recognition programs. The Society sponsors the annual Burgesses Day recognition of members of the General Assembly and the State government, and has established a Public Affairs Communications Team of alumni across the state.

Homecoming, the major on-campus event for all alumni, is held during the fall, and serves as the reunion every five years for nine graduating classes. The 50th Reunion is held each year during graduation weekend, when members are inducted into the Olde Guard.

The Alumni Medallion is awarded to no more than five alumni annually in recognition of outstanding loyalty and service to the College. To date 168 medallions have been awarded and 77 recipients are still living. Non-alumni persons who have contributed significantly to the College and the Society are made Associate members of the Society, as are all emeriti faculty.

The Alumni House, on Richmond Road at the stadium, houses the offices of the Society, the Paschall Library, and spacious stately reception rooms, as well as the records of the Society and the alumni information and address file. The House hosts a number of significant meetings, business and social functions, serving the College and the community, in addition to being the campus home of all alumni.

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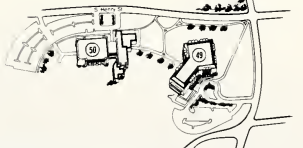
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THE CAMPUS OF THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

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May, 1983

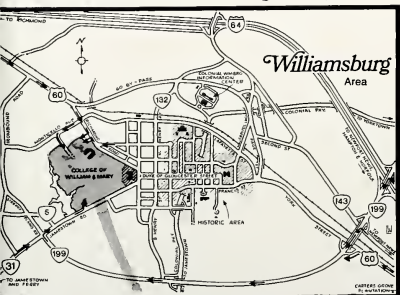
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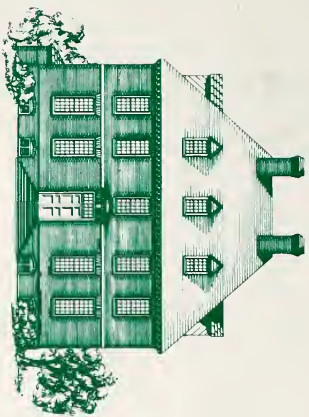
KEY FOR VISITORS

1. SIR CHRISTOPHER WARREN BUILDING (1656) National Historical Landmark, Philosophy Department and Classrooms
2. THE BRAFFERTON (1723) Administrative Offices
3. THE PRESIDENT'S HOUSE (1730)
4. ENELL HALL (1826) President's and Admissions Offices, and Music Department
5. WASHINGTON HALL (1828) Music, Anthropology and Modern Language Departments and Classrooms
6. JAMES BLAIR HALL (1835) Administrative Offices including University Advancement
7. CHANCELLORS HALL (1927) School of Business Administration
8. ST. GEORGE TUCKER HALL (1908-1909) English Department
9. PSYCHOLOGICAL COUNSELING CENTER
10. BROWN HALL (1830) Student Residence
11. SPOFFORD COURT (1820'S)
12. MONROE HALL (1924) Student Residence
13. BLOW GYMNASIUM (1924-1941) Men's Physical Education Classes, Men's Physical Education, ROTC
14. OLD DOMINION HALL (1927) Student Residence, Campus Post Office
15. BRYAN COMPLEX (1963-1969) Student Residence
16. CARY FIELD (1935) Football Stadium and Track Field
17. ALUMNI HOUSE
18. FRATERNITY LODGES, SPECIAL INTEREST HOUSING (1967)
19. YATES HALL (1962) Student Residence
20. WILLIAM AND MARY HALL (1971) Gymnasium-Auditorium, Men's Physical Education Department Complex, Auditorium seats 10,000
21. TENNIS COURTS
22. WILLIAM AND MARY COMMONS (1967) Dining Hall
23. BOTTCOURT RESIDENCE COMPLEX (1972) Sophomore Academic Resident Unit and four Freshman Residence Units, Language Houses
24. SPURDIN HALL (1961) Student Residence
25. ADAIR GYMNASIUM (1963) Women's Physical Education Department and Classes, Pool
26. TENNIS COURTS
27. RICHARD LEE MORTON HALL (1979) Classical Studies, Economics, Government, History, Sociology Departments, Classrooms, Placement Offices and Career Planning
28. HUGH JONES HALL (1969) Computer Center
29. WILLIAM SMALL PHYSICAL LABORATORY (1964) Physics and Geology Departments and Classroom, Thomas Harriot Observatory
30. THE BET TALKAPPA MEMORIAL HALL (1967) William and Mary Theatre, Theatre and Speech Department, Conference Center, Radio and Television Broadcasting facilities
31. ROBERT ANDREWS HALL (1967) Fine Arts Department
32. EARL OREGON SWENHART LIBRARY (1966) also include of Early American History and Culture
33. KING STUDENT HEALTH CENTER
34. OLD LODGE S (1847-1948) Residence Units
35. JOHN MILLINGTON HALL (1968) Biology and Psychology Departments, Classrooms
36. ROGERS HALL (1978) Chemistry and Religion Departments, Classrooms
37. LANDRUM HALL (1958) Student Residence
38. CHANDLER HALL (1951) Student Residence
39. BARNETT HALL (1927) Student Residence
40. JEFFERSON HALL (1921) Student Residence
41. COLLEGE BOOKSTORE (1950)
42. TALIAFERRO HALL (1938) Student Residence
43. CAMPUS CENTER (1960) "The Wigwag" cafeteria, Bathroom, Theatre, Recreation Rooms and Student Activities
44. TYLER HALL (1916) Student Residence
45. HUNT HALL (1930) Student Residence
46. TRINKLE HALL (1928)
47. BUILDING AND GROUNDS OFFICE
48. HEATING PLANT
49. NATIONAL CENTER FOR STATE COURTS
50. MARSHALL-WYTHE SCHOOL OF LAW
51. COLLEGE ARCADE
52. J. J. BALDWIN MEMORIAL GARDEN
53. SUNBEN GARDEN
54. CRYM HILL
55. NATURAL WILDLIFE REFUGE
56. RANDOLPH STUDENT RESIDENCES
57. PHYSICAL PLANT CRAFT SHOPS
58. CAMPUS POLICE OFFICE
59. MUSICAL INSTRUMENT ART MUSEUM
60. COMMUTING STUDENTS HOUSE

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